IRF三话步回合交互模式与交际性英语课堂教学
IRF Exchange Pattern and Communicative EFL Classroom Teaching

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一. 师生课堂交互的"伯明翰模式"

- "伯明翰模式"——由以Sinclair and Coulthard（1975）为代表的英国伯明翰学派提出。
- 课堂上师生的交互分为五个级阶：
  —课（lesson）
  —课段（**transaction**）
  —回合（**exchange**）
  —话步（move）
  —话目（act）
- 其中最重要的是回合和课段：回合是师生会话的基本单位，它由不同的话步组成；不同的回合组成不同的课段

1. 回合—IRF三话步回合交互模式：

（1）典型的IRF三话步回合交互模式；

（2）IRF大于三话步回合的交互模式

（1）典型的IRF三话步回合交互模式

三个话步组成一个回合：
- 教师引发（Initiation）
- 学生应答（Response)
- 教师反馈或/和后续话语

  (Feedback or/and Follow-up）

   简称为IRF

（请学生看图片比较乌龟和兔子的快慢）

T: Who is fast?   (I)

Ss: The rabbit is fast.   (R)

T: Yes. The rabbit is fast.   (F)

（2）IRF大于三话步回合的交互模式

很多时候，IRF三回合话步交互不是一次完成的，于是就会出现IRF大于三话步回合的交互模式。

（老师在用实物，教授学生单词"hacksaw 钢锯"）

T: What do we do with a hacksaw, this hacksaw?　　(I)

P: Cut trees.　　(R)

T: Do we cut trees with this?　　(RI)

P: No. No.　　(R)

T: Hands up. What do we do with this　　(RI)

P: Cut wood.　　(R)

T: Do we cut wood with this　　(RI)

P: No.　　(R)

T: What do we do with that then　　(RI)

P: Sir.

T: Cleveland　　(RI)

P: Metal.　　(R)

T: We cut metal. Yes, we cut metal.　　(F)

2. IRF三话步回合中的提问

(1)问题的类型

　　IRF三话步回合课堂师生交际成功的重要一环是教师所提出的问题。教师提出的问题一般分成两类：展示性问题和参考性问题。

a. 展示型问题(display questions)：教师为达到某一特定教学目的而提出的、事先知道答案的问题，老师属于"明知故问"，这是为课堂交际而提出的问题。
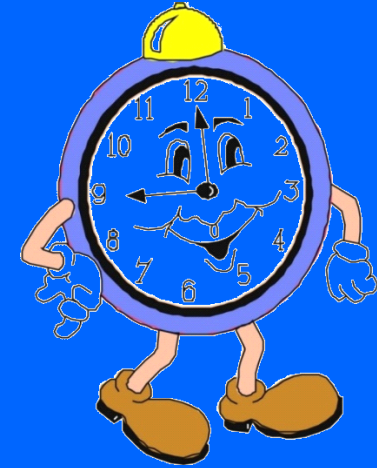
例1： （老师把闹钟拨到9点）

T: What time is it?   (I)

Ss: It's nine o'clock.   (R)

T: You're very smart.   (F)

例2：

T: Look at this picture. What special day is it about?
   Together!   (I)

Ss: Chinese New Year.

(R)

T: Yes. It's the Chinese New Year.

(F)

b. 参考性问题(reference questions)：教师不知道问题的答案而寻求信息的问题，是为真实交际而提出的问题。

T: Can you tell me what you do on the Chinese New
　Year? **, please.　　　　　　　　　　　　　　　　(I)
S: I eat dumplings. I wear new clothes. I put up posters.　(R)
T: Oh! You do so many special things.　　　　　　　　(F)
T: How about you, Jack?　　　　　　　　　　　　　(I)
S: I watch TV on the Chinese New Year.　　　　　　　(R)
T: Good idea! Many people watch TV on the Chinese
　New Year Eve.　　　　　　　　　　　　　　　　(F)

c. 课堂教学的基本交际模式

问题：在英语课堂上，展示型问题和参考性问题的使用，哪类问题应该优先？

在英语作为外语的教学课堂上，"展示性问题"和"参考性问题"在教学中各自起着不同的功能，二者都具有重要意义。一般说来，根据教师所提问题的不同，可以把英语课堂交际分为两种：一种是"课堂教学交际"，另一种是"真实情景交际"（范文芳、樊亚城，2003）。

