

Appendix 1 b

Student texts: Analyses of Attitude, and Graduation evoking Attitude, according to field

Key to analyses

FD: Field as domain

FR: Field as research

Bold: inscribed Attitude

Italics: Graduation

[...]: kind of Graduation evoking Attitude

Note: (i) kind of inscribed Attitude is identified in Appendix 2.

(ii) original spelling retained

Text S1

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Apart from learning in school, it is common in Hong Kong for primary school students to receive private tutoring. The responsibilities of these tutors are to give assistance to the students in their studies. However, they can be *generally* [grad:specificity] called as “**problem-solvers** [grad:fulfilment]” because they encourage the students to identify **problems** and *try to* [grad:fulfilment] find possible *answers* [grad:fulfilment]. I have had the experience of giving private tutoring to *a number* [grad:amount]of students.

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Through *numerous* [grad:amount] semi-formal observation and semi-structured interviews with students and their parents, I find **interesting**

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that students behave *differently* [grad:distance] in classroom and in private tutoring. They tend to be *more* [grad:intensity] active and talkative when they face their tutors. It may be related to *different* [grad:distance] motivations in learning in school and receiving private tutoring,

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but it *arises* my awareness to **wonder**

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whether any **problems** related to communication are found inside the classroom. In **traditionally** organized classrooms, there are *lack of* [grad:amount] communication between teacher and students. The teachers are *more* [grad:amount] likely to transmit information whereas students only observe and listen. Students may mostly spend time engaged on academic tasks where *all kinds* [grad:scope] of communication are *limited* [grad:scope] by the teacher. Under this *one-way* [grad:scope] communication pattern, students find **easier** to meet **barriers** in communication process in order make *lots of* **misunderstanding**. Also they feel **nervous** to express their ideas or ask questions.

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All [grad:amount] of the above elicits me to think about the relationship between communicative patterns inside the classroom and students’ learning.

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We believe **effective** communication must be reciprocal.

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This research is to *explore* [grad:enhancement] the difference of teach-student communication patterns inside the classroom and their effectiveness.

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.

According to Barker, L. (1996),

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“The communication process is a system that involves an interrelated, interdependent group of elements working *together as a whole* [grad:enhancement] to *achieve* [grad:fulfilment] a **desired** goal”.

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The **basic** elements of communication including source, message, channel, receiver, feedback and barriers are used to illustrate the communication pattern.

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To become an **effective** communicator, the knowledge and understanding of the principles of communication are **essential**.

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According to Scollon R. & Scollon S. W. (1995),

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acts are the units at the lowest rank of discourse and can be *accomplished* [grad:fulfilment] in *many* [grad:amount] *different* [grad:scope] ways.

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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

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Interaction is **indispensable** in our social lives. Whenever a person speaks, he or 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.

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In this sense [grad:specificity], *all* [grad:amount] aspects of social actions and interaction can also be *examined* [grad:enhancement] by looking at the organizations of the conversations. (Heritage, 1989)

In analysing interaction, it is not **surprising** that conversation is *closely related* [grad:distance] to the issues of social life.

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The speakers' orientation to particular orders of interaction is the manifestation of the inherent theories of the society.

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Conversation analytic research has been *flourishing* [grad:amount] in around these *thirty years since* [grad:scope] the emergence of conversation analysis in 70's. Studying the orders of the exchanges in conversations was usually taken as a starting point. The contexts chosen in the *large amount* [grad:amount] of studies diverged from each other. As a more **convenient** and **economic** way to study, mass media is considered to be a **favourable** choice. Radio talk is *one kind of* [grad:amount] mass media that is targeted for studies. *Many* [grad:amount] investigations have been done in this context. (*such as* those done by *Gibbon 1981; Hutchby 1995 1996a 1996b; Hutchby and Wooffitt 1998; Korolija 1998*) [grad:amount]. However the focuses of their papers and the methods adopted for analysis were usually *different* [grad:distance]. Conversation Analysis (CA) is designed for the analysis of conversation *specifically* [grad:specificity]. It can investigate the orders of conversation, the roles of participants and the inherent theories of interaction.

This study will concentrate on

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the violations of turn-taking in radio talks

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by using CA as an analytic tool.

