

教学开场话语分析

—— 话语结构和主题控制

哈尔滨理工大学公共外语教学部 姜毓锋*

摘 要：教学开场作为一种会话，有其特有的结构。本文通过对英国大学课堂教学开场的研究，探讨了在话语结构和主题控制范围内其教学开场的话语特征，并建立了新的主题系统 CSS。

关键词：教学开场 话语结构 主题

1. 引 言

中国学生因为其母语并非英语，在英语授课的课堂上存在相当程度的理解困难，因此，他们有可能会在以教师讲授为主的课堂上，错过那些能帮助他们理解课程知识的重要信息。大量的研究（Sinclair & Coulthard, 1975；Chaudron & Richards, 1986）已经概括了一些教学话语的特征，比如话语结构、话语标记等。本篇论文在话语结构和主题控制的研究范围内对教学开场进行了话语分析和研究。

2. 教学开场部分的话语分析

教学开场部分是非常重要的，因为教师在开场部分建立的解释结构是帮助学生理解整个课堂内容的基础。因此对于这个部分进行话语分析的目的就是，在一些特定的课堂授课中认定此结构的特征。本篇论文采用的四个教学开场部分的音频均录自英国诺丁汉大学英语教学专业所开设的 MA 课程，其中包括应用语言学、话语分析、特殊用途英语和毕业论文讲座。其中一个开场部分的音频选自内容独立的讲座，其它三个音频分别选自三个不同课程的系列课堂中的一个。每个开场部分都是由不同教师讲授，每个开场部分所属的课堂都有不同的学术内容。

2.1 对教学开场进行话语结构的分析

2.1.1 交换结构（Exchange Structure）

对于教室话语 Sinclair & Coulthard（1975）进行了一项重要而有影响的研究。他们用录音机录下了传统的以教师为主的母语课堂，小学生们是通过回答问题这一典型的方式来学习课堂涉及到的知识。Sinclair & Coulthard 发现学生们和教师间存在重复的课堂应对模式。基于此发现，他们为教室话语分析建立了一个有着等级结构的模式。以下的等级为从上到下的垂直排列，并且每个等级均与其下的等级为包含关系。

教学（Lesson）

活动（Transaction）

交换（Exchange）

话步（Move）

行为（Act）

Boumilla（1999）指出，教学是教室话语中最高级的语言单位，是由一系列的活动组成的，而活动则

* 姜毓锋，哈尔滨理工大学公共外语教学部主任，副教授；研究方向：跨文化交际，英语教学法；通讯地址：黑龙江省哈尔滨学府路52号，哈尔滨理工大学（西区）公共外语教学部134信箱，邮编：150080。

由交换构成并可以分为界限交换和传授交换。这个分类由界限标记出并由初级，中级和终级要素构成。其中中级要素由传授交换实现，例如“告悉”(inform)、“指引”(direct)或“诱发”(elicit)；而作为标记活动界限的初级和终级要素则由界限交换实现。交换是由话步组成。在传授交换中存在有典型的 IRF [启发 (initiation), 反应 (response) 和续后 (follow up)], 其中反应和续后是交换的补充要素。界限交换通常由两种话步标记出：框架 (frame) 和焦点 (focus)。话步由行为构成，例如评价或答复。基于 Sinclair & Coulthard (1975) 的研究，Cook (1989: 47) 列出 22 种行为。在之后的分析中，本篇论文将会采用 Cook 的定义。

基于 Coulthard (1985: 128) 的研究，此交换结构如下图示：

交换类型 Exchange type	启发 Initiation	行为 Act	反应 Response	行为 Act	续后 Follow Up	行为 Act
界限 Boundary	Well FRAMING	<i>M</i>				
诱发 Eliciting	What colour is this pen?	<i>El</i>	<i>Red</i>	<i>rep</i>	<i>Yes.</i>	<i>e</i>

2.1.2 分析

Cook (1989) 把一节教学看作是“教师会话”(teacher conversation)，并且指出教师会话典型的特征是教师的语言是指向某个特殊的目的，而且教师传统上主导学生。从数据上分析，在教学开场中，教师占有主导地位而学生几乎没有机会参与到交换中。所以 IRF 结构在这些教学开场中体现的并不显著。

如下图示：

交换类型 Exchange type	启发 Initiation	行为 Act	反应 Response	行为 Act	续后 Follow up	行为 Act
界限 Boundary	Here we are. Here's today's summary issue. Welcome to ESP.	<i>s/m</i>	<i>(no learner turns)</i>			
告悉 Informing	Um... Today we are going to be looking at two major areas of ESP. <i>I know Tricia gave you an introduction last week and told you about some these things.</i> Today we are going to look at more detail is how to set up course design, what do you do. I'm going to focus on E O P	<i>i/m</i>				
诱发 Elicit	[ACCUSED]. Do you know what that was?	<i>e</i>	Yeah, English for occupational purposes. /ok/ok/ok/	<i>re</i>	English for occupational purposes.	<i>rep</i>

