



Appendix A
Questionnaire for the Test of the American Norm

NO.	Gender	Age	Education level	Occupation	Nationality

A. There are eight sentences below that you may used to invite someone to come to your party. How would you evaluate the strength of indirectness and politeness of these sentences?

- | | | | | | | | | | |
|---|----------|---|---|---|---|---|---|---|----------|
| 1. <i>Could you come to my party tonight?</i> | Direct | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Indirect |
| | Impolite | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Polite |
| 2. <i>I am having a party tonight.</i> | Direct | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Indirect |
| | Impolite | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Polite |
| 3. <i>Come to my party tonight.</i> | Direct | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Indirect |
| | Impolite | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Polite |
| 4. <i>I would like you to come to my party tonight..</i> | Direct | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Indirect |
| | Impolite | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Polite |
| 5. <i>Would you come to my party tonight?.....</i> | Direct | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Indirect |
| | Impolite | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Polite |
| 6. <i>Do you know I am having a party tonight?....</i> | Direct | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Indirect |
| | Impolite | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Polite |
| 7. <i>I invite you to come to my party tonight.</i> | Direct | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Indirect |
| | Impolite | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Polite |
| 8. <i>I want you to come to my party tonight.</i> | Direct | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Indirect |
| | Impolite | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Polite |

Appendix B
Questionnaire for the Pilot Test: Pre-test and Post-test

語言與功能教學(前測)

學校：_____

班級：_____ 座號：_____

性別：_____ 年齡：_____

規則：

1. 每一題均須作答。
2. 在規定時間內不可跨頁作答。

Appendix B (continued)

一、下列八個句子均可用來邀請別人。請圈選出代表每一個句子直接與間接的程度。7代表「最間接」，1代表「最直接」，4代表「不直接也不間接」。

- | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|----|
| 1. <i>Could you come to my party tonight?</i> | 直接 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 間接 |
| 2. <i>I am having a party tonight.</i> | 直接 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 間接 |
| 3. <i>Come to my party tonight.</i> | 直接 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 間接 |
| 4. <i>I would like you to come to my party tonight.</i> | 直接 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 間接 |
| 5. <i>Would you come to my party tonight?</i> | 直接 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 間接 |
| 6. <i>Do you know I am having a party tonight?....</i> | 直接 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 間接 |
| 7. <i>I invite you to come to my party tonight.</i> | 直接 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 間接 |
| 8. <i>I want you to come to my party tonight.</i> | 直接 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 間接 |

Appendix B (continued)

二、下列八個句子均可用來邀請別人。請圈選出代表每一個句子禮貌的程度。
7 代表「最有禮貌」, 1 代表「最不禮貌」, 4 代表「沒有禮貌也沒有不禮貌」。

- | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|-----|
| 1. <i>Could you come to my party tonight?</i> | 禮貌 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 不禮貌 |
| 2. <i>I am having a party tonight.</i> | 禮貌 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 不禮貌 |
| 3. <i>Come to my party tonight.</i> | 禮貌 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 不禮貌 |
| 4. <i>I would like you to come to my party tonight.</i> | 禮貌 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 不禮貌 |
| 5. <i>Would you come to my party tonight?</i> | 禮貌 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 不禮貌 |
| 6. <i>Do you know I am having a party tonight?</i> | 禮貌 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 不禮貌 |
| 7. <i>I invite you to come to my party tonight</i> | 禮貌 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 不禮貌 |
| 8. <i>I want you to come to my party tonight</i> | 禮貌 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 不禮貌 |

Function-based Lesson Plan
(for Class A and Class C)

Appendix C-1
Function-based Lesson Plan (for Class A and Class C): Lesson-1

Lesson-1: General introduction of language function

Warm-up

1. Give students a whole picture of relationship between function and form.
2. Introduce and give the example of the relationship between function and form.

Presentation

1. Introduce the topic—speech act of invitation.
2. Ask students to give some examples of invitation in Chinese.
3. Give students Chinese examples of invitation forms.
4. Explain the relationship among functions and forms.
5. Give students English invitation forms and ask them to recognize the function.
6. Explain there are speaker- and hearer-oriented sentences.
 - (1) *Speaker-oriented sentences start with a first-person subject “I” and hearer-oriented sentences start with a second-person subject “you.”*
 - (2) *Speaker-oriented sentences are affirmatives and hearer-oriented sentences are interrogatives, except for imperative sentences.*
7. Give students the handouts (Handouts A, B, C, D).

Appendix C-2
Handout A: Handout Used in Function-based Class Instruction for Introducing
Sentence Patterns for Invitation

Handout A

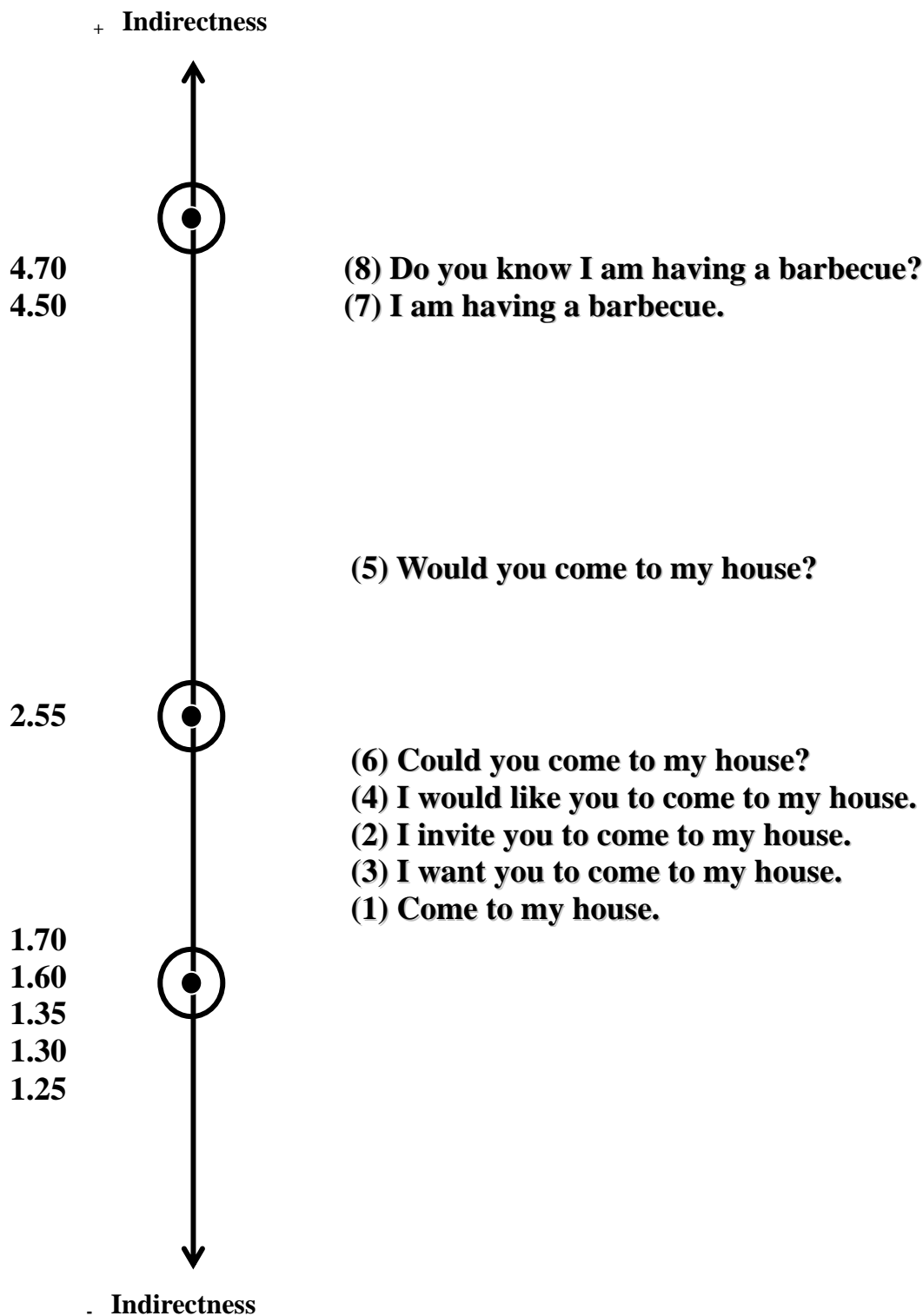
邀請的句式 (Sentence patterns of invitation)

