Appendix 3 b

Student texts: Analyses of higher level Theme and New

Key to analyses
M-Th: Macro-Theme
H-Th: Hyper-Theme
M-N: Macro-New
H-N: Hyper-New

Note: (i) For analysis of text S5 see chapter 5.
        (ii) Texts retain original spelling

Text S1
M-Th
Chapter 1 Introduction
M-Th
Background and Significance
H-Th
Apart from learning in school, it is common in Hong Kong for primary school students to receive private tutoring.
H-Th
I have had the experience of giving private tutoring to *a number of* students. Through *numerous* semi-formal observation and semi-structured interviews with students and their parents, I find **interesting** that students behave *differently* in classroom and in private tutoring.
H-N
but it *arises* my awareness to **wonder** whether any **problems** related to communication are found inside the classroom.
H-Th
In **traditionally** organized classrooms, there are *lack of* communication between teacher and students.
H-N
All of the above elicits me to think about the relationship between communicative patterns inside the classroom and students' learning. We believe **effective** communication must be reciprocal.
M-N
This research is to *explore* the difference of teach-student communication patterns inside the classroom and their effectiveness.
M-Th
Theoretical Framework
H-Th
The **basic** components of communication (Barker, L., 1996) and Speech Acts in Initiation- Response- Feedback (I-R-F) model (Sinclair, J., 1975) are used for analysis of teacher-student communication.
H-N
I-R-F model is used for analysis of educational; discourse in the structure of classroom exchange. The speech acts of this model are regarded as a supplement to describe the communication process.

Text S2

M-Th

Interaction is ***indispensable*** in our social lives. Whenever a person speaks, he ore she is engaging in a ***central*** social activity. People identify their roles, identities and relationships with others according to the social norms and the cultures they have adapted to. These factors in turn affect the ways in which the participants organize the sequences of the conversations. In this sense, *all* aspects of social actions and interaction can also be *examined* by looking at the organizations of the conversations. (Heritage, 1989) In *analyzing* interaction, it is not **surprising** that conversation is *closely related* to the issues of social life. The speakers' orientation to particular orders of interaction is the manifestation of the inherent theories of the society.

M-Th

Background

H-Th

Conversation analytic research has been *flourishing* in around *these thirty years since* the emergence of conversation analysis in *70's.*

H-N

This study will concentrate on the violations of turn-taking in radio talks by using CA as an analytic tool.

M-Th

Objectives

M-Th

Since Conversation Analysis (CA) does not assume anything before a study is conducted, it may **not** be **suitable** to presuppose anything here.

H-Th

Yet, some objectives are **useful** to be the *general* guidelines for the procedures of this research

M-Th

Literature Review

M-Th

In conversation analysis, *many* studies have been done to *investigate* the asymmetrical relationship between the participants in interaction.

H-Th

Different studies defined 'asymmetry' in *different* ways which led to *different* focuses of their studies.

M-Th

Interruption is a source to *investigate* the asymmetry of power between the speakers and the addressees.

H-Th

Traditionally, interruptions are considered as an indicator of power, control or dominance.

H-N

The work of West and Zimmerman *proposed* the relationship between power, sex and interruption.

H-Th

After the publication of their work, *many* studied have been done to *investigate* the rationale of their study. (*such as the studies done by Fishman 1980 1983, Leet-Pellegrin 1980* cited in Fasold 1996: 109-110)

H-Th

Talbot (1992) argued that the correlation between interruptions and male dominance *proposed* by West and Zimmerman was *too* **straightforward**.

H-Th

Roger, Bull and Smith (1988) studied interruption in another angle.

H-N

Compared with the work of West of Zimmerman, Roger, Bull and Smith did *not relate* interruptions *with any social issue*.

H-Th

Goldberg (1990) *suggested* that interruptions had relational **significance** for the participants themselves.

H-N

Goldberg had a **new** picture of the classifications of interruptions. She *broadened* the understanding of interruptions which was *more than* the aspects of power and the sequence of conversation.

M-Th

Using the previous studies as foundations, this project is going to find out the relationship between power and interruption. This paper will also *try to* have a *more* **thorough** picture of the term "power". Since there is *no unique* definition of "power" in the literatures, its' meaning and *some other* related concepts in this research will be discussed first.