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

Yet, some objectives are **useful** to be the *general* [grad:specificity] guidelines for the procedures of this research. The objectives are stated as follows:

1. To find out the pattern of interruptions in the conversation of radio–phone–in programs.
2. To study the power relations between the hosts and callers in the talks of call–in radio.
3. To *explore* [grad:enhancement] the relationship between power and interruption.
4. To carry out conversation analysis in Cantonese which is *relatively rare* in the linguistic literatures and traditional studies.

In conversation analysis, *many* [grad:amount] studies have been done to investigate [grad:enhancement] the asymmetrical relationship between the participants in interaction. *Different* [grad:amount] studies defined 'asymmetry' in *different* [grad:scope] ways which led to *different* [grad:scope] focuses of their studies. Based on their own definitions, *many* [grad:amount] investigations *showed* [grad:fulfilment]

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that the participants in interaction were usually in unequal status.

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Even though the studies were conducted in *different* [grad:scope] kinds of discourse, such as formal and informal conversation, the results were always the *same* [grad:distance]. These literatures formed the foundations of **deeper** and *further* [grad:amount] studies.

Interruption is a source to investigate [grad:enhancement] the asymmetry of power between the speakers and the addressees.

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

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According to West and Zimmerman (1975, 1977),

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interruption was the simultaneous speech that took place before the last constituent preceding a transition-relevance place.

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In 1983, they modified the definition of interruption. They said

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that interruption was the simultaneous speech began more than two syllables before or after the last syllable of a transition-relevance place.

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In this study, same-sex and cross-sex dyad conversations were *investigated* [grad:enhancement]. It was found

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that the interruptions in cross-sex conversation were *more than* [grad:amount] that in the same-sex conversations. Also, *most* [grad:amount] of the interruptions (*46 out of 48*) [grad:amount] were made by male speakers.

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West and Zimmerman explained

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that the men tended to control the topics of conversation *more than* [grad:amount] that of the women. The males used interruptions as an **elaborate** support strategy which *showed* [grad:fulfilment] their *high*-involvement [grad:intensity] speaking styles.

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(cited in Fasold, 1996: 107-111)

The work of West and Zimmerman *proposed* [grad:fulfilment]

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the relationship between power, sex and interruption.

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After the publication of their work, *many* [grad:amount] studies have been done to investigate [grad:enhancement] the rationale of their study. (*such as* the studies done by *Fishman 1980 1983, Leet-Pellegrin 1980 cited in Fasold 1996: 109-110* [grad:amount]) Talbot (1992) argued

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that the correlation between interruptions and male dominance

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proposed [grad:fulfilment] by West and Zimmerman was *too straightforward*. She said, "Zimmerman and West **neglect** to observe woman's conversational practices." She also cast **doubt** on the meaning of the number of interruptions counted in their study. It was *suggested* [grad:fulfilment] that qualitative rather than quantitative method was *more suitable* to identify interruptions. According to Talbot, apart from counting,

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"what are going to differ are participants' notions of what their rights are and what distribution of turns they think is **just** or **appropriate**."

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Based on this idea, Talbot *suggested* [grad:fulfilment]

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that supportive feedback was not interruption because it did not constitute an *attempted* [grad:fulfilment] to change the speaker.

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Roger, Bull and Smith (1988) studied interruption in another angle. They formed the Interruption Coding System (ICS) for the classifications of interruptions. The subjects chosen for their *two* [grad:amount] experiments were instructed to interrupt as often as possible and to monopolize the conversation as long as possible. Based on the results, Roger, Bull and Smith organized the coding system into a flow chart. They divided interruptions into single and complex ones according to the number of interruption attempts. For more than one attempt, the interruption was regarded as complex.

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If the interruptor could prevent the other from completing and ultimately completed his own utterance, the interruption was **successful**. Otherwise it was **unsuccessful**. If the interruption followed a **clear** offer of the floor by the interruptor, it was called snatch-back. The completion of an utterance by the interruptors and the occurrence of overlapping

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were also considered in the *whole* [grad:scope] system. *At last* [grad:fulfilment] there were *14* [grad:amount] categories of interruptions *in total* [grad:amount]. They were successful complex/single interruption, unsuccessful complex/single interrupted interruption, unsuccessful complex/single interruption with completion, unsuccessful complex/single interruption, unsuccessful complex/single snatch-back, unsuccessful complex/single overlapping interruption, snatch-back and interjection. These classifications were based on the structure of turn-taking. Compared with the work of West of Zimmerman, Roger, Bull and Smith did not relate interruptions with *any* [grad:amount] social issue.