類別	句式	例句
直接邀請 (Direct invitation)		
1. 祈使句 (聽話者)	VP	<i>Come to my house.</i>
2. 語言行為動詞 (說話者)	“I” + invite...	<i>I invite you to come to my house.</i>
情態 (Modality)		
3. 說話者的渴望	I want + VP	<i>I want you to come to my house.</i>
4. 說話者的希望	I would like + VP	<i>I would like you to come to my house.</i>
5. 聽話者的意願	Will you + VP	<i>Will you come to my house?</i>
6. 聽話者的能力	Could you + VP	<i>Could you come to my house?</i>
暗示 (Hint)		
7. 以說話者觀點所做的暗示	I + VP	<i>I am having a barbecue.</i>
8. 以聽話者觀點所做的暗示	Do you know...	<i>Do you know I am having a barbecue?</i>

Appendix C-2 (continued)
 Handout B: Handout Used in Function-based Class Instruction for Indirectness
 Strengths of Invitation

Handout B

間接性(Indirectness)

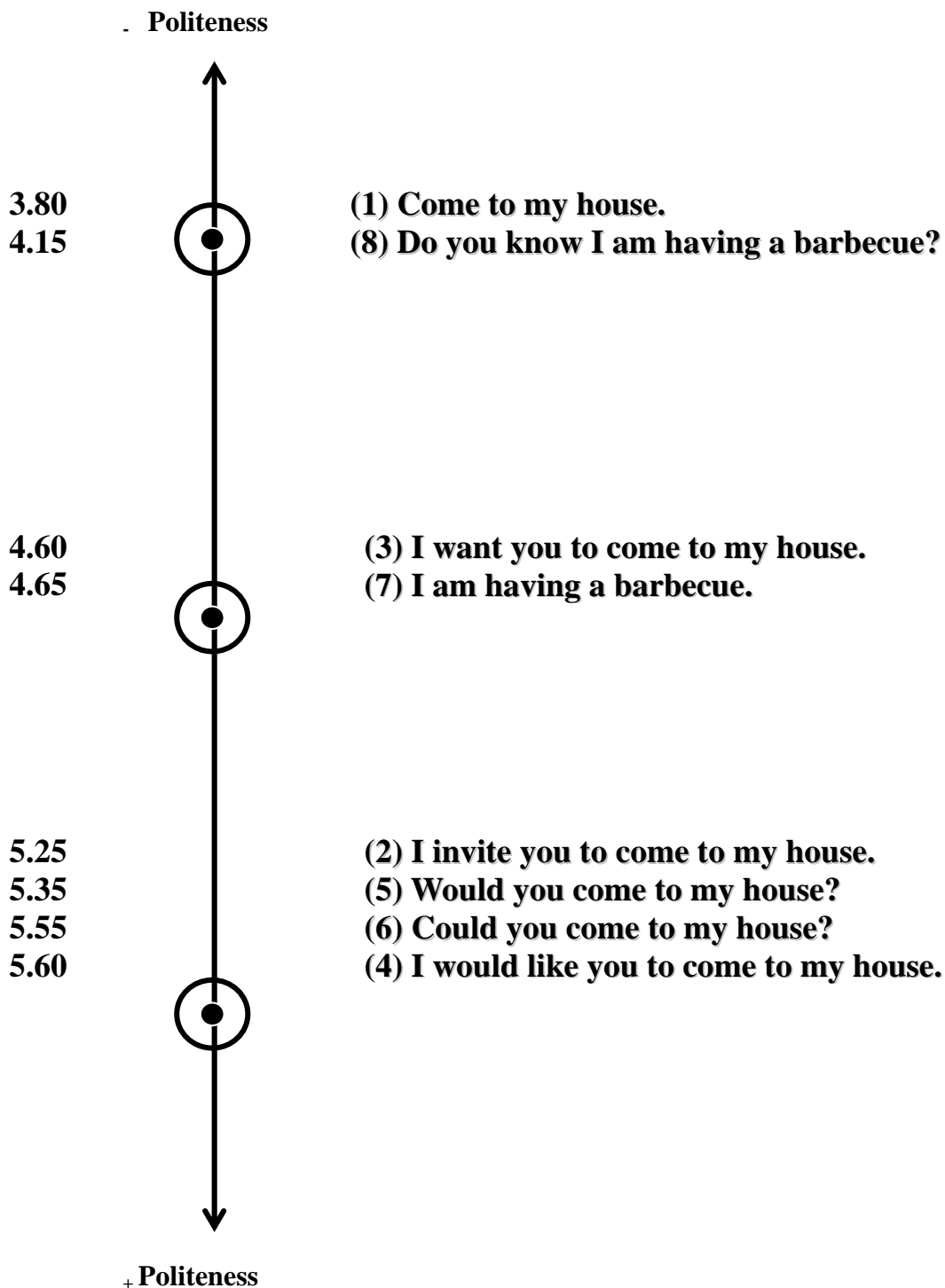


Appendix C-2 (continued)

Handout C: Handout Used in Function-based Class Instruction for Politeness Strength of Invitation

Handout C

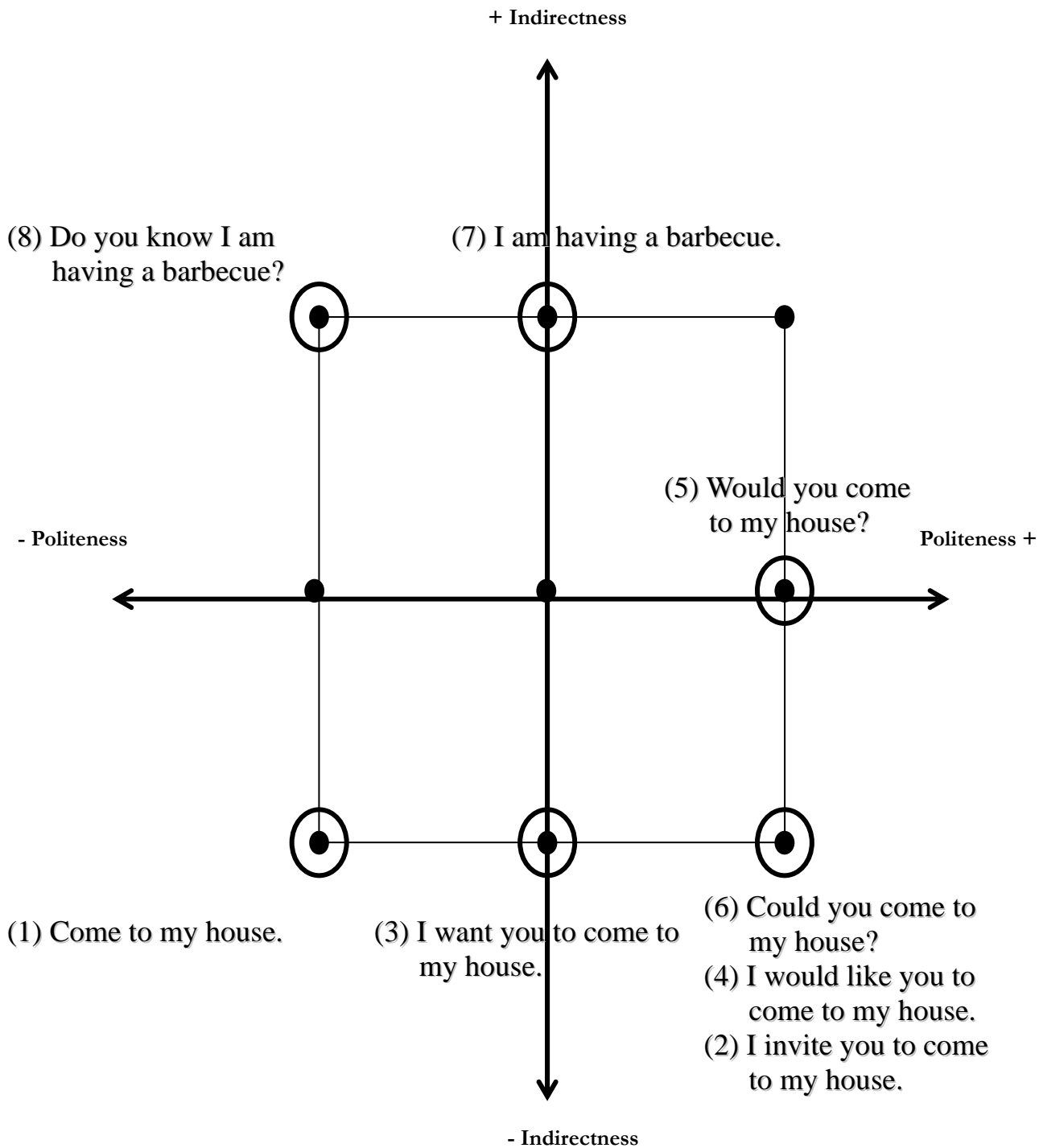
禮貌性(Politeness)



Appendix C-2 (continued)
 Handout D: Handout Used in Function-based Class Instruction for the Interaction of Indirectness and Politeness of Invitation

Handout D

Indirectness + Politeness



Appendix D-1
Function-based Lesson Plan (for Class A and Class C): Lesson-2

Lesson-2: Direct strategy by Imperative and Performatives

Warm-up

1. Give students a whole picture of relationship between function and form.
2. Introduce and give the example of the relationship between function and form.