Text S3

M-Th

The society is ever-changing. When someone has left a **familiar** place *for a certain years* or even just *a month* and then return, he/she will feel **uncomfortable** because of the **strangeness** of the city. So it is not surprising that *many* Chinese people who went overseas may **suffer** from **stress** and **disorientation** when they come back to Hong Kong. Even children are usually under **pressure** facing this "**strangeness**". These Chinese returnee children sometimes may have the **unpleasant** experiences in interacting with peers in Hong Kong. *Many* returnee children cannot be accepted by the peers because of their fluent English. They may also find that they cannot understand each other although they speak in the same language - Cantonese. They find **difficulties** in sharing the values and the subcultures with peers and also they behave in **different** ways. These returnee children cannot build up a *close* relationship with peers in Hong Kong and hence they usually feel **isolated** and **depressed**.

H-Th

It *seems* that cultural adjustment of living overseas is a *well*-understood phenomenon. However, the reverse part, returning home has received *relatively little* attention.

M-Th

However, the **importance** of re-adaptation of Chinese returnee to Hong Kong society, *especially* children, should **not** be **neglected**.

H-Th

Firstly, children are *more* **susceptible** to cultural influences.

H-Th

Secondly, children are the human resources in the future.

M-N

The role of communication is *significantly* **important** to the process of adaptation, even in reverse part.

M-Th

The objective of this study was to *examine* the various aspects of communication influencing re-adaptation of Chinese returnee children to Hong Kong society.

H-Th

Kim, Y. Y. (1988) *suggested* an integrative theory on cross-cultural communication and adaptation.

M-Th

Research questions

H-Th

In this study, host communication competence, social communication and predisposition will be the **main** focuses to *exam* the communication patterns of Chinese returnee children.

H-Th

In order to look into the relationship of the communication patterns of Chinese returnee children and their adaptation outcomes in Hong Kong, the following research questions will be *examined*:

Text S4

M-Th

Introduction

M-Th

Advertising is any announcement or persuasive message placed in the mass media in paid or donated time or space by an identified individual, company, or organization. *Generally* speaking, the communicative purposes of advertising are to capture readers' attention; to *arouse* their **interests**; to *stimulate* their **desires** and to persuade them to buy or use the goods and services (Bennett 1995). In order to achieve the communicative purposes, the role of language can**not** be **ignored** because it is the ***primary*** communicative tool to convey message.

M-Th

Over the past decade, many scholars have studied the features of language (*Leech 1966; Tannen 1982, 1985; Vestergaard & Schroder 1985)* and the cross-cultural differences of language in print advertisements *(Tse. D., Belk R. W., & Zhou. N. 1989; Snow 1993),* there are *few* diachronic studies on the language variation of print advertisements. I think it is **meaningful** to study the evolution or declination of a language.

In addition, I have seen a **distinct** *increase* in the number of advertisements, magazine articles, newspaper articles and books which are written in colloquial Cantonese rather than in Standard Chinese (SC). This phenomenon has *aroused* my **interest** to study written Cantonese. In order to *fulfill both* of my interests, I decide to have a diachronic study on written Cantonese in Chinese newspaper advertisements. Although Sociolinguist*s like Show (1994)* have conducted a diachronic study on written Cantonese, there are *not enough* empirical evidences to support the findings.

H-Th

The objective of this paper is *two-fold*:

H-N

Since the linguist*s like Snow* only studies the growth of Cantonese literatures (include advertising) *up to 1980s,* the period of time would

be *extended to 1990s* so as to *fill the gap* for the pervious studies.

H-Th

    An overview of what the following chapters are about is now presented.

M-Th

    Literature Review

M-Th

    Written Cantonese in Hong Kong print media

M-Th

    Over the past decade, written Cantonese has attracted the attention of linguist<u>s</u> to study.

H-Th

    Sociolinguists *such as Bauer and Snow* have conducted a paper to discuss this question.

H-Th

    Bauer states

H-Th

    According to Snow

H-N

    On the whole, *more and more* Cantonese was found in newspapers, magazines, books and advertisements. Some of them were written in *pure* Cantonese rather than the earlier mixed varieties because texts written *entirely* in Cantonese had *achieved* a **major** market **success**. It *progressively* became an in-group literature, which excluded audiences elsewhere in China.