在英语作为外语的教学课堂上，两种交际模式的功能不同，但各自都起着重要的作用，二者缺一不可。前者是教与学的需要，而培养学生真实情境交际的能力是整个外语教学中最根本任务之一。在英语教学课堂上，教师不仅要利用课堂教学交际进行教学，而且还要有意识地发展学生真实情景交际能力。因此，教师要对两种课堂交际模式进行调节使用。有意识地对两种交际模式进行调节使用，是教师在英语课堂教学中一个重要的教学行为。

(2)问题的层次性

教师所提出的问题具有层次性。请看以下三个例子中，问题的层次性：

➢ 例1：

T: All the students must wear school uniforms every day. What do you think about the rule?

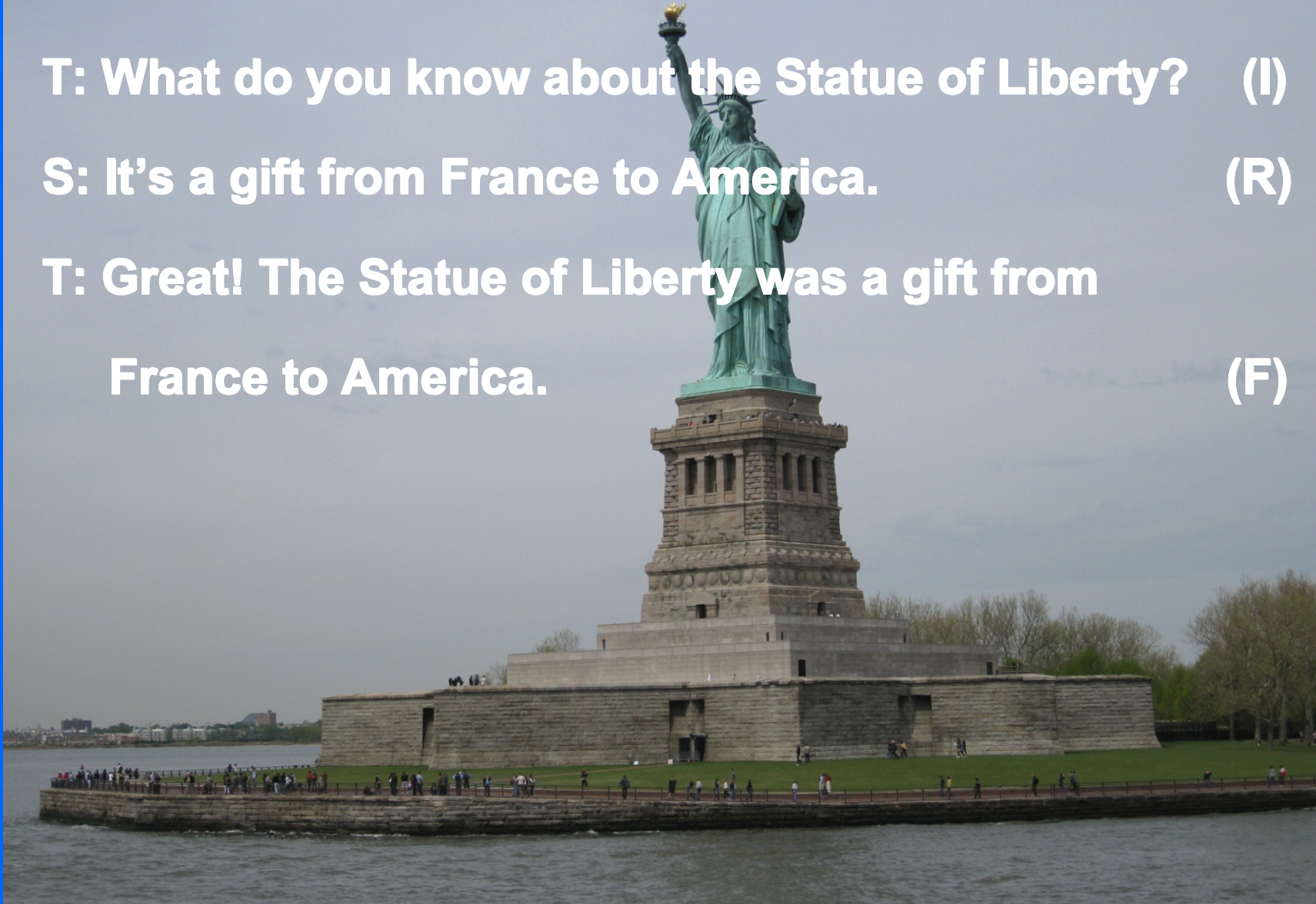S: I don't like the rule. I think we should wear what fits us.