Presentation

1. Introduce the topic—inviting speech act.
2. Ask students to give some examples of invitation in Chinese.
3. Give students Chinese examples of invitation forms.
4. Explain the relationship among functions, and forms.
5. Give students English invitation forms and ask them to recognize the function.
6. Explain there are speaker- and hearer-oriented sentences.
 - (1) *Speaker-oriented sentences start with a first-person subject “I” and hearer-oriented sentences start with a second-person subject “you.”*
 - (2) *Speaker-oriented sentences are affirmatives and hearer-oriented sentences are interrogatives, except for imperative sentences.*
7. Introduce the **ordering** and **grouping** of indirectness and point of view of the eight sentences, and give examples.

Patterns and examples:

Low indirectness

- (1) *Imperative: VP → Come to my house.*
- (3) *Speaker’s want: I want –VP → I want you to come to my house.*
- (2) *Performative verb: I invite you to VP → I invite you to come to my house.*
- (4) *Speaker’s desire: I would like –VP → I would like you to come to my house.*
- (6) *Hearer’s ability: Could you –VP → Could you come to my house?*

Medium indirectness

- (5) *Hearer’s willingness: Would you –VP → Would you come to my house?*

High indirectness

- (7) *Speaker-oriented hint: I –VP → I am having a barbecue.*
 - (8) *Hearer-oriented hint: Do you know... → Do you know I am having a barbecue.*
8. Explain the markers of each sentence:
 - (1) *The markers of imperatives include: (a) subject omission (b) base verb.*
 - (2) *The markers of performative verb sentences include: (a) an explicit performativverb.*
 - (3) *The markers of speaker’s desire sentences include: (a) “I want.”*
 - (4) *The markers of speaker’s wish sentences include: (a) “I would like.”*
 - (5) *The markers of hearer’s ability sentences include: (a) “Could you.”*
 - (6) *The markers of hearer’s willingness sentences include: (a) “Would you.”*
 - (7) *The markers of speaker-oriented hint include: (a) “I” (b) implicit reference to invitation.*
 - (8) *The markers of hearer-oriented hint include: (a) “Do you know” (b) implicit reference to invitation.*
 - (9) *Speaker-oriented sentences are affirmatives and hearer-oriented sentences are interrogatives.*

Appendix D-1 (continued)

(10) Speaker-oriented sentences are more direct than hearer-oriented sentences.

★ *Pay attention to S4, S5, and S6.*

★ *Emphasize that S7 and S8 as hinting strategy fall at high indirectness in spite of their sentence structures (interrogative or affirmative).*

9. Explain the **range** of strength of indirectness in American norms (ranging from 4.70 to 1.25).

★ *Avoid hypercorrection of S7 and S8.*

Practice

1. Give sentences patterns for recognizing the directness of each pattern (Worksheet A).
2. Review the sentences.

Production

1. Pick up students pinpoint the strength of indirectness of each pattern on the scale.
2. Pick up students to offer an invitation by different strength of indirectness.

Wrap-up

Recognize and order the indirectness of the sentence patterns provided in the worksheet (Worksheet B).

Appendix D-2
Worksheet A: Worksheet Used in Function-based Class Instruction for Practice
(Lesson-2)

Worksheet A

姓名：

座號：

快問快答

一、圈選適當的答案。

- (1) I invite you to come to my house.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (2) Could you go to the movie with me?
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (3) I want you to go shopping with me.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (4) Do you know I am having a party?
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (5) I would like you to have dinner with me.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (6) I am having a party.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (7) Come to my house.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (8) Would you have dinner with me?
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low

Appendix D-2 (continued)
Worksheet A: Worksheet Used in Function-based Class Instruction for Practice
(Lesson-2)

二、填入適當的句子。

選項：

- (a) Do you know I am going shopping?
- (b) Could you go shopping with me?
- (c) I invite you to go shopping with me.
- (d) Go shopping with me.
- (e) I want you to go shopping with me.
- (f) Would you go shopping with me?
- (g) I would like you to go shopping with me.
- (h) I am going shopping.

問題：

(1) Low indirectness 有哪些？

(2) Medium indirectness 有哪些？

(3) High indirectness 有哪些？

Appendix D-2 (continued)
Worksheet B: Worksheet for Function-based Assignment (Lesson-2)

Worksheet B

姓名：

座號：

作業

一、圈選適當的答案。

- (1) I invite you to come to my party.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (2) Could you go to the library with me?
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (3) I want you to go to the movie with me.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (4) Do you know I am having a barbecue?
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (5) I would like you to have lunch with me.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (6) I am having a party.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (7) Come to my party.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low
- (8) Would you have a cup of coffee with me?
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
間接程度為何？ (a) High (b) Medium (c) Low

Appendix D-2 (continued)
Worksheet B: Worksheet for Function-based Assignment (Lesson-2)

二、填入適當的句子。

選項：

- (a) Do you know I am having a drama play?
- (b) Could you come to my drama play?
- (c) I invite you to come to my drama play.
- (d) Come to my drama play.
- (e) I want you to come to my drama play.
- (f) Would you come to my drama play?
- (g) I would like you to come to my drama play.
- (h) I am having a drama play.

問題：

(1) Low indirectness 有哪些？

(2) Medium indirectness 有哪些？

(3) High indirectness 有哪些？

Appendix E-1
Function-based Lesson Plan (for Class A and Class C): Lesson-3

Lesson-3: Indirect strategy by modality

Warm-up

1. Review the relationship between function and form.
2. Review the indirectness of the eight sentences taught in Lesson-1.

Presentation

1. Introduce the **ordering** and **grouping** of indirectness of the eight sentences and give examples.

Patterns and examples:

Low politeness

- (1) *Imperative: VP → Come to my house.*
 (8) *Hearer-oriented hint: Do you know... → Do you know I am having a barbecue.*

Medium politeness

- (3) *Speaker's want: I want –VP → I want you to come to my house.*
 (7) *Speaker-oriented hint: I –VP → I am having a barbecue.*
 (2) *Performative verb: I invite you to VP → I invite you to com to my house.*
 (5) *Hearer's willingness: Would you –VP → Would you come to my house?*

High politeness

- (6) *Hearer's ability: Could you –VP → Could you come to my house?*
 (4) *Speaker's desire: I would like –VP → I would like you to come to my house.*

★Pay attention to S6, S5 and S4.

2. Ask and then help students to recognize politeness of the patterns.
3. Explain the **range** of strength of politeness in American norms (ranging from 5.60 to 3.80).

★ Incorporate culture explanations: Chinese tend to show a wider range of politeness, and yield more delicate groupings of politeness.

★ Pay attention to hypercorrection of S7 and S8.

Practice

1. Give sentence patterns for recognizing the politeness of each pattern.
2. Review the sentences (Worksheet C).

Production

1. Pick up students pinpoint the strength of indirectness of each pattern on the scale.
2. Pick up students to offer an invitation by different strength of indirectness.

Wrap-up

Recognize and order the indirectness of the sentence patterns provided in the worksheet (Worksheet D).