Goldberg (1990) *suggested* [grad:fulfilment]

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that interruptions had relational **significance** for the participants themselves.

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She mentioned that *many* [grad:amount] previous studies also agreed with

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the **definite** relationship between power and interruption.

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Goldberg cast **doubt** on this point and *tried to* [grad:fulfilment] distinguished power from non-power interruptions.

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Power interruptors were oriented to his own goal, interests, wants. They also wanted to re-introduce a topic. This kind of interruption was **rude, intrusive** and **impolite**. In contrast, rapport interruptions involved shared goals, the express of **solidarity, empathy, interest** and **concern**. There was no [grad:amount] *attempt* [grad:fulfilment] to change the topic. In short, power interruption was an act of non-involvement whereas rapport interruption was an act of cooperation. There was also neutral interruption. This was defined as the interruptions which address the immediate needs of the communicative situation such as repair, repeat or clarification of the prior. Neutral interruption did not intend to control the discourse. The acts were not *intentionally face-threatening*.

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Goldberg argued

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that interruptions were not only the indicator of power, control and dominance. There were *other* [grad:amount] variables affecting the use of interruptions.

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So interruption *showed* [grad:fulfilment]

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the issue of interpersonal relationship rather than dominance.

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Goldberg *had* [grad:fulfilment] a **new** picture of the classifications of interruptions. She *broadened* [grad:scope] the understanding of interruptions

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which was *more than* [grad:amount] the aspects of power and the sequence of conversation.

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Using the previous studies as foundations, this project is going to find out

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the relationship between power and interruption.

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This paper will also *try to* [grad:fulfilment] have a *more thorough* picture of the term “power”. Since there is *no* [grad:amount] *unique* [grad:amount] definition of “power” in the literatures, its’ meaning and *some other* [grad:amount] related concepts in this research will be discussed first.

Text S3

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The society is ever-changing. When someone has left a **familiar** place for *a certain years* [grad:scope] or even just *a month* [grad:scope] and then return, he/she will feel **uncomfortable** because of the **strangeness** of the city. So it is **not surprising** that *many* [grad:amount] 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* [grad:amount] 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* [grad:distance] ways. These returnee children cannot build up a *close* [grad:distance] relationship with peers in Hong Kong and hence they usually feel **isolated** and **depressed**.

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

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Many [grad:amount] returnee do not believe that they face adjustment **problems** when they return to their **familiar** place. But this reverse culture **shock** does happen and it is unconscious, unnoticed and taken for granted.

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Adler (1981) and Gullahorn & Gullahorn (1963) [grad:amount] also *suggested* [grad:fulfillment]

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that re-entry **difficulties** are likely to be *more severe* a short time after return than immediately on return to the home culture

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(cited in Kim 1988:23).

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Although *many* [grad:amount] scholars are *increasingly* [grad:amount] concerned

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on the cultural readjustment to the home culture

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(*cf. Gullahorn & Gullahorn 1963; Austin 1986; Goodman 1990; Storti 1997*) [grad:amount]

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and **improving** the training programme for reentry

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(Wang 1997), studies *mainly* [grad:scope] focus on the readjustment of sojourners to *the United State* [grad:distance]. *Very few* [grad:amount] research focus on the re-adaptation to *Chinese societies* [grad:distance].

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

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Firstly [grad:amount], children are *more susceptible* to cultural influences. As *many* [grad:amount] Chinese returnee children went overseas in their childhood, they did not complete their primary socialization in the home (Chinese) culture. They usually acculturate to the host culture when they live abroad. When they come back to the Hong Kong society, to *a certain extent* [grad:authenticity], the city becomes **unfamiliar** to them. This will *greatly* [grad:amount] affect their **effectiveness** of interpersonal communication with peers and teachers. Childhood is a *very important* stage for

knowledge acquisition. Surely, Chinese returnee children's learning processes will be affected if they have **poor** communication with teachers and classmates.

Secondly [grad:amount], children are the human resources in the future. They play a **vital** role in contributing and developing the society. If these Chinese returnee children do not receive **appropriate** guidance to help them to cope with the reverse culture **shock problems**, they may **not want** to continue to live and work in Hong Kong.