T: I like your idea.

➤ 例2： （教授关于"自由女神像"的课文）

T: What do you know about the Statue of Liberty?   (I)

S: It's a gift from France to America.   (R)

T: Great! The Statue of Liberty was a gift from

France to America.   (F)

➢ 例3：

T: I'll take you to a forest, because the animal's

Olympic Games will be held there. Would

you like to go with me?   (I)

Ss: Yes.   (R)

T: Ok, let's go!   (F)

(3)问题的有效性

例1：试分析以下例子中问题的有效性：

T: Now take out your paper? Your paper? Here, this one. Sorry. Yah, this one. Paper. Here we have a chart in the paper, and you try to watch carefully for only two times. Yes, just only two times, and then just fill in this chart. Are you ready? Ready, class? Yes or no?

Ss: Yes. (only a few students)

T: Yes or no?

Ss: Yes. (a few more students)

T: Yes or no?

Ss: Yes, ya. (Almost all the students and loud)

T: Very good. Yes...

例2. Read the story.

Billy the Cat

Billy the cat went to fly a kite. There was a lot of wind. That was what Billy needed. Billy let the string of the kite go little by little. The wind took the kite up, up and up.

Billy was so happy that he clapped his hands. The string of the kite flew out of his hands. Billy jumped up to catch the string.

"Hooray, I got it!" Billy caught the string. Then Billy felt light. Where was Billy? Billy went up with the kite. The kite flew Billy into the sky!

Billy and the kite flew up, up and up. They flew so high that Billy was scared.

请看老师提出的问题：

T: How can Billy come to the ground? Now work in groups and find a way to solve the problem.

Students' response (Group 3):

Billy saw a man on the ground. He shouted, "Help, help!

- The man looked at Billy and said, "Clap your hands again!" Billy Clapped his hands. The kite flew out of his hands and Billy fell to the ground.

- Billy was happy. He hurt his legs, but he was safe on the ground.

- Ss & T: ???

3. 教师反馈及其应该注意的问题

（1）教师的正面反馈

教师反馈是课堂上师生之间交流过程中的重要一环。

请学生回答问题正确后，老师需要做出正面评价性反馈。

例1：

T: What's that? Trevor.   (I)

P: An axe.   (R)

T: It's an axe, yes.   (F)

例2（老师一边往黑板上过灯笼模型，一边问）

T: What's Miss Wang doing?   (I)

Ss: Miss Wang is hanging up the lantern.   (R1)

T: What's Miss Wang doing?   (RI)

Ss: Miss Wang is hanging up the lantern.   (R2)

T: OK! Good!   (F)

　　在以上例子中，学生第一次回应的答案是正确的，但老师仍再次引发问题让学生回答。学生在此回答正确后，老师才做出正面评价性反馈。

- 注意：

　　当学生给出正确答案，老师不做出正面性评价反馈，而是再次引发问题的做法，有时会给学生造成误解，使学生误认为第一次回应的答案是错误的，而后重新寻求答案，而且重新寻找到的答案往往是错误的。这时，学生会感到迷茫，甚至失去寻找正确答案的兴趣和信心，使用时需要十分谨慎。

例3（老师请学生听录音中的对话，听完后老师让学生说所听对话中交际

　双方的关系）：

T: What about dialogue two? What's the relationship

　between the two speakers? （I）

S1: Teacher and student. (R1)

T: Teacher and student? Are you sure? Ha! Let me ask Chenchen.

　What do you think is their relationship? (RI)

Chenchen: I think it's student and student relationship. (R2)

T: Student and student relationship?