Appendix E-2
Worksheet C: Worksheet Used in Function-based Class Instruction for Practice
(Lesson-3)

Worksheet C

姓名：

座號：

快問快答

- (1) Could you go to the movie with me?
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何? (a) High (b) Medium (c) Low
- (2) I invite you to come to my house.
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何? (a) High (b) Medium (c) Low
- (3) I am having a party?
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何? (a) High (b) Medium (c) Low
- (4) I want you to go shopping with me.
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何? (a) High (b) Medium (c) Low Do you know
- (5) I am having a party.
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何? (a) High (b) Medium (c) Low
- (6) I would like you to have dinner with me.
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何? (a) High (b) Medium (c) Low
- (7) Would you have dinner with me?
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何? (a) High (b) Medium (c) Low
- (8) I would like you to come to my house.
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何? (a) High (b) Medium (c) Low

Appendix E-2 (continued)
Worksheet C: Worksheet Used in Function-based Class Instruction for Practice
(Lesson-3)

二、填入適當的句子。

選項：

- (a) Do you know I am going shopping?
- (b) Could you go shopping with me?
- (c) I invite you to go shopping with me.
- (d) Go shopping with me.
- (e) I want you to go shopping with me.
- (f) Would you go shopping with me?
- (g) I would like you to go shopping with me.
- (h) I am going shopping.

問題：

(1) Low politeness 有哪些？

(2) Medium politeness 有哪些？

(3) High politeness 有哪些？

Appendix E-2 (continued)

Worksheet D: Worksheet for Function-based Assignment (Lesson-3)

Worksheet D

姓名：

座號：

作業

- (1) Could you go to the movie with me?
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何？ (a) High (b) Medium (c) Low
- (2) I invite you to come to my house.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何？ (a) High (b) Medium (c) Low
- (3) I am having a party?
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何？ (a) High (b) Medium (c) Low
- (4) I want you to go shopping with me.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何？ (a) High (b) Medium (c) Low Do you know
- (5) I am having a party.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何？ (a) High (b) Medium (c) Low
- (6) I would like you to have dinner with me.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何？ (a) High (b) Medium (c) Low
- (7) Would you have dinner with me?
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何？ (a) High (b) Medium (c) Low
- (8) Come to my house.
以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented
禮貌程度為何？ (a) High (b) Medium (c) Low

Appendix E-2 (continued)
Worksheet D: Worksheet for Function-based Assignment (Lesson-3)

二、填入適當的句子。

選項：

- (a) Do you know I am having a drama play?
- (b) Could you come to my drama play?
- (c) I invite you to come to my drama play.
- (d) Come to my drama play.
- (e) I want you to come to my drama play.
- (f) Would you come to my drama play?
- (g) I would like you to come to my drama play.
- (h) I am having a drama play.

問題：

(1) Low politeness 有哪些？

(2) Medium politeness 有哪些？

(3) High politeness 有哪些？

Appendix F-1
Function-based Lesson Plan (for Class A and Class C): Lesson-4

Lesson-4: Hinting strategy

Warm-up

1. Review the relationship between function and form.
2. Review the indirectness and the politeness of the eight sentence patterns taught in Lesson-1 and Lesson-2.
3. Ask students to recognize the indirectness and politeness of the patterns.

Presentation

1. Ask and then help students to recognize (1) the indirectness and (2) politeness of the patterns.
★ Pay attention to S4, S5 and S6 in modality group, and S7 and S8 in hinting group.
2. Introduce the relationship between indirectness and politeness
★ Indirectness does not positively or negatively correlate with politeness.

Practice

1. Give sentences patterns for recognizing the directness of each pattern (Worksheet E).
2. Review the sentences.

Production

1. Pick up students pinpoint the strength of indirectness of each pattern on the scale.
2. Pick up students to offer an invitation by different strength of indirectness.

Conclusion

Give feedback and overview the eight sentence patterns.

Teacher can review the markers of each sentence patterns to talk about the appropriateness of each invitation. Then, the teacher gave feedback to what the students' had performed. The teacher and students had a discussion for what they had learn about invitations in American way, and pointed out the differences and similarities between the Chinese culture and American culture.

Appendix F-2
Worksheet E: Worksheet Used in Function-based Class Instruction for Practice
(Lesson-4)

Worksheet E

姓名：

座號：

快問快答(A3, C3)

一、圈選適當的答案。

(1) Come to my house.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(2) Would you have dinner with me?

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(3) I would like you to have dinner with me.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(4) I am having a party?

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(5) I want you to go shopping with me?

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(6) Do you know I am having a party?

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(7) I invite you to come to my house.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

Appendix F-2 (continued)
Worksheet E: Worksheet Used in Function-based Class Instruction for Practice
(Lesson-4)

- (8) Could you go to the movie with me?
 以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
 間接程度為何? (a) High (b) Medium (c) Low
 禮貌程度為何? (a) High (b) Medium (c) Low

二、填入適當的句子。

選項：

- (a) Do you know I am going shopping?
- (b) Could you go shopping with me?
- (c) I invite you to go shopping with me.
- (d) Go shopping with me.
- (e) I want you to go shopping with me.
- (f) Would you go shopping with me?
- (g) I would like you to go shopping with me.
- (h) I am going shopping.

問題：

- (1) Low indirectness 有哪些?
- (2) Medium indirectness 有哪些?
- (3) High indirectness 有哪些?
- (4) Low politeness 有哪些?
- (5) Medium politeness 有哪些?
- (6) High politeness 有哪些?

**Structure-based Lesson Plan
(For Class B and Class D)**

Appendix G-1
Structure-based Lesson Plan (for Class B and Class D): Lesson-1

Lesson-1: General introduction of language functions

Warm-up

1. Give students a whole picture of relationship between function and form.
2. Introduce and give the example of the relationship between function and form.

Presentation

1. Introduce the topic—speech act of invitation.
2. Ask students to give some examples of invitation in Chinese.
3. Give students Chinese examples of invitation forms
4. Explain the relationship among functions, and forms.
5. Give students English invitation forms and ask them to recognize the function.
6. Explain there are speaker- and hearer-oriented sentences.
 - (1) *Speaker-oriented sentences start with a first-person subject “I” and hearer-oriented sentences start with a second-person subject “you.”*
 - (2) *Speaker-oriented sentences are affirmatives and hearer-oriented sentences are interrogatives, except for imperative sentences.*
7. Give students handouts (Handouts E, F, G, H).

Appendix G-2
Handout E: Handout Used in Structure-based Class Instruction for Introducing
Sentence Patterns for Invitation

Handout E

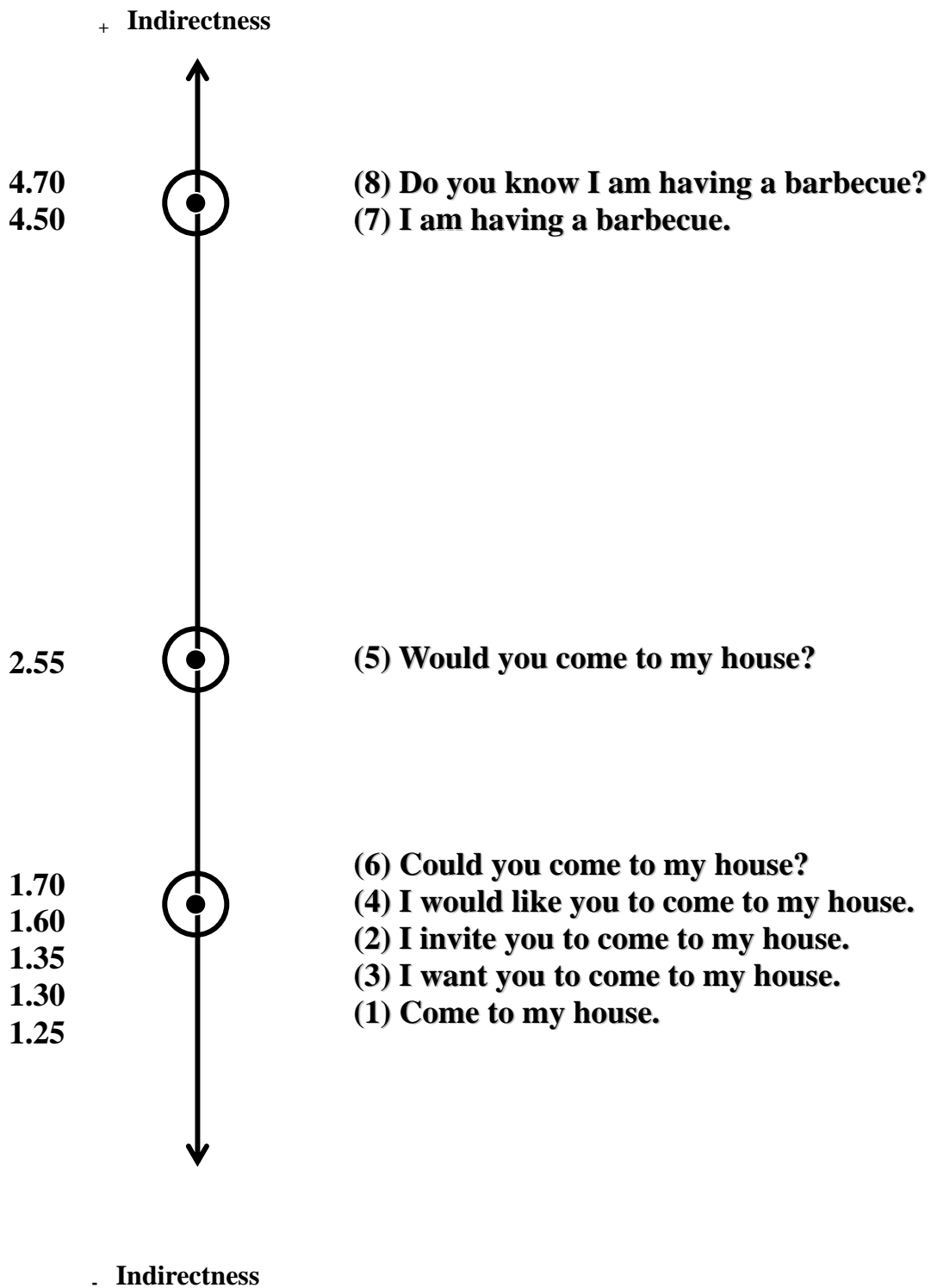
邀請的句式 (Sentence patterns of invitation)