Eventually [grad:scope], we will lose these **valuable** human resources with **special** knowledge and skills.

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

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

Kim, Y. Y. (1988) *suggested* [grad:fulfilment] an integrative theory on cross-cultural communication and adaptation.

Her theory will be used as the framework to look into the relationship between the communication patterns and the adaptation outcomes of Chinese returnee children.

Kim, Y.Y. (1988) *suggested* [grad:fulfilment]

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that host communication competence, host social communication, ethnic social communication, communicative environment and predisposition reflected an individual's communication patterns in a society, which would **facilitate** the acculturation process.

And the adaptation outcomes would *show* [grad:fulfilment] how **successful** an individual adapt to the new society, which could be reflected in their functional fitness, psychological health and their intercultural identity.

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In this study, host communication competence, social communication and predisposition will be the **main** focuses to *exam* [grad:enhancement] the communication patterns of Chinese returnee children. At the same time, their adaptation outcomes will be studied through *three* [grad:amount] aspects, namely their willingness to stay in Hong Kong, their likes about Hong Kong and their Chinese identity. 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* [grad:enhancement]:

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1. How **competent** are the returnee children in the host (Chinese) communication system and what are the factors affecting their host communication competence?
2. What are the social communication patterns of the returnee children in Hong Kong and what are the factors affecting these patterns?
3. Would returnee children *more familiar* with the Chinese cultures have a *greater development* [grad:amount] of the host communication **competence**?
4. [grad:amount] What are the factors affecting returnee children's willingness to stay in Hong Kong?

Text S4

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Advertising is any announcement or *persuasive* [grad:scope] message placed in the mass media in paid or donated time or space by an identified individual, company, or organization.

Generally [grad:scope] 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

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(Bennett 1995).

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In order to achieve the communicative purposes, the role of language **cannot be ignored** because it is the **primary** communicative tool to convey message.

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

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In addition, I have seen a **distinct** *increase* [grad:amount] in the number of advertisements, magazine articles, newspaper articles and books which are written in colloquial Cantonese rather than in Standard Chinese (SC).

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This phenomenon has aroused my **interest** to study written Cantonese. In order to *fulfill* [grad:fulfilment] both of my **interests**, I decide to have a diachronic study on written Cantonese in Chinese newspaper advertisements. Although Sociolinguists *like Snow (1994)* [grad:amount] have conducted a diachronic study on written Cantonese, there are *not enough* [grad:amount] empirical evidences to support the findings.

The objective of this paper is *two-fold* [grad:amount]: (1) to conduct a quantitative study on the evolution of written Cantonese in Hong Kong Chinese newspaper advertisements from 1950s to 1990s; (2) [grad:amount] to *examine* [grad:enhancement] the distribution of the orthographic conventions of written Cantonese in Hong Kong newspaper advertisements from 1950s to 1990s. Since the linguists *like Snow* [grad:amount] only studies the growth of Cantonese literatures (include advertising) *up to 1980s* [grad:distance], the period of time would be *extended to 1990s* [grad:scope] so as to *fill the gap* [grad:fulfilment] for the previous studies.

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

In Chapter 2, a *general* [grad:specificity] review of

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written Cantonese in Hong Kong print media; principles in advertising language; connotation of written Cantonese; and force *driving* [grad:intensity] the *development* [grad:amount] of written Cantonese or orality is given.

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In Chapter 3, methodology of this study is presented. It includes research questions, scope, theoretical frameworks and method of analysis of this study. In Chapter 4, findings and discussion on the evolution of written Cantonese are *examined* [grad:enhancement]. In Chapter 5, findings and discussion on the distribution of the orthographic conventions of written Cantonese are also *examined* [grad:enhancement]. *Finally* [grad:fulfilment], Chapter 6 provides a summary of this study. The *limitations* [grad:scope] of this study and *suggestions* [grad:fulfilment] for *further* [grad:amount] studies are also discussed.

Over the past decade [grad:scope + distance], written Cantonese has attracted the attention of linguists to study. Sociolinguists *such as Bauer and Snow* [grad:amount] have conducted a paper to discuss this question. Although *both* [grad:amount] of the papers are *not mainly* [grad:scope] focus on advertisements, it gives a *general* [grad:specificity] picture of

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the *growth* [grad:amount] of written Cantonese in Hong Kong print media.