　What's the possible answer? (RI)

Ss:###（注释：学生之间窃窃私语）Parent and child. (R3)

T: Parent and child? OK, let's listen again. OK? (RI)

（2）要避免零反馈

老师请学生回答问题后，如果做出零反馈，会影响学生的学习情绪。特别是当老师对有些学生的回答做出正面评价性反馈，而在有些学生回答后却做出零反馈，学生会感到老师"不公平"，因而可能会导致学生产生消极的心理后果。因此，老师要有意识地避免在学生回应后的零反馈现象的发生。

➤ 例如：（老师说动词原形，让学生说出动词的现在分词。老师走到哪个学生旁边示意，哪个学生就回答）

T: I'll say the verb. You give me its –ing form.

   Do you understand me?   (I)

Ss: Yes.   (R)

T: Good. Mark, can you try? Hang   (F; I)

S1: Hang, hanging.   (R)

T: (0) Elisa   (0; I)

S2: Hang, hanging.   (R)

T: Good. Tim.   (F; I)

S3: Hang, hanging.   (R)

T: (0)   **(0)**

（3）教师应该使用多种形式的正面反馈

　　教师不仅要对学生的回答做出正面反馈，而且要用多种形式做出正面评价性反馈。

T: There are many teachers in our classroom. Say
　　"Hello" to the teachers!

Ss: Hello, teachers!

T: Yes! Everyone, we have learnt the opposite words.
　　Can you tell us some of them? Berry.　　　　　　　　　(I)

S1: (0)　　　　　　　　　　　　　　　　　　　　　　　　(R1)

T: Oh, you're not ready yet. You'll do it later.
　　Jerry, you please.　　　　　　　　　　　　　　　　　(F; I)

S2: Black and white.　　　　　　　　　　　　　　　　　　(R)

T: black and white. That's right! **, you please.　　　　(F; I)

• S3: Tall and short.　　　　　　　　　　　　　　　　　　(R)

T: Tall and short. That's right! Jassica! (F; I)

S4: In front of, behind (R)

T: Wow! How do you know that? Good!
   Very good! How about Mike? (F; I)

S5: Long and short. (R)

T: long and short. Maggi. (F; I)

S6: Heavy, light. (R)

T: Yes! **, please. (F; I)

S7: Stand up and sit down. (R)

T: Yes, up, down. That's Wonderful!. You, please (F; I)

S8: Girl, Boy. (R)

T: Oh! girl, boy. You're great! Sally, what's yours? (F; I)

S9: Clean, dirty. (R)

T: Yes, clean and dirty. Ok, good! Everybody did
   a very good job today . I'm proud of you! (F)

(4)不同教学层次上的教师反馈

　　IRF三话步回合，师生交互在不同层次的英语教学中，具有不同的表现形式。

例**1:**（出示两个 动物的**PPT**，一边问学生）

T: Two animals are coming. Who are they? **, please?　　　　(I)

S: A rabbit and a turtle.　　　　　　　　　　　　　　　(R)

T: Oh, yes. A rabbit and a turtle！　　　　　　　　　　(F)

例**2**：（老师请学生看图片回答问题）

T: How about this one? **, do you want to have a try?　　　(I)

S: Watch TV.　　　　　　　　　　　　　　　　　　(R)

T: Yes! Good! He watched TV last night.　　　　　　　　(F)

➢例**3**：（老师让学生用英语解释单词）

T: What about "trunk", "trunk"? **, you please.　(I)

S: The animal's nose.　　　　　　　　　　(R)

T: The elephant's nose. When we talk about the

　elephant's nose,　we use "trunk" instead of

　"nose".　　　　　　　　　　　　　　(F)

二、课段

课段是由回合组成的。随着教学层次的提高，课段不断加长、加深。

T: Wow! There are many animals in the forest.

    What animals can you see? Tina!   (I)

S: I can see elephants.   (R)

T: Wow, elephants! What animals can you see? Tiger!   (F; I)

S: I can see monkeys.   (R)

T: Monkeys. How many monkeys can you see?   (F; I)

S: Er, three. I can see three monkeys.   (R)

T: Oh, three monkeys. Perfect! Ok!   (F)

例2：

T: I have some pictures. Let's have

   a look. What is it? What is it? (I_1)

Ss: Lucky monkey. (R_1)

T: Yes, it's lucky money.