類別	句式	例句
直接邀請 (Direct invitation)		
1. 祈使句 (聽話者)	VP	<i>Come to my house.</i>
2. 語言行為動詞 (說話者)	“I” + invite...	<i>I invite you to come to my house.</i>
情態 (Modality)		
3. 說話者的渴望	I want + VP	<i>I want you to come to my house.</i>
4. 說話者的希望	I would like + VP	<i>I would like you to come to my house.</i>
5. 聽話者的意願	Will you + VP	<i>Will you come to my house?</i>
6. 聽話者的能力	Could you + VP	<i>Could you come to my house?</i>
暗示 (Hint)		
7. 以說話者觀點所做的暗示	I + VP	<i>I am having a barbecue.</i>
8. 以聽話者觀點所做的暗示	Do you know...	<i>Do you know I am having a barbecue?</i>

Appendix G-2 (continued)
 Handout F: Handout Used in Structure-based Class Instruction for Indirectness
 Strengths of Invitation

Handout F

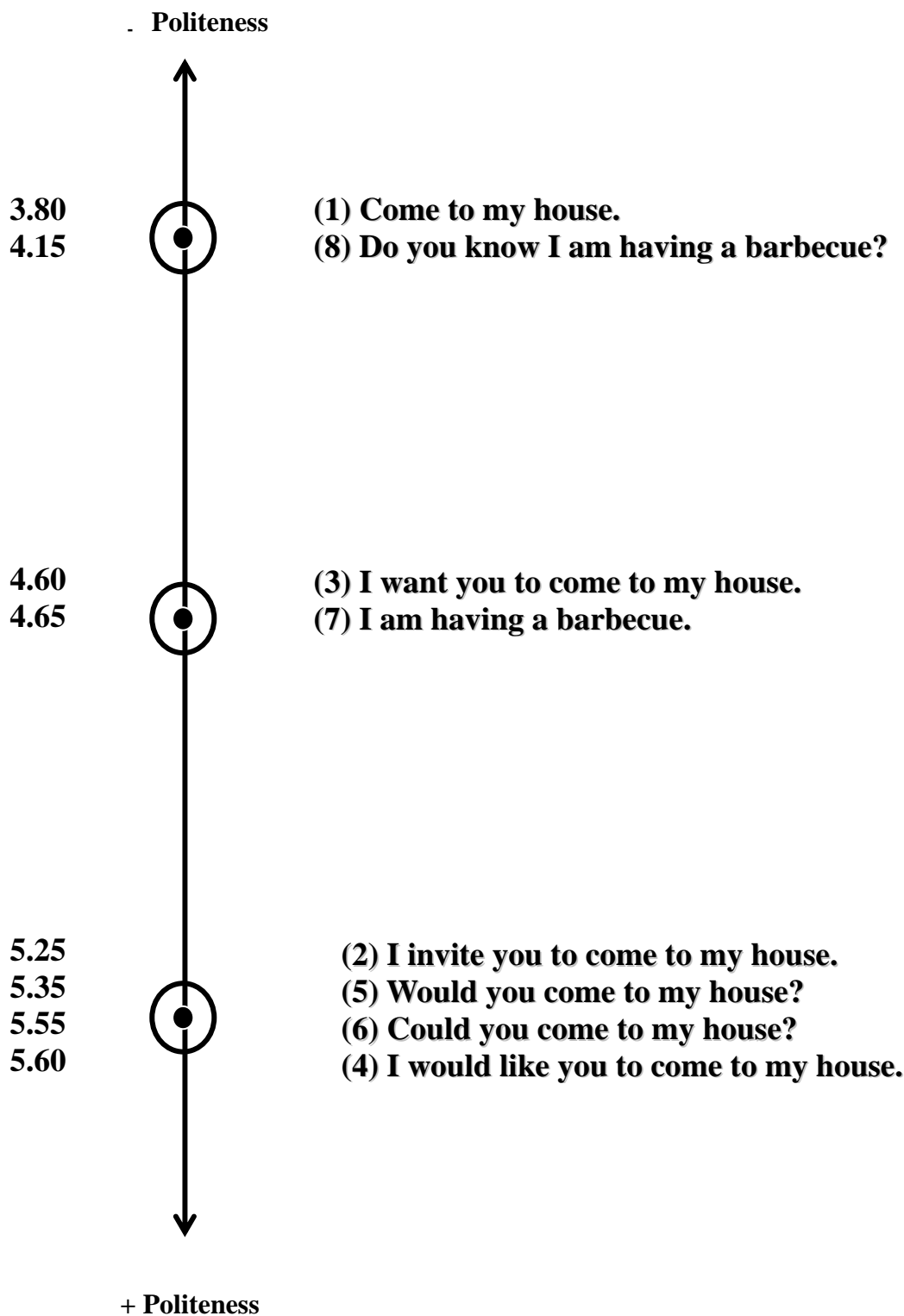
間接性(Indirectness)



Appendix G-2 (continued)
 Handout G: Handout Used in Structure-based Class Instruction for Politeness
 Strengths of Invitation