McCarthy & Walsh (2003: 177) 提出对教室话语在四种不同的教室模式下进行分析，这四种模式分别是“Managerial mode”，“Materials Mode”，“Skills and systems mode”和“Classroom context mode”。McCarthy & Walsh 在文中指出“Managerial mode”经常发生在教学的开场阶段，其目的是指导学生接下来要做什么。它的特点是教师过度参与，学生没有参与，焦点集中在教学重复方面。这也能解释为什么本篇论文的数据全部显示出教师是占主导地位的。

此外，教学开场结构也可以归纳成三种。第一种是基于告悉——导出的开场，其结构是：

- a. 界限 Boundary 告悉 Informing 诱发 Eliciting
- b. 界限 Boundary 诱发 Eliciting 告悉 Informing

四个开场中的两个是以上的结构。在开场部分，教师通常采用根据主题给出信息并结合引导学生思考

的方式以在他们的脑海里建立起对整个课堂内容框架的理解。

第二种是基于告悉的开场。其结构如下：

界限 Boundary 告悉 Informing

拥有这种结构的教学开场是独立讲座。通常情况下，课堂上会有很多学生，而且教师要在一小时的时间内针对某一主题给出大量的信息。

第三种是基于导出的教学开场。其结构如下：

界限 Boundary (指引 Directing) 诱发 Eliciting (指引 Directing)

这个结构在教学开场中也很普遍，其中指引是一个补充要素。从一开始便让学生持续思考以加深他们对主题的印象是拥有这个结构的教学开场的主要特征。

2.2 在主题控制上对教学开场的分析

McCarthy & Walsh (2003) 提出一个新概念，即结合口头话语的特点来分析教室话语而非单单通过 IRF 进行分析。换句话说，他们建议把交换结构和一些会话分析的特点结合起来。

2.2.1 会话中的主题

许多关于会话的研究都提到了主题。Watson & Potter (1962) 指出主题在会话的结构上有重大的意义，而会话则由一些情节 (episode) 构成，其界限是行为的一次改变或是一次干扰性事件。Gardner (1987) 引用 Ervin-Tripp (1972) 的观点指出会话因其存在有明确的信息所以被认为是有主题的。此外，她还进一步提出像演讲行为一样，主题一定是课堂应对的基本变量。其基础是：讲话者能够把主题的改变看成生成变化的代码；讲话者能够不时汇报他们正在谈论的内容；主题的延续、重复和改变在演讲事件中可以具备标准的特征。这意味着主题是构成会话的一个要素，尤其是在主题界限方面。会话因此能够被看作是主题的排列。Gardner (1987) 同样引用了 Heritage 和 Watson (1979) 的观点主张把所有的会话都看成是围绕着主题来组织的。

2.2.2 主题和话语框架

根据 Burton (1980) 提出的概念，话语结构在交换范围内和与交换交叉的范围内与主题有关。在一个会话中，开局着法会建立某种预想和交互应对期望。Keenan & Schieffelin (1976) 讨论了主题和预想之间的关系，他们指出话语主题是讲话者提供或者索求新信息的一个或一系列命题。概括的来讲，话语主题是基于一个能得到立即关注的问题，例如发言是对其一种回应的问题。

2.2.3 在口语应对中主题发展的种类

Coulthard & Brazil (1981) 把交流看成是与信息传递有关联的一个单位。基于此，Gardner (1987: 138-39) 把在口语应对中主题的发展分为六大类：

主题介绍 (Topic introduction)

主题延续 (Topic continuation)

主题轮换 (Topic shift)

主题循环 (Topic recycling)

主题再介绍 (Topic reintroduction)

主题改变 (Topic change)

2.2.4 分析

Cook (1989) 指出，教学可以被看作是一类教师会话并和主题控制有关。从本篇论文前面对结构的研究结果中我们得知告悉和 (或) 导出是教学开场的主要部分。因此，下文要在主题控制方面，对教学开场中的告悉和导出进行分析。