M-N

    To conclude, *both* scholars, Bauer and Snow, *indicate* that written Cantonese has *increased* in print media *bit by bit*. A text which mixes with Cantonese and SC is the written style in Hong Kong. And a style which mixes with English or even written in *pure* Cantonese also emerges.

    Although *both* of the scholars have stated the phenomenon of written Cantonese in Hong Kong, there are *not enough* empirical evidences for their findings.

M-Th

    In this paper, a quantitative study and *adequate* empirical evidences will be given in order to *fill the gap* of the pervious studies.

M-Th

    Principles in advertising language

H-Th

    According to Leech (1996)

H-N

    In my opinion, the first three principles have a *close* relationship with the *development* of written Cantonese in newspaper advertisements.

M-Th

    I will discuss it in the following section 4.2.

M-Th

    Connotation of written Cantonese

H-Th

    Over the past years, *many* linguists gave *different* comments on the use of written Cantonese.

H-N

Although there is opposition to written Cantonese, we should **not ignore** the *wide range* of **positive** responses.

M-Th

The relationship between the **positive** responses of written Cantonese and the *development* of written Cantonese in advertisements will be discussed in the following section.

M-Th

Force *driving* the *development* of written Cantonese or orality

H-Th

The *development* of written Cantonese and orality is caused by *numerous* reasons *such as* political, social, economic, educational factors *etc.*

H-Th

The orality issue not just occurs *in Hong Kong*, it also emerges *in some western countries.*

H-N

To sum up, the shift in society from a literacy-based model to one based on the oral mode of discourse is the communication *trend* in some western countries.

M-N

There are *numerous* factors which drive the *development* of written Cantonese *in Hong Kong*, here are only *some*.

M-Th

In section 4.2, I will discuss the forces driving the *development* of written Cantonese in newspaper advertisements **in deep**.

Text S6

M-Th

BACKGROUND AND OBJECTIVES

H-Th

Hong Kong people are always characterized as **competitive, hard working and money-oriented**. *Most* people's **primary** values are money and success in career. We expect that there must be *small number* of people working as volunteers. However, according to a study conducted by the Agency for Volunteer Service in 1993, (AVS, 1993) it was found that *20.7%* of the respondents in Hong Kong had volunteer experiences.

H-N

It may be inferred that the management of AVS is *quite* **successful** as the turn over rate is *not high.*

M-Th

The findings elicit us to *investigate* what are the motivation and needs of the volunteers and the operation of AVS.

H-Th

Many scholars *pointed out* that volunteers are *a kind of* human resources pertaining to the *building up* of a **harmonious** and **caring** society. (*AVS, 1993; Sundeen, 1992; Wilson, 1976*)

M-N

From the above, the objectives of the research are 1) to find out what the motivation and needs of the volunteers are, 2) to find out what the management strategies/leadership styles are adopted by the senior management and 3) to find

out to what *extent* the management strategies/leadership styles *fulfil* the needs of the volunteers.

M-Th

1.1 THEORETICAL FRAMEWORK

H-Th

Herzberg & Mausner's (1959) Motivation-Hygiene Theory used the label motivators or motivation factors to identify the aspects of work that made a person **satisfied** and **happy**.

H-N

This theory will be used to *analyze* the motivation and needs of the volunteers in the Agency for Volunteer Service.

H-Th

In *investigating* what management strategies/leadership styles are adopted by the top management of AVS, McGregor's (1957) Theory X and Theory Y are **applicable**.

M-Th

1.1. JUSTIFICATON OF THE THEORIES

H-Th

There were *extensive* literatures about the motivation of volunteers based on Herzberg & Mausner's (1959) Motivation-Hygiene Theory. (*Wilson, 1976; Gidron, 1985; Lammers, 1991*)

H-N

Before a theory of motivation is developed based on voluntary organization instead of business setting, it is believed that Herzberg & Mausner's theory (1959) is **applicable** to *investigate* the motivation of volunteers in this study.

M-N

Following the **logic**, it is assumed McGregor's (1957) Theory X and Theory Y are **applicable** to find out what management strategies/ leadership styles are adopted by top management.