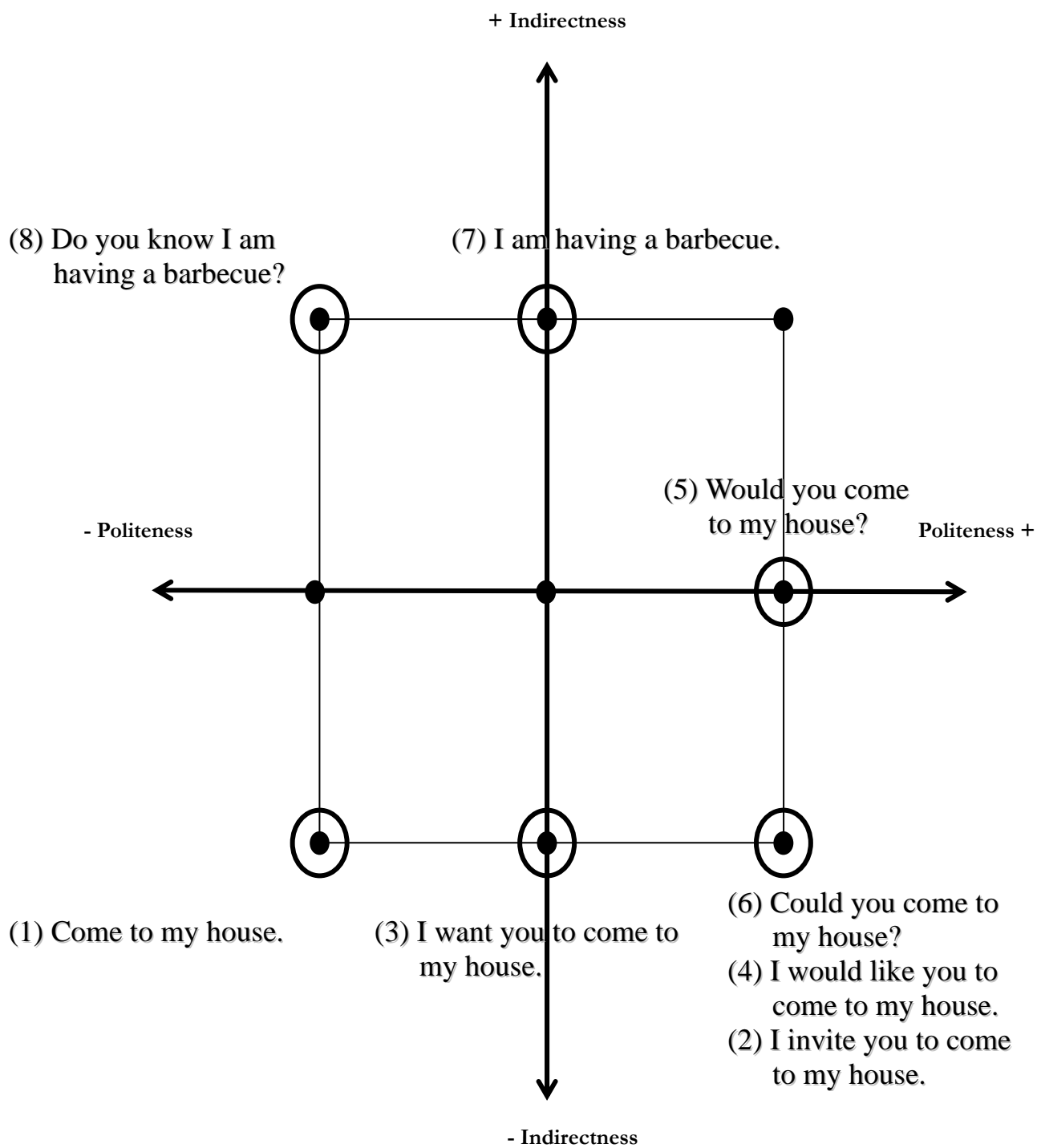
Handout G

禮貌性(Politeness)



Appendix G-2

Handout H: Handout Used in Structure-based Class Instruction for the Interaction of Indirectness and Politeness of Invitation

Handout H**Indirectness + Politeness**

Appendix H-1
Structure-based Lesson Plan (for Class B and Class D): Lesson-2

Lesson-2: Introduction of indirectness

Warm-up

1. Give students a whole picture of relationship between function and form.
2. Introduce and give the example of the relationship between function and form.

Presentation

1. Introduce the topic—speech act of invitation.
2. Ask students to give some examples of invitation in Chinese.
3. Give students Chinese examples of invitation forms.
4. Explain the relationship among functions, forms and social factors.
5. Give students English invitation forms and ask them to recognize the function.
6. Explain there are speaker- and hearer-oriented sentences.
 - (1) *Speaker-oriented sentences start with a first-person subject “I” and hearer-oriented sentences start with a second-person subject “you.”*
 - (2) *Speaker-oriented sentences are affirmatives and hearer-oriented sentences are interrogatives, except for imperative sentences.*
7. Introduce the sentence patterns Part I and give examples.

Patterns and examples:

- (1) *Imperative: VP → Come to my house.*
- (2) *Performative verb: I invite you to VP → I invite you to com to my house.*
8. Explain the markers of each sentence:
 - (1) *The markers of imperatives include: (a) subject omission (b) base verb.*
 - (2) *The markers of performative verb sentences include: (a) an explicit performative verb.*
 - (3) *Speaker-oriented sentences are affirmatives and hearer-oriented sentences are interrogatives.*
9. Ask and then help students to recognize (1) the indirectness and (2) politeness of the patterns.

Practice

1. Give sentences patterns for recognizing the directness of each pattern (Worksheet F).
2. Review the sentences.

Production

1. Pick up students pinpoint the strength of indirectness and politeness of each pattern on the scale.
2. Pick up students to offer an invitation by different strength of indirectness and politeness.

Wrap-up

Recognize and order the indirectness of the sentence patterns provided in the worksheet (Worksheet G).

Appendix H-2
Worksheet F: Worksheet Used in Structure-based Class Instruction for Practice
(Lesson-2)

Worksheet F

姓名：

座號：

快問快答

一、圈選適當的答案。

(1) Have lunch with me.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(2) I invite you to have lunch.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(3) I invite you to come to my house.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(4) Come to my house.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

Appendix H-2 (continued)
Worksheet G: Worksheet for Structure-based Assignment (Lesson-2)

Worksheet G

姓名： 座號：

作業

一、圈選適當的答案。

(1) Go shopping with me.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(2) I invite you to go shopping.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(3) I invite you to come to my party.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(4) Come to my party.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

Appendix I-1
Structure-based Lesson Plan (for Class B and Class D): Lesson-3

Lesson-3: Introduction of politeness

Warm-up

3. Review the relationship between function and form.
4. Review the two sentence patterns taught in Lesson-1.
 - (1) *Imperative: VP → Come to my house.*
 - (2) *Performative verb: I invite you to VP → I invite you to com to my house.*
3. Ask students to recognize the indirectness and politeness of the patterns and the possible relationship between the interlocutors and than explain the markers and possible relationship between the interlocutors:
 - (1) *The markers of imperatives include: (a) subject omission (b) base verb. It can be used to invite your parents, siblings, and spouse.*
 - (2) *The markers of performative verb sentence include: (a) an explicit performative verb. It can be used to invite your teachers, classmates, colleagues, and the person in employer-employer relationship with you.*
 - (3) *Speaker-oriented sentences are affirmatives and hearer-oriented sentences are interrogatives.*

Presentation

1. Introduce the sentence patterns Part II and give examples.

Patterns and examples:

 - (1) *Speaker's want: I want –VP → I want you to come to my house.*
 - (2) *Speaker's desire: I would like –VP → I would like you to come to my house.*
 - (3) *Hearer's ability: Could you –VP → Could you come to my house?*
 - (4) *Hearer's willingness: Would you –VP → Would you come to my house?*
2. Explain the markers of each sentence:
 - (1) *The markers of speaker's desire sentences include: (a) "I want."*
 - (2) *The markers of speaker's wish sentences include: (a) "I would like."*
 - (3) *The markers of hearer's ability sentences include: (a) "Could you."*
 - (4) *The markers of hearer's willingness sentences include: (a) "Would you".*
 - (5) *Speaker-oriented sentences are affirmatives and hearer-oriented sentences are interrogatives.*
 - (6) *Speaker-oriented sentences are more direct than hearer-oriented sentences.*
3. Ask and then help students to recognize (1) the indirectness and (2) politeness of the patterns.

★ **Pay attention to S4, S5, and S6.**

Practice

1. Give sentences patterns for recognizing the directness of each pattern (Worksheet H).
2. Review the sentences.

Production

1. Pick up students pinpoint the strength of indirectness and politeness of each pattern on the scale.
2. Pick up students to offer an invitation by different strength of indirectness and

Appendix I-1(continued)

politeness.

Wrap-up

Recognize and order the indirectness of the sentence patterns provided in the worksheet (Worksheet I).

Appendix I-2
Worksheet H: Worksheet Used in Structure-based Class Instruction for Practice
(Lesson-3)

Worksheet H

姓名：

座號：

快問快答

一、圈選適當的答案。

(1) Would you go shopping with me?

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(2) I want you to go shopping with me.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(3) I would like you to go shopping with me.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(4) Could you go shopping with me?

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(5) Go shopping with me.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(6) I invite you to go shopping.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

Appendix I-2 (continued)
Worksheet H: Worksheet Used in Structure-based Class Instruction for Practice
(Lesson-3)

二、填入適當的句子。

選項：

- (i) Could you go shopping with me?
- (j) I invite you to go shopping with me.
- (k) Go shopping with me.
- (l) I want you to go shopping with me.
- (m) Would you go shopping with me?
- (n) I would like you to go shopping with me.

