

MASTER'S THESIS

Hong Kong teacher-student communication in politeness theories

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**HONG KONG TEACHER-STUDENT
COMMUNICATION IN POLITENESS THEORIES**

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Abstract

Many studies were conducted about teacher-student communication and most of them found that teachers dominated and students talked less and were passive in the interactions. And this phenomenon is coincident with Scollon and Scollon's Politeness Model. Scollon and Scollon's Model is adopted in the study.

This research aims to study teacher-student communication in Hong Kong context and to figure out the extent to which Scollon and Scollon's Politeness Theory is applicable to HK secondary school situations. In order to implement this study, interactions inside the classrooms and outside the classrooms were collected.

On the basis of Scollon and Scollon's model, Politeness Strategies used by the teachers and the students and Politeness Systems for interactions inside classrooms and outside the classrooms were identified. Both the teachers and the students used Involvement Strategies and Independence Strategies.

In order to suit for Hong Kong context, some new Politeness Strategies should be added such as Joking with students, Repeating part or all of what students have said and Giving gifts to students. The use of Politeness Strategies in each Politeness System should be modified. In the Deference Politeness System of teacher-student interactions, both the teacher and the student will use Independence Strategies. In the Solidarity Politeness System of teacher-student interactions, both

the teacher and the student will use Involvement Strategies. In the Hierarchical Politeness System, the teacher will use Involvement and Independence Strategies but the student will only use Independence Strategies.

摘要

很多有關師生的溝通的研究指出，在師生的溝通中，老師會支配整個交談，而學生會很少發表意見及較為被動。這個現象正正符合史葛倫及史葛倫 (Scollon and Scollon) 的禮貌理論 (Politeness Theory)。故此，這理論會被應用於本研究。

本研究旨在探究香港師生溝通，並嘗試應用史葛倫及史葛倫(Scollon and Scollon) 的禮貌理論 (Politeness Theory)於香港的處境。本研究收集了師生課堂的對話及師生課堂外的交流以進行的分析。

本研究發現香港師生亦有採用史葛倫及史葛倫 (Scollon and Scollon) 的禮貌理論 (Politeness Theory)中所提出的禮貌策略 (Politeness Strategies); 老師和學生都會使用參與策略 (Involvement Strategies) 及獨立策略 (Independence Strategies)。但為了更配合香港的環境，需要加插一些新的策略於禮貌策略中，如與學生說笑、重覆學生的言詞和給予禮物學生。另外，應用於禮貌系統裡的禮貌策略亦需調整一下。在禮敬系統 (Deference System) 中，學生和老師都會採用獨立策略，在關聯系統 (Solidarity System) 中老師和學生都會採用參與策略，在等級系統 (Hierarchical System) 中，老師會採用獨立策略及參與策略而學生則會運用獨立策略。

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