关于主题，Schank (1977) 提出了“上级主题” (supertopic) 和“之后主题” (metatopic)。他指出上

级主题和之后主题之间的关系是后者是一种能够从跟前者关联的概念化内容中推断出来的评论。Thompson (1994) 宣称建立教学框架对给学生提供教学话语信息, 以使他们能够创建一个意境地图, 从而进一步的理解剩下的教学起着重要的作用。在此, 基于以上的概念, 本篇论文创建了一个新的主题系统并把其命名为 Core-topic & Sub-topic Structure (核心主题和从属主题结构), 简称为 CSS。根据在教学开场中主题的作用和发展, 把此结构定义为:

核心主题 (Core-topic): 即中心主题, 教师会围绕这个主题通过告知主题, 描画结构轮廓, 点出范围或任务, 进一步解释信息和回顾之前内容的方式展开介绍。因而, 一个开场最多由五种从属主题 (Sub-topic) 构成。根据不同教师的授课风格, 这五种从属主题均为可选项。

从属主题 (Sub-topic): 告知主题 (topic announcement)

从属主题 (Sub-topic): 描画结构轮廓 (outline structure)

从属主题 (Sub-topic): 点出范围或任务 (indicate scope/task)

从属主题 (Sub-topic): 进一步解释信息 (further explanation)

从属主题 (Sub-topic): 和回顾之前内容 (indicate former experience)

根据对采集音频的研究, 发现这四个开场的结构都能用 CSS 来解释。例如, 在毕业论文写作讲座中的教学开场中, 其核心主题为怎样为毕业论文进行采访来收集数据。在此教学开场中的 CSS 如下所示:

主题种类 Topic types	告悉/诱发 Informing/ Eliciting	题目发展 Topical development	会话标记/语义群 Discourse markers/ chunks
Subtopic (topic announcement)	I'm going to take the um practical approach because as I understand the purpose of these sessions is going to give you some ideas about the possible functions of interviewing when you're doing your piece of research and issues you need to think about and practical steps you need to take.	Topic introduction	I'm going to the purpose of these sessions is
Subtopic (outlining structure)	Um..and in this session, we'll be watching some video	Topic shift	Um..and in this session, we'll
Subtopic (further explanation)	I think is explaining rather better or certainly more attractive and interesting way than I can do um all about the interviewing. It's the programme that be made especially professional programme. Um advantage is it shows quite a few interviews and actions which I cannot do and to analyze them and evaluate them.	Topic continuation	I think is Um advantage is
Subtopic (outlining structure)	OK, but before we look at the video,	Topic shift	OK, but before we look at
Subtopic (indicating scope/task)	um I just want to say um a few words by way of introduction and introduce you different types of interviews that you might use in research. um I think it's worth beginning by saying a little bit about the power of interview.	Topic continuation	um I think it's worth beginning by

告知主题 (topic announcement): 讲话者在此期间给出教学主要目的或主题。

e.g. I'm going to... (附录 1: opening 2-1)

The purpose of this session... (附录 1: opening 2-2)

描画结构轮廓 (outline structure): 描画结构轮廓来提高学生对于教学顺序的意识, 通常以标记或一些动词和语义群作为标志。

e.g. then (indicating sequencing); before (temporal relationships); first of all (suggesting movement along a route)

I'm going to introduce... and then so we are going to look at. (附录 1: Opening 1- 20, 21)

点出范围或任务 (indicate scope/task): 围绕中心主题给出教学中每个部分的信息使学生对每部分所覆盖的内容有所准备。此外, 以提问方式给出信息也是其常见的形式。教师提出问题后会作停顿, 这样学生会时间去思考, 最后教师将给出答案。(附录 1: Opening 3, 4)

进一步解释信息 (further explanation): 进一步解释之前提到的主题, 在此期间把之前的从属主题向深层次拓展。跟其它四种从属主题不同的是, 没有明显的标记和模块体现其结构。

回顾之前内容 (indicate former experience): 回顾之前内容是一种重要的方式来帮助学生温习此主题之前的知识以激发起学生对于教学的展望和预测。

e.g. I know...gave you an introduction last week ...told you about (附录 1: Opening 1- 8, 9)

3. 结束语

教学开场作为一种会话, 有其特有的结构。在话语结构和主题控制两方面对于教学开场进行分析, 有重要的教学意义。

教学开场的分析为听力课提供了课程设计和教材设计的背景理论。Chaudron & Richards (1986) 探讨了学生识别教学中信息结构标识和信号的重要性。如果能够清楚认识话语标识, 主题发展和结构在理解教学开场中的作用, 教师就会更好的设计练习以训练学生去掌握教学话语的特征。

此外, 本篇分析所得结论也有助于英语教师的培训。Brown & Yule (1983) 指出在发表一个长篇的单人演说时, 讲话者的另外一个问题是能否建立具备一定结构序列的发言, 以此帮助听众建立与讲话内容一致的理解。尤其对于英语非母语的教师, 帮助他们掌握组织恰当的教学结构并使用话语标识和信号对于 EFL (English as a Foreign Language) 的课堂有效进行是非常关键的。