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Bauer (1988) states

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that written Cantonese is a *pervasive* [grad:scope] phenomenon in Hong Kong. It is **easy** to find written Cantonese in *various* [grad:scope] types of texts, such as newspapers, advertising, magazines, and comic books etc. In the *narrow* [grad:specificity] sense, written Cantonese is a written form of the Cantonese lexical (p.246).

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In order to identify written Cantonese *more easily*, he categories its orthographic conventions into *ten* [grad:amount] items

(I will illustrate these items in section 3.3 – theoretical frameworks **in detail**).

Bauer also *predicts* [grad:fulfilment]

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the evolution of written Cantonese has been *proceeding* [grad:amount] in print media. A **basic** syntactic matrix derived from SC and occasionally intermixed with Cantonese and/or English terms and phrases become a *trend* [grad:amount] of written style in Hong Kong.

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Finally [grad:amount], he also concerns

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whether the change in political status of Hong Kong in 1997 *discourages* the *growth* [grad:amount] of written Cantonese in Hong Kong.

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According to Snow (1994),

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a diachronic study on Cantonese literatures from the Ming dynasty through to the 1980s was conducted. The development of Cantonese literatures can be divided into three time periods: (1) From the late Ming period through the period before World War II; (2) From the post-war period through the 1970s; (3) From the year 1980 up to 1989.

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In this section, I will only focus on the second and the third periods because they are *more related* [grad:distance] to the published Cantonese in Hong Kong.

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The period from the end of World War II (1945) through the 1970s was an **important** period for the development of Cantonese literatures because there was an *increased number* [grad:amount] and *variety* [grad:scope] of texts published in Cantonese.

During the period from the late 1940s to 1960s, Cantonese came to have a presence in *varied* [grad:scope] types of newspaper articles. In 1970s, use of Cantonese was not *confined* [grad:scope] to newspapers. It was also used *in advertisements, magazines, fiction books, comic books and songs* [grad:scope].

The period from 1980 to 1989 was *another* [grad:amount] stage for the development of Cantonese literature. During the 1980s, amount of Cantonese used in newspapers *increased* [grad:amount]. Cantonese also played an *increasing* [grad:amount] role in advertising, magazines and paperback books.

On the whole [grad:scope], *more and more* [grad:amount] Cantonese was found in newspapers, magazines, books and advertisements. *Some* [grad:amount] of them were written in *pure* [grad:authentic] Cantonese rather than the earlier mixed varieties because texts written *entirely* [grad:scope] in Cantonese had *achieved* [grad:fulfilment] a

major market **success**. It *progressively* [grad:fulfilment] became an in-group literature, which excluded audiences elsewhere in China.

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To conclude, *both* [grad:amount] scholars, Bauer and Snow, *indicate* [grad:fulfilment]

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that written Cantonese has *increased* [grad:amount] in print media *bit by bit* [grad:fulfilment]. 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* [grad:authentic] Cantonese also emerges.

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Although *both* [grad:amount] of the scholars have stated

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the phenomenon of written Cantonese in Hong Kong,

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there are not *enough* [grad:amount] empirical evidences for their findings.

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

According to Leech (1996),

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most [grad:amount] advertising language comes under the *broader* [grad:sope] heading of “loaded language” that aims to change the will, opinions or attitudes of its audience (p.25). And the **primary** goal of advertising language is to catch audiences’ attention; to *promote* [grad:amount] a product or service and to persuade them to take action.

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In order to *achieve* [grad:fulfilment] these purposes, Leech *suggests* [grad:fulfilment]

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four [grad:amount] principles which governs the advertising language: Attention Value, Readability, Memorability and Selling Power (p.27-31).

Attention value refers to the use of **surprising** and **unexpected** language to provoke audiences’ attention and **curiosity**. It can be *achieved* [grad:fulfilment] by using neologism (inventing new words), semantic and contextual unorthodoxies.

Readability is to make the message easy to grasp and assimilate. It can be achieved by using **simple**, casual, colloquial and **familiar** vocabulary. The simplification of advertising language structure is also aimed to attain readability.