問題：

(1) Low indirectness 有哪些？

(2) Medium indirectness 有哪些？

(3) High indirectness 有哪些？

(4) Low politeness 有哪些？

(5) Medium politeness 有哪些？

(6) High politeness 有哪些？

Appendix I-2 (continued)
Worksheet I: Worksheet for Structure-based Assignment (Lesson-3)

Worksheet I

姓名：

座號：

作業

一、圈選適當的答案。

- (1) Would you go to the movie with me?
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
間接程度為何? (a) High (b) Medium (c) Low
禮貌程度為何? (a) High (b) Medium (c) Low
- (2) I want you to go to the movie with me.
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
間接程度為何? (a) High (b) Medium (c) Low
禮貌程度為何? (a) High (b) Medium (c) Low
- (3) I would like you to go to the movie with me.
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
間接程度為何? (a) High (b) Medium (c) Low
禮貌程度為何? (a) High (b) Medium (c) Low
- (4) Could you go to the movie with me?
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
間接程度為何? (a) High (b) Medium (c) Low
禮貌程度為何? (a) High (b) Medium (c) Low
- (5) Go to the movie with me.
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
間接程度為何? (a) High (b) Medium (c) Low
禮貌程度為何? (a) High (b) Medium (c) Low
- (6) I invite you to go to the movie.
以誰的觀點? (a) Speaker-oriented (b) Hearer-oriented
間接程度為何? (a) High (b) Medium (c) Low
禮貌程度為何? (a) High (b) Medium (c) Low

Appendix I-2 (continued)
Worksheet I: Worksheet for Structure-based Assignment (Lesson-3)

二、填入適當的句子。

選項：

- (a) Could you go shopping with me?
- (b) I invite you to go shopping with me.
- (c) Go shopping with me.
- (d) I want you to go shopping with me.
- (e) Would you go shopping with me?
- (f) I would like you to go shopping with me.

問題：

(1) Low indirectness 有哪些？

(2) Medium indirectness 有哪些？

(3) High indirectness 有哪些？

(4) Low politeness 有哪些？

(5) Medium politeness 有哪些？

(6) High politeness 有哪些？

Appendix J-1
Structure-based Lesson Plan (for Class B and Class D): Lesson-4

Lesson-4: Introduction of interaction of indirectness and politeness

Warm-up

4. Review the relationship between function and form.
5. Review the two sentence patterns taught in Lesson-1 and Lesson-2.
 - (1) *Imperative: VP → Come to my house.*
 - (2) *Performative verb: I invite you to VP → I invite you to com to my house.*
 - (3) *Speaker's want: I want –VP → I want you to come to my house.*
 - (4) *Speaker's desire: I would like –VP → I would like you to come to my house.*
 - (5) *Hearer's ability: Could you –VP → Could you come to my house?*
 - (6) *Hearer's willingness: Would you –VP → Would you come to my house?*
6. Ask students to recognize the indirectness and politeness of the patterns and the possible relationship between the interlocutors and than explain the markers and possible relationship between the interlocutors.

Presentation

3. Introduce the sentence patterns Part III and give examples.

Patterns and examples:

 - (1) *Speaker-oriented hint: I –VP → I am having a barbecue.*
 - (2) *Hearer-oriented hint: Do you know... → Do you know I am having a barbecue?*
4. Explain the markers of each sentence:
 - (1) *The markers of speaker-oriented hint include: (a) "I" (b) implicit reference to invitation.*
 - (2) *The markers of hearer-oriented hint include: (a) "Do you know" (b) implicit reference to invitation.*
 - (3) *Speaker-oriented sentences are affirmatives and hearer-oriented sentences are interrogatives.*
 - (4) *Speaker-oriented sentences are affirmatives and hearer-oriented sentences are interrogatives.*
 - (5) *Speaker-oriented sentences are more direct than hearer-oriented sentences.*
5. Ask and then help students to recognize (1) the indirectness and (2) politeness of the patterns.

Practice

1. Give sentences patterns for recognizing the directness of each pattern (Worksheet J).
2. Review the sentences.

Production

1. Pick up students pinpoint the strength of indirectness and politeness of each pattern on the scale.
2. Pick up students to offer an invitation by different strength of indirectness and

politeness.

Conclusion

Give feedback and overview the eight sentence patterns. (PPT-V)

Teacher can review the markers of each sentence patterns to talk about the appropriateness of each invitation. Then, the teacher gave feedback to what the students' had performed. The teacher and students had a discussion for what they had learn about invitations in American way, and pointed out the differences and similarities between the Chinese culture and American culture.

Appendix J-2
Worksheet J: Worksheet Used in Structure-based Class Instruction for Practice
(Lesson-4)

Worksheet J

姓名：

座號：

快問快答

一、圈選適當的答案。

(1) Do you know I am having a drama play?

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(2) I am having a drama play.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(3) I am having a barbecue.

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

(4) Do you know I am having a barbecue?

以誰的觀點？ (a) Speaker-oriented (b) Hearer-oriented

間接程度為何？ (a) High (b) Medium (c) Low

禮貌程度為何？ (a) High (b) Medium (c) Low

Appendix J-2 (continued)
Worksheet J: Worksheet Used in Structure-based Class Instruction for Practice
(Lesson-4)

二、填入適當的句子。

選項：

- (a) Do you know I am going shopping?
- (b) Could you go shopping with me?
- (c) I invite you to go shopping with me.
- (d) Go shopping with me.
- (e) I want you to go shopping with me.
- (f) Would you go shopping with me?
- (g) I would like you to go shopping with me.

問題：

(1) Low indirectness 有哪些？

(2) Medium indirectness 有哪些？

(3) High indirectness 有哪些？

(4) Low politeness 有哪些？

(5) Medium politeness 有哪些？

(6) High politeness 有哪些？

Appendix K
Questionnaire for Evaluations of Function-based Teaching Method (Students)

語言功能教學問卷調查：功能教學法(學生的部分)

學校：_____ 班級：_____ 座號：_____

1. 困難度

(1) 你認為整個課程的困難度如何？

困難 7 6 5 4 3 2 1 容易

(2) 你認為整個課程中，哪一部份比較困難？(若困難就打 V，其它打 X)

_____ 第一天 (句式與功能關係介紹)

_____ 第二天 (八個句型的間接程度)

_____ 第三天 (八個句型的禮貌程度)

_____ 第四天 (八個句型的間接程性與禮貌程性的互動)

2. 複雜度

(1) 你認為整個課程的複雜度如何？

複雜 7 6 5 4 3 2 1 簡單

(2) 你認為整個課程中，哪一部份比較複雜？(若複雜就打 V，其它打 X)

_____ 第一天 (句式與功能關係介紹)

_____ 第二天 (八個句型的間接程度)

_____ 第三天 (八個句型的禮貌程度)

_____ 第四天 (八個句型的間接程性與禮貌程性的互動)

3. 速度

(1) 你認為整個課程的教學速度如何？

快 7 6 5 4 3 2 1 慢

(2) 你認為整個課程中，哪一部份比較適切？(若適切就打 V，其它打 X)

_____ 第一天 (句式與功能關係介紹)

_____ 第二天 (八個句型的間接程度)

_____ 第三天 (八個句型的禮貌程度)

_____ 第四天 (八個句型的間接程性與禮貌程性的互動)

Appendix K (continued)

4. 解說的清晰度

(1) 你認為整個課程的解說清晰度如何？

清楚 7 6 5 4 3 2 1 不清楚

(2) 你認為整個課程中，哪一部份比較清楚？（若清楚就打 V，其它打 X）

_____ 第一天（句式與功能關係介紹）

_____ 第二天（八個句型的間接程度）

_____ 第三天（八個句型的禮貌程度）

_____ 第四天（八個句型的間接程性與禮貌程性的互動）

5. 例子的數量

(1) 你整個課程的所舉的例子數量如何？

足夠 7 6 5 4 3 2 1 不夠

(2) 你認為整個課程中，哪一部份所舉的例子數量足夠？（若足夠就打 V，其它 X）

_____ 第一天（句式與功能關係介紹）

_____ 第二天（八個句型的間接程度）

_____ 第三天（八個句型的禮貌程度）

_____ 第四天（八個句型的間接程性與禮貌程性的互動）

6. 師生互動

(1) 你認為整個課程中你與教師間的互動如何？

良好 7 6 5 4 3 2 1 不良

(2) 你認為整個課程中，哪一部份你與教師互動良好？（若良好就打 V，其它 X）

_____ 第一天（句式與功能關係介紹）

_____ 第二天（八個句型的間接程度）

_____ 第三天（八個句型的禮貌程度）

_____ 第四天（八個句型的間接程性與禮貌程性的互動）

7. 趣味性

(1) 你認為整個課程是否有趣？

有趣 7 6 5 4 3 2 1 乏味

(2) 你認為整個課程中，哪一部份比較有趣？（若有趣就打 V，其它打 X）

_____ 第一天（句式與功能關係介紹）

_____ 第二天（八個句型的間接程度）

_____ 第三天（八個句型的禮貌程度）

_____ 第四天（八個句型的間接程性與禮貌程性的互動）

Appendix K (continued)

