

MASTER'S THESIS

An analysis of interaction between a pupil and a guidance teacherin [i.e. teacher in] the helping process

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**AN ANALYSIS OF INTERACTION BETWEEN A PUPIL
AND
A GUIDANCE TEACHER IN THE HELPING PROCESS**

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**A Dissertation Submitted In Partial
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Abstract

Communication plays an important role in establishing a good relationship between human beings. This is obvious in the helping process in schools. However, problems often arise in the mutual understanding between pupils and the guidance teachers. Whenever the guidance teachers misunderstand or misinterpret what the pupils say, the pupils will be discouraged from talking to the guidance teacher and will eventually keep silent during the helping process. In other words, the guidance teacher cannot explore the root of pupils' problems which may lead to failure of the helping process.

According to many news reports and research findings, many pupils want to commit suicide because they think that no one understand them, especially when guidance teachers cannot fix their problems in the helping process. In view of this, I would like to focus my research interests on aspects of spoken discourse in the context of counselling; exploring why and what contributes to the success of the helping process.

Chapter One introduces some background knowledge of my study. Chapter Two is a literature review on different authors' perspectives of politeness strategies, as well as silence which is considered to be a kind of non-verbal behaviour. Chapter Three is a brief description of the research methodology of my study. Chapter Four is an account of the data collected followed by analysis with references to some authors' perspectives. Chapter Five is the discussion of my study and some implications to readers are drawn. Chapter Six is a brief conclusion on this paper and with some projections further recommended, on which the importance of attending to the non-verbal behaviors in the helping process are stressed. It was found that looking into the pupils' non-verbal behaviour is as important as the verbal behaviour in assisting the helper in understanding the pupils in the helping process.

論文摘要

溝通在建立人與人之間的關係扮演著重要的角色，尤其是學校內助人的過程尤為明顯。但是在輔導老師與學生的互相了解上便存在著許多困難。

學生多在被輔導老師的誤解後而顯得退縮，自我表達的意欲也被打沉，甚至變得沉默。換句話說，輔導老師不能探索學生心底的說話，繼而令整個助人的過程劃上失敗的句號。

根據新聞報導及研究，很多學生企圖自殺，原因是他們覺得世上沒有人了解他們，尤其是當初曾與輔導老師面談，而又未能在輔導老師協助下找出問題根源的學生。

本論文主要是就禮貌原則和非語言表達，尤其是“沉默”等分析學生與輔導老師溝通的困難，最後結論所得，發現了非口語化的表達行為與口語表達同樣重要，前者更可助輔導老師了解學生所想，從而令助人的過程更為有效。

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