Memorability relates to the impression of advertised products. Advertising has to make a lasting impression for audiences by using repetition, phonetic repetition, and parallelism etc.

Selling power is the **crucial** and **most mysterious** part of the advertising process because it is an *indicator* [grad:fulfilment] to see whether the advertising is **successful** or not. The infrequent use of negative forms and the *great* [grad:amount] frequent use of approbatory adjectives and unqualified comparatives can *achieve* [grad:fulfilment] this goal.

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

I will discuss it in the following section 4.2.

Over the past years [grad:scope + distance], *many* [grad:amount] linguists gave *different* [grad:scope] comments on the use of written Cantonese. *Much* [grad:amount] opposition to written Cantonese is based on the notion

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that writing in Cantonese is **vulgar, inferior, low-class** and have a **bad influence** on students’ standard in SC

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(*Bauer 1984; Lo & Wong 1990*) [grad:amount].

On the contrary, a *wide range* [grad:scope] of writers *claim* [grad:fulfilment]

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- that the use of Cantonese caused writing to be *more qinqie (intimate, close) and chuanshen (vivid, lively)* for those who speak the dialect
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(Lan 1947; Hua 1949; Bauer 1988; Chen 1988) [grad:amount] and Johnson (1989) also states
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that written Cantonese is *more colorful, racy and witty* than that in SC. Although there is opposition to written Cantonese,
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we should not **ignore**
- FD
the *wide range* [grad:scope] of **positive** responses. The relationship between the **positive** responses of written Cantonese and the *development* [grad:amount] of written Cantonese in advertisements
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will be discussed in the following section.
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The *development* [grad:amount] of written Cantonese and orality is caused by *numerous* [grad:amount] reasons *such as* political, social, economic, educational factors *etc* [grad:amount].
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Sociolinguists *like Lau & Kuan, Ong, Scheunemann and Lakoff* [grad:amount] have conducted papers to focus on the economic and social factors.
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As a result of the *increasing* economic and cultural **confidence** of Hong Kong, there is a *growing tendency* [grad:amount] of people whom identify *more close* [grad:distance] with Hong Kong than with China
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(Lau & Kuan 1988 cited in Snow 1994).
- FD
And use of written Cantonese is a symbol of in-group identity for this new [grad:distance] Hong Kong culture, thus *more and more* [grad:amount] Cantonese used in print media. The orality issue not just occurs *in Hong Kong* [grad:distance], it also emerges in *some western countries* [grad:distance].
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Ong (1982) *points out* [grad:fulfilment]
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that our verbal communication moves from “primary orality” to literacy and on to the “secondary orality” nowadays. Owing to the development of print technology
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(Scheunemann 1996), our verbal communication moves from “primary orality” to literacy. Later on, technological inventions present a challenge to the dominance of literary mode of expression. The development of radio, television and telephone has brought us into the age of “secondary orality”.
Lakoff (1982) further *indicates* [grad:fulfilment]
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that with the social change, technological *progress* [grad:amount] and the *development* [grad:amount] of the *newer* [grad:distance] media after printing technology, the oral is again being **valued over** the literate, and “written texts such as epic writing, novel and song are tending to be couched in forms imitative of the oral mode” (p.240).
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To sum up,
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the shift in society from a literacy-based model to one based on the oral mode of discourse is the communication *trend* [grad:amount] *in some western countries* [grad:distance].

There are *numerous* [grad:amount] factors which *drive* [grad:enhancement] the *development* [grad:amount] of written Cantonese *in Hong Kong* [grad:distance],

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here are only *some* [grad:amount]. In section 4.2, I will discuss the forces *driving* [grad:enhancement] the *development* [grad:amount] of written Cantonese in newspaper advertisements **in deep**.

Text S5

FD

Uniformed groups in Hong Kong refer to the organizations provide youth service and uniform is used to represent the symbol of membership identity.

These kind of the organizations are to provide their members with the opportunities for physical, mental, intellectual, social and spiritual **development** as well as international understanding, so as to *enhance* them in self- **development** and to *foster* members' sense of **belonging** and community **spirit**

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(HKCSS, 1982).

FD

Red Cross Youth (RCY) is one of the **reputable** and *well* [grad:scope]- established uniformed groups in Hong Kong. The RCY is operating and under the supervision of the Youth and Welfare Department (Y&W) of the Hong Kong Red Cross, which the Youth and Welfare Department is regarded as the Department Head Office.