8. 喜愛程度

(1) 你是否喜歡這整個課程？

喜歡 7 6 5 4 3 2 1 不喜歡

(2) 整個課程中，你比較喜歡哪部份？（若喜歡就打 V，其它打 X）

- _____ 第一天（句式與功能關係介紹）
 _____ 第二天（八個句型的間接程度）
 _____ 第三天（八個句型的禮貌程度）
 _____ 第四天（八個句型的間接程性與禮貌程性的互動）

9. 幫助程度

(1) 你認為整個課程對你是否有幫助？

有幫助 7 6 5 4 3 2 1 沒幫助

(2) 你認為整個課程中，哪一部份對你比較有幫助？（若有幫助就打 V，其它打 X）

- _____ 第一天（句式與功能關係介紹）
 _____ 第二天（八個句型的間接程度）
 _____ 第三天（八個句型的禮貌程度）
 _____ 第四天（八個句型的間接程性與禮貌程性的互動）

10. 必要性

(1) 你認為整個課程的必要性如何？

必要 7 6 5 4 3 2 1 不必要

(2) 你認為整個課程中，哪一部份比較必要？（若必要就打 V，其它打 X）

- _____ 第一天（句式與功能關係介紹）
 _____ 第二天（八個句型的間接程度）
 _____ 第三天（八個句型的禮貌程度）
 _____ 第四天（八個句型的間接程性與禮貌程性的互動）

Appendix L
Questionnaire for Evaluation of Structure-based Teaching Method (Students)

語言功能教學問卷調查：結構教學法(學生部分)

學校：_____ 班級：_____ 座號：_____

1. 困難度

(1) 你認為整個課程的困難度如何？

困難 7 6 5 4 3 2 1 容易

(2) 你認為整個課程中，哪一部份比較困難？(若困難就打 V，其它打 X)

_____ 第一天 (句式與功能關係介紹)

_____ 第二天 (祈使句及有語言行為句子的間接程度及禮貌程度)

_____ 第三天 (表情態句子的間接程度及禮貌程度)

_____ 第四天 (暗示句子的間接程度及禮貌程度)

2. 複雜度

(1) 你認為整個課程的複雜度如何？

複雜 7 6 5 4 3 2 1 簡單

(2) 你認為整個課程中，哪一部份比較複雜？(若複雜就打 V，其它打 X)

_____ 第一天 (句式與功能關係介紹)

_____ 第二天 (祈使句及有語言行為句子的間接程度及禮貌程度)

_____ 第三天 (表情態句子的間接程度及禮貌程度)

_____ 第四天 (暗示句子的間接程度及禮貌程度)

3. 速度

(1) 你認為整個課程的教學速度如何？

快 7 6 5 4 3 2 1 慢

(2) 你認為整個課程中，哪一部份比較適切？(若適切就打 V，其它打 X)

_____ 第一天 (句式與功能關係介紹)

_____ 第二天 (祈使句及有語言行為句子的間接程度及禮貌程度)

_____ 第三天 (表情態句子的間接程度及禮貌程度)

_____ 第四天 (暗示句子的間接程度及禮貌程度)

Appendix L (continued)

4. 解說的清晰度

(1) 你認為整個課程的解說清晰度如何？

清楚 7 6 5 4 3 2 1 不清楚

(2) 你認為整個課程中，哪一部份比較清楚？（若清楚就打 V，其它打 X）

_____ 第一天（句式與功能關係介紹）

_____ 第二天（祈使句及有語言行為句子的間接程度及禮貌程度）

_____ 第三天（表情態句子的間接程度及禮貌程度）

_____ 第四天（暗示句子的間接程度及禮貌程度）

5. 例子的數量

(1) 你整個課程的所舉的例子數量如何？

足夠 7 6 5 4 3 2 1 不夠

(2) 你認為整個課程中，哪一部份所舉的例子數量足夠？（若足夠就打 V，其它 X）

_____ 第一天（句式與功能關係介紹）

_____ 第二天（祈使句及有語言行為句子的間接程度及禮貌程度）

_____ 第三天（表情態句子的間接程度及禮貌程度）

_____ 第四天（暗示句子的間接程度及禮貌程度）

6. 師生互動

(1) 你認為整個課程中你與教師間的互動如何？

良好 7 6 5 4 3 2 1 不良

(2) 你認為整個課程中，哪一部份你與教師互動良好？（若良好就打 V，其它 X）

_____ 第一天（句式與功能關係介紹）

_____ 第二天（祈使句及有語言行為句子的間接程度及禮貌程度）

_____ 第三天（表情態句子的間接程度及禮貌程度）

_____ 第四天（暗示句子的間接程度及禮貌程度）

7. 趣味性

(1) 你認為整個課程是否有趣？

有趣 7 6 5 4 3 2 1 乏味

(2) 你認為整個課程中，哪一部份比較有趣？（若有趣就打 V，其它打 X）

_____ 第一天（句式與功能關係介紹）

_____ 第二天（祈使句及有語言行為句子的間接程度及禮貌程度）

_____ 第三天（表情態句子的間接程度及禮貌程度）

_____ 第四天（暗示句子的間接程度及禮貌程度）

Appendix L (continued)

8. 喜愛程度

(1) 你是否喜歡這整個課程？

喜歡 7 6 5 4 3 2 1 不喜歡

(2) 整個課程中，你比較喜歡哪部份？（若喜歡就打 V，其它打 X）

_____ 第一天（句式與功能關係介紹）

_____ 第二天（祈使句及有語言行為句子的間接程度及禮貌程度）

_____ 第三天（表情態句子的間接程度及禮貌程度）

_____ 第四天（暗示句子的間接程度及禮貌程度）

9. 幫助程度

(1) 你認為整個課程對你是否有幫助？

有幫助 7 6 5 4 3 2 1 沒幫助

(2) 你認為整個課程中，哪一部份對你比較有幫助？（若有幫助就打 V，其它打 X）

_____ 第一天（句式與功能關係介紹）

_____ 第二天（祈使句及有語言行為句子的間接程度及禮貌程度）

_____ 第三天（表情態句子的間接程度及禮貌程度）

_____ 第四天（暗示句子的間接程度及禮貌程度）

10. 必要性

(1) 你認為整個課程的必要性如何？

必要 7 6 5 4 3 2 1 不必要

(2) 你認為整個課程中，哪一部份比較必要？（若必要就打 V，其它打 X）

_____ 第一天（句式與功能關係介紹）

_____ 第二天（祈使句及有語言行為句子的間接程度及禮貌程度）

_____ 第三天（表情態句子的間接程度及禮貌程度）

_____ 第四天（暗示句子的間接程度及禮貌程度）

Appendix M
Questionnaire for Evaluations of the Program (Teachers)

語言功能教學問卷調查(教師部分)

學校名稱：_____ 評量教師：_____

1. 困難度

您認為整個課程的困難度如何？

困難 7 6 5 4 3 2 1 容易

說明：_____

2. 複雜度

您認為整個課程的複雜度如何？

複雜 7 6 5 4 3 2 1 簡單

說明：_____

3. 速度

您認為整個課程的教學速度如何？

適切 7 6 5 4 3 2 1 不適切

說明：_____

4. 解說的清晰度

您認為整個課程解說的清晰度如何？

清楚 7 6 5 4 3 2 1 不清楚

說明：_____

Appendix M (continued)

5. 例子的數量

您認為整個課程的所舉的例子數量如何？

足夠 7 6 5 4 3 2 1 不夠

說明：_____

6. 語言功能教學順序 (以下兩題獨立作答，互不抵觸)

(1) 您認為以句型為主的教學順序(祈使句、有語言行為動詞的句子→情態助動詞→暗示的句子)是否適切？

適切 7 6 5 4 3 2 1 不適切

說明：_____

(2) 您認為以功能為主的教學順序(間接程度低的句子→間接程度中等的句子→間接程度高的句子)是否適切？

適切 7 6 5 4 3 2 1 不適切

說明：_____

7. 師生互動

您認為整個課程中師生互動是否良好？

良好 7 6 5 4 3 2 1 不良

說明：_____

Appendix M (continued)

8. 趣味性

您認為整個課程的趣味性如何？

有趣 7 6 5 4 3 2 1 乏味

說明： _____

9. 喜愛程度

您是否喜歡這整個課程設計？

喜歡 7 6 5 4 3 2 1 不喜歡

說明： _____

10. 幫助程度

您認為整個課程對學生是否有幫助？

有幫助 7 6 5 4 3 2 1 沒幫助

說明： _____

11. 必要性

您認為語言功能教學的必要性如何？

必要 7 6 5 4 3 2 1 不必要

說明： _____