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附录 1 Transcription

Opening 1. EOP course for MA

1. T: Um..I got such of papers from Tricia for journey she asked me last
 2. week. Um..I thought in book here maybe I have them in my table.
 3. I'll get them for you later, OK? How much more! Well...Got
 4. value for money, can you?
 5. LL: (laughs)
 6. T: Here we are. Here's today's summary issue. Welcome to ESP.
 7. Um...Today we are going to be looking at two major areas of ESP.
 8. know Tricia gave you an introduction last week and told you about
 9. some these things. Today we are going to look at more detail is how
 10. to set up course design, what do you do. I'm going to focus on
 11. EOP[acCUSED]. Do you know what that was?
 12. LL: Yeah, English for occupational purposes. /ok/ok/ok/
 13. T: English for occupational purposes. I know some of you are not
 14. going to do it professionally, but we are going to look at case study
 15. in English for occupational purposes. Um..a big project in
 16. Singapore some years ago. I think it's a useful case study in ESP
 17. coz it's a very large one. It means it involves all of the different
 18. procedures if you are ever going to do anything similar. OK, so, it's
 19. it's a good way um...to explain some of procedures and
 20. techniques. So, um, I' m going to introduce you to that and then so
 21. we're going to look at needs analysis. I mean the second part we are
 22. going to look at the um..assessing students in ESP courses an
 23. evaluating courses. Now let's have a look to get through.
 24. Um..usually I do it in two sessions with a lot of buler buler.
 25. LL: (laughs)
 26. T: Um.
- 2mins20

Opening 2. Lecture for MA about Interviews for dissertation

1. T: I'm going to take the um practical approach because as I understand
2. the purpose of these sessions is going to give you some ides about the
3. possible functions of interviewing when you're doing your piece of
4. research and issues you need to think about and practical steps the
5. you need to take. Um..and in this session, we'll be watching some
6. video I think is explaining rather better or certainly more attractive
7. and interesting way than I can do um all about the interviewing. It's
8. the programme that be made especially professional programme. Um
9. advantage is it shows quite a few interviews and actions which I
10. cannot do and to analyze them and evaluate them. OK, but before we
11. look at the video, um I just want to say um a few words by way of
12. introduction and introduce you different types of interviews that you
13. might use in research. um I think it's worth beginning by saying a
14. little bit about the power of interview.

1min31

Opening 3. MA course on Applied Linguistics: Learning strategies

1. T: OK, first of all, what's the strategy? What's the learning strategy? Mm...big question. You can write a Phd on what's the learner's strategy. Maybe a good way to start it is what kinds of learner strategy are there? Are they all the same? Or we're going to identify different types of strategy. (5sec) The answer is we identify different types. OK. What kind are they?

2. L: ***strategy

3. T: Pardon?

4. L: ***strategy

5. T: ***strategy, communication strategy. OK. What's the difference? Oh, the name uhum?

6. LL: (laughs)

7. T: But issue like that that's good, isn't it? OK, so the different strategy, yeah? ***strategy, what my baby, I don't know. Strategy are where you can use your linguistic system effectively I guess. Um, with the minimum effort to produce language. Communication strategy of the kind of strategies that are used to well a communication or a comprehension check or clarification. Did you understand what I said? Something like that.

1min30

Opening 4. MA course on Discourse Analysis: Spoken grammar

1. T: OK. This week subject is going to be grammar...in spoken language, right? Before we start...before we start I'd like you to think for a moment...think of you own language...and think your English and...think a little bit about what could be the big differences between grammar in written text...and grammar in spoken language. If you would think about that and somebody said to you what's the difference between spoken grammar (noise outside) en, bomb, is it?

2. LL: (laughs)

3. T: What's the difference between spoken grammar and written grammar? What would you say? I'd like everybody to write down just one point that they think is important as the differences between spoken grammar and writer grammar. Work on your mind. In what way are they different, just write down the one thing...in about 30 seconds, OK? 30 seconds.

1min37

附录 2 Transcription System

*** - content is not clear

The following transcription is adapted from Van Lier (1988, cited in McCarthy & Walsh, 2003) and Johnson (1995, cited in McCarthy & Walsh, 2003)

T: - teacher

L: - learner (not identified)

LL: - several learners speaking at once or the whole class

/ok/ok/ok/ - overlapping or simultaneous utterances by more than one learner

(4 sec) (pause) - silence

acCUSED - indicates that a syllable or word is given extra stress

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