The RCY membership ranked *third among all* [grad:distance] uniformed youth organization in Hong Kong

FR

(HKRC, 1999).

FD

It attached to *primary schools, secondary schools, and community organizations, welfare institutions and youth centres* [grad:scope] attached to the RCY Divisional Headquarters in Hong Kong. The objectives of RCY are to involve young people in the Red Cross Movement and its activities as partners in the management, as servers and as beneficiaries

FR

(HKRC, 1999).

FD

Managing the RCY members and organizing the RCY activities are the responsibility of *both* [grad:amount] paid staff and voluntary staff. However, the level or responsibilities *varies* [grad: scope] within these *two* [grad:amount] groups. The Department Head Office (Y&W) of the RCY is *mainly* [grad:amount] manned by the paid staff. They are responsible for *central coordination, administration, overall planning and development as well as international liaison* [grad:scope]. Having a *small number* [grad:amount] of the paid staff in Divisional Headquarters, voluntary staff is the *main* [grad:amount] workforce to implement the RCY's plans and policies through the provision of services and activities as well as local promotion. With a *relatively small number* [grad:amount] of paid staff to work with a *considerable number* [grad:amount] of voluntary staff for the execution or implementation of various activities, indeed, is a **special** feature of this organization.

There are *four* [grad:amount] RCY Divisional Headquarters and one Activity Centre in Hong Kong, namely: Hong Kong Island Divisional Headquarters (HKID), the West Kowloon Divisional Headquarters (WKD), the East Kowloon Divisional Headquarters (EKD), the New Territories Divisional Headquarters (NTD) and the New Territories East Activity Centre (NTE). *Both* [grad:amount] paid and voluntary staff in *different* [grad:scope] divisions are responsible to supervise the Youth Units (YU) and Adult Units (AU) of the RCY districts.

The staff in Head Office has to *closely* [grad:distance] work with the staff in Divisional Headquarters, so that programmes and plans will *meet* [grad:fulfilment] the needs of adult and youth groups and the department *as a whole* [grad:scope]

FR

(HKRC, 1997).

FD

Therefore, voluntary staff is **vital** to maintain the existence and to *achieve* [grad:fulfilment] the objectives of the RCY.

Within the uniformed group, rank insignia is used to **clarify** the level of authority of the voluntary staff in Divisional Headquarters. By means of progressive training approach, voluntary staff is allocated in *different* [grad:scope] ranks and posts, according to their work performance and experience gained from the voluntary work. Based on the authority given by their ranks and posts within the organization, they are also responsible for doing management work of *different* [grad:scope] levels. On that accord, voluntary staff in *different* [grad:scope] status are provided with opportunities for **fulfillment** and self- **actualization** through volunteering

FR

(Chen, 1992).

FD

Alternatively, the support of voluntary staff *drives* [grad:enhancement] the RCY towards its goals and objectives.

As a volunteer- based organization, voluntary staff is formed as a self- governing group, with the support of *a small number* [grad:amount] of paid staff. *Some* [grad:amount] voluntary staff which has *achievement* [grad:fulfilment] in voluntary work has given the responsibilities and authority to manage and train the junior voluntary staff. In this sense, the seniors are being able to exercise their ability and management skills through leading or coaching the juniors.

Although the work requirement and status of the junior and senior voluntary staff are *different* [grad:distance], *both* [grad:amount] groups are **motivated** by their personal goals and **fulfillment** through volunteering

FR

(Chen, 1992).

FD

The **success** of the leaders to **motivate** their subordinates is based on whether their leadership skill can *reinforce* subordinates' **commitment** and **enjoyment** in doing voluntary work.

FR

As a voluntary staff, it is my **interest** to *investigate* [grad:enhancement] the leadership style of the voluntary staff at management level of the Hong Kong Red Cross Youth.

This study intends to *investigate* [grad:enhancement] the leadership style of voluntary staff at management level in the Red Cross Youth (RCY). Their working style is used as an *indicator* [grad:fulfilment] to reflect their leadership style.

I **hope** this study will reflect

FD

how the leadership style of the managerial staff, himself or herself being a volunteer, **motivates** others work in this organization.

