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ACKNOWLEDGEMENTS

First, I would like to express my deepest gratitude to my advisor, Dr. Li-yi Huang, who has devoted a lot of time to reading and correcting my thesis. Whenever I encounter difficulties and problems in the process, she always gives me the warmest help and support. Without her insightful guidance and constant encouragement, I would not have been able to complete the thesis.

Sincere gratitude also goes to Dr. Ching Kang Liu, and Dr. Chiung-chih Huang for their valuable comments and suggestions during the oral defense. It is their instructions that make me realize some weak points of my thesis. All my teachers in the Institute of Linguistics also deserve my thanks for their dedicated teaching.

Special thank goes to Mr. Jhen-hong Yang, who is my junior in the graduate school. He has devoted a lot of time to helping me in doing the statistical analysis. Without his help, I would have never finished the writing of my thesis. Thanks also go to all my classmates, the juniors, and the seniors. It is they who make my studying in Cheng-chi University colorful.

Finally, I am deeply indebted to my parents for their caring and unwavering support. Whenever I feel depressed in the process of writing, they are the force that supports me and gives me the power to keep on writing.

中文致謝詞

從升上碩三的暑假就開始期待可以寫論文致謝詞的那一天。經過這一千多個艱辛的日子之後，現在的我似乎不太敢相信我終於也熬到了這一天。回首過往的歷程，從找題目、作文獻、做實驗、分析資料以及最後的下筆及修正，每一個關卡對我來說都有莫大的挑戰。好多次在覺得我快要被論文打敗的時候，都是我的指導教授黃麗儀老師在旁邊輕聲地鼓勵我。有了老師的鼓勵以及建議，我才逐漸說服我自己說我應該是可以做到的。心中真的是非常感謝我的指導教授，如果不是她的話，我碩三寫論文的過程應該會更加艱辛吧。黃老師，謝謝您。

在這各個過程中，我要感謝很多人。如果沒有他們幫助與幫忙，我或許就沒有順利完成學業的這一天吧。首先，我要感謝在我最後的關卡---口試當中，來幫我口試的口試委員，黃瓊之老師以及台北大學的劉慶剛老師。他們給了我很多中肯的建議，讓我看到我之前所沒有注意到的盲點，也學到了一些作研究應該要注意到的原則。心中真的是非常謝謝這兩位教授願意抽空看我的論文並且千里迢迢地到所上來幫我口試。

還要感謝很多朋友的支持，我才可以走到今天。在這其中我最要感謝鎮鴻學弟。他花了整整三大天的時間來幫我跑統計，讓我終於可以動手下筆寫我的結論。如果不是學弟的話，我到現在可能還是急得像熱鍋上的螞蟻，不知如何是好。在寫論文的這一年，似乎特別容易心情不好。非常謝謝佳霜、嘉英以及廷育的陪伴。也在這邊祝福他們工作順利，學業順利。還有的就是我的研究所同學，因為有你們，我度過了一個非常愉快(除了寫論文時期)的研究所生涯。其中俞尹、惠珊、汶宣、美齡，非常謝謝妳們的鼓勵，以及願意作我的垃圾桶，聽我訴說苦水。因為有妳們，寫論文的生活不全然是一片黑色的，也增添了許多色彩。謝謝妳們，有妳們真好。

另外，我最要感謝的人就是我的爸媽。他們溫暖的關心與支持，更是讓我覺得我沒有理由不堅持下去。在過程中，他們讓我完全沒有任何後顧之憂，每當我跟他們說到實驗的經費問題時，他們總是叫我不必擔心經濟的問題。不論需要花多少錢作實驗都沒有關係，讓我盡量放心地去做。在我不想要碰論文的時候，我只要一想到父母親我對全心的支持，就會很認命地坐回書桌前從頭開始看我的論文並進行修改。爸、媽，謝謝你們。還好我今天有做到，我終於把論文寫完了，我沒有讓你們擔心。

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國立政治大學研究所碩士論文摘要

研究所別：語言學研究所

論文名稱：台灣的大學生在英語口說語與書面語溝通表達策略的比較

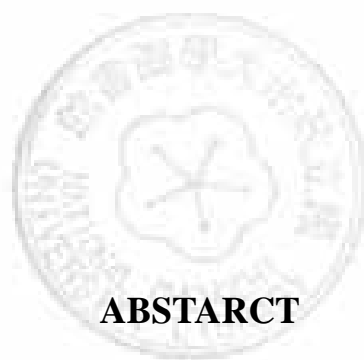
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論文內容摘要：(共一冊，42618 字，分五章)

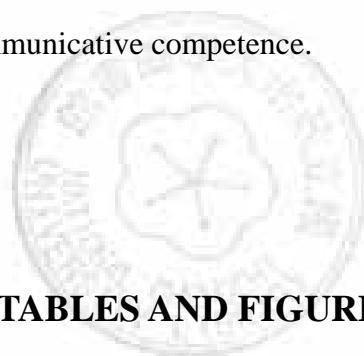
在使用外國語言表達的時候，語言學習者經常會遇到不會說的單字。為了使溝通能夠繼續下去，語言學習者經常會採用溝通表達策略(C.S)來幫助自己表達意見。除了口語之外，人們還可以用書面語來溝通。但目前尚未有研究關於溝通表達策略在這兩種語言形式中有何異同之處。比較溝通表達策略在這兩種語言形式中有何不同之處是我們其中的一個目標。另外，我們還檢視受試者說的能力

(speaking ability) 與寫的能力 (writing ability) 如何影響兩種形式的溝通表達策略。結果顯示只有情境策略 (situation strategy) 和同義字策略 (synonym strategy) 在兩種語言形式中呈現顯著差異。受試者說的能力只會影響策略數量上 (number) 的使用，並不會影響到種類上 (type) 的選擇。而寫的能力則與策略數量上 (number) 的使用以及種類上 (type) 的選擇都沒有關聯。策略種類上 (type) 的選擇不會隨著說的能力或寫的能力增加的結果使我們提出英文老師應該加強學生溝通表達策略的概念與使用的建議，期使學生提升他們的溝通能力。



Communication strategies (C.S.) are the strategies used by language learners to deal with lexical problems when they are using a target language for communication. In addition to oral language, people can also communicate in written language. However, no study has looked into the similarities and differences of the C.S. used in the two modes. An aim of our study is to compare the use of C.S. in the two modes. The second aim is to examine the use of C.S. in the two modes through speaking proficiency and writing proficiency respectively. Subjects were asked to express

prompted words to the native English interlocutor and then to write down the same set of the prompted words without using the exact words. Results shows that only *situation strategy* and *synonym strategy* display significant differences in the two modes. Besides, speaking proficiency influences the number of C.S. but is unrelated to the types of C.S. Writing proficiency does not affect the number and the types of C.S. The result that the types of C.S. do not increase according to proficiency level makes us suggest English teachers to enhance learners' awareness of C.S. with an aim to developing learners' communicative competence.



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