   Do you like it? $(F_1; I_2)$

Ss: Yes (R_2)

T: All children like it.   (F)

➢ 例3:

T: Richard, what's your favorite movie? (I_1)

S: My favorite movie is Ghost. (R_1)

T: Oh, your favorite movie is Ghost.

Why do you like it? $(F_1; I_2)$

S: It's scary. (R_2)

T: Oh, scary. You like scary movies? $(F_2; I_3)$

S: Yes. (R_3)

T: That's interesting. (F_3)

➢ 例4：（老师让学生看图片，回答问题）

T: What's this? (I_1)

S: Statue of Liberty. (R_1)

T: Yes. It's the Statue of Liberty. Can you say
    something about it? $(F_1; I_2)$

S: The Statue of Liberty, I think, is sent to U.S.A.
    as a gift, by... (R_2)

T: By France. Ok. It's a gift given to the U.S.A.
    by France. What does it stand for? $(F_2; I_3)$

S: Liberation. (R_3)

T: Liberty. Ok, thank you. What color is it?
    **, please. $(F_3; I_4)$

S: It is grey. (R_4)

T: En. (F_4)

S: Because she has stayed in the sea for many

many years, and the wind made it grey.   (R_5)

T: Yes, the wind makes it grey. Ok, sit down please. Thank you! So, we know, this is the Statue of Liberty. It is in New York city, right? If you want to learn more about the Statue of Liberty, you can do some research on the Internet after class.

(F_5; F)

三. 从课段到语篇

1. What Subjects do you study at school?

   I study Chinese, math, English, art,

   music and P.E. at school.

2. What subjects do you like?

   I like math, English and art.

3. What's your favorite subject?

   My favorite subject is art.

4. Do you like your art teacher?

   I like my art teacher.

5. What do you do in your art class?

   I draw in my art class.

6. Do you like drawing?

I like drawing.

7. Can you draw well?

I can draw well.

8. What do you want to be when you grow up?

(Do you want to be a teacher when you

 grow   up?)

I want to be a teacher when I grow up.

9. What teacher do you want to be when you

grow up?

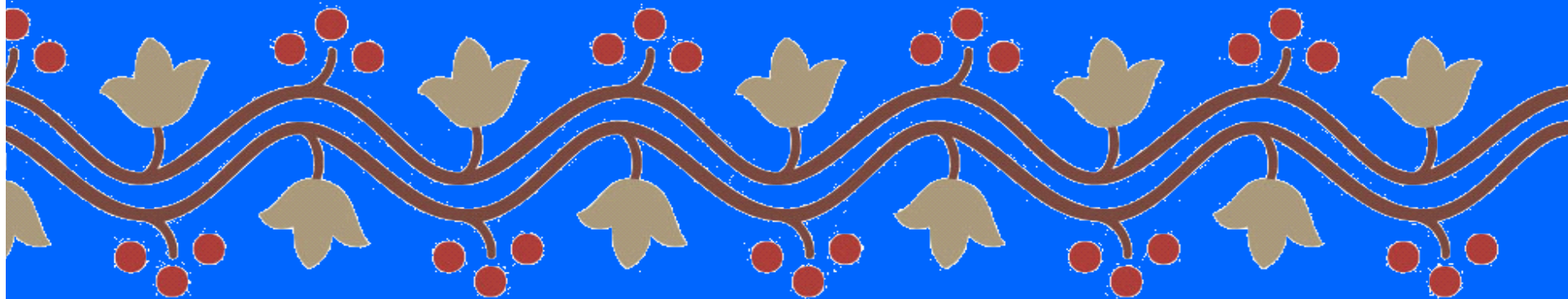I want to be an art teacher when I grow up.

My Favorite Subject

I study Chinese, math, English, art, music and P.E. at school. I like math, English and art. My favorite subject is art.

I like my art teacher. I like drawing and I can draw well. I want to be a teacher. I want to be an art teacher when I grow up.

四.结论

　　IRF三话步回合会话结构是英语课堂上师生交互的基本模式。在课堂上，要根据所教授内容灵活使用**IRF**三话步回合交互模式，并且有意识地选择使用不同种类的问题，力图提出有效、有层次、有深度的问题，加长、加深**IRF**三话步模式，使之成为有效的课段，最终实现从语段到语篇的顺利过渡。

Thank you ☺