Text S6

FD

Hong Kong people are always characterized as **competitive, hard working and money-oriented**. *Most* [grad:amount] people's **primary** values are money and **success** in career. We expect that there must be *small number* [grad:amount] of people working as volunteers.

FR

However, according to a study conducted by the Agency for Volunteer Service in 1993, (AVS, 1993) it was found that

FD

20.7% [grad:amount] of the respondents in Hong Kong had volunteer experiences.

FR

This *reveals* [grad:fulfilment]

FD

that *quite a number* [grad:amount] of people in Hong Kong have been volunteers.

FR

Also, in an casual interview with a member of the Agency for Volunteer Service, (AVS) it was found that

FD

the interviewee waited for *half year* [grad:distance] to participate in a program.

FR

It may be *inferred* [grad:fulfilment]

FD

that the management of AVS is *quite successful* as the turn over rate is not *high* [grad:amount].

FR

The findings elicit us to *investigate* [grad:enhancement]

FD

what are the motivation and needs of the volunteers and the operation of AVS.

FR

Many [grad:amount] scholars *pointed out* [grad:fulfilment]

FD

that volunteers are a *kind of* [grad:authenticity] human resources pertaining to the *building up of a harmonious and caring* society.

FR

(AVS, 1993; Sundeen, 1992; Wilson, 1976) [grad:amount]

FD

They are one of the *huge* [grad:amount] social and grassroots human resources.

FR

(AVS, 1993; Naylor, 1976; Wilson, 1976) [grad:amount]

FD

As *most* [grad:amount] volunteers provide their services through social and public organizations which require their **efforts** for community service, **proper** volunteer management is **essential** to *more effective* management and allocation of human resources.

FR

From the above, the objectives of the research are 1) to find out

FD

what the motivation and needs of the volunteers are,

FR

2) to find out

FD

what the management strategies/leadership styles are adopted by the senior management

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- and 3) [grad:amount] to find out
- FD
to what *extent* [-->] the management strategies/leadership styles *fulfil* [grad:fulfilment] the needs of the volunteers.
- FR
Herzberg & Mausner's (1959) Motivation-Hygiene Theory used the label motivators or motivation factors to identify
- FD
the aspects of work that made a person **satisfied** and **happy**.
- FR
They used the label hygiene factors to identify
- FD
aspects of work that kept a person from being **dissatisfied** or **unhappy**.
- FR
This theory will be used to *analyze* [grad:enhancement] the motivation and needs of the volunteers in the Agency for Volunteer Service. In *investigating* [grad: enhancement]
- FD
what management strategies/leadership styles are adopted by the top management of AVS,
- FR
McGregor's (1957) Theory X and Theory Y are **applicable**. Theory X and Theory Y described *two* [grad:amount] *different* [grad:scope] sets of assumptions about the nature of human beings and what they want from their work environment. Theory X leaders were task-orientated while Theory Y leaders were relationship-orientated. There were *extensive* [grad:amount] literatures
- FD
about the motivation of volunteers
- FR
based on Herzberg & Mausner's (1959) Motivation-Hygiene Theory. (*Wilson, 1976; Gidron, 1985; Lammers, 1991*) [grad:amount]. *Some* [grad:amount] scholars argued
- FD
that performance and organizational behavior of paid employees could not be generalized to volunteers. The **key** difference is that volunteers are not **motivated** monetarily.
- FR
(Pearce, 1993)
- FR
But, Gidron (1985:3) *suggested* [grad:fulfilment]
- FD
that there were *many* [grad:amount] *similarities* [grad:distance] between volunteers and paid workers: "(1) *Both* [grad:amount] involve a situation where there is a job to be done; this job can utilize one's skills, creativity and talents; one's efforts can bear fruit in the form of results and *achievements* [grad:fulfilment] for which one can *achieve* [grad:fulfilment] **recognition**. (2) The work *itself* [grad:specificity] is performed within a *specific* [grad:specificity] organizational context, under *specific* [grad:specificity] conditions, which could be **rewarding** or **stressful**, with set relationships to supervisors, peers and sometimes subordinates."
- FR
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* [grad: enhancement] the motivation of volunteers in this study. Following the **logic**, it is assumed McGregor's (1957) Theory X and Theory Y are **applicable** to find out
- FD
what management strategies/leadership styles are adopted by top management.