



# 英语写作教学中的对话模式研究

## --以广外为例

广东外语外贸大学 杜寅寅

第三届北京外国语大学写作开放课堂及研讨会·北京



# 内容简介

- 一、回顾广外在英语写作教学中的探索与创新
- 二、理论背景
- 三、关于“对话”与写作及“对话模式”的英语写作教学
- 四、以广外为例的实践教学
- 五、几点意见和建议



# 一、回顾



王初明教授提出的：

“以写促学”

“互动协同”

“学伴用随”

“读后续写”

## 二、理论背景：互动协同模式 (Wang & Wang, 2014)



Pickering & Garrod(2004)提出互动协同模式(interactive alignment model)。据此模式，协同源于互动，是人际对话得以顺利进行的关键所在。交谈双方在对话过程中相互配合，相互适应，动态调整，以致双方大脑表征出现趋同或协同。这样的协同既发生在语言层面(语音、词汇、句法等)，也体现在情境模式(situation model)层面。

交谈双方在互动中相互协调情境模式，由此引发语言层面的协同，进而导致对交流信息的理解。情境模式和语言表征如此互动协同，使得对话中的语言理解和语言产出紧密结合起来，信息顺畅交流。Pickering & Garrod(2004)因此得出结论:理解和产出共用同一表征。



## 三、关于“对话”与写作及“对话模式”的英语写作教学

1. DIALOGUE
2. Writing as a Dialogue
3. Dialogical pedagogy in teaching English writing



***Dialogue*** is a two-way communication between persons who hold significantly differing views on a subject, with the purpose of learning more truth about the subject from the other.

Mays, Rebecca Kratz. (Ed.) [Interfaith Dialogue at the Grass Roots](#). Philadelphia: Ecumenical Press, 2008.



# *Interfaith Dialogue at the Grass Roots*



Edited by Rebecca Kratz Mays



# Writing as a Dialogue

Within the arena of almost every utterance an intense interaction and struggle between one's own and another's word is being waged, a process in which they oppose or dialogically interanimate each other. The utterance so conceived is a considerably more complex and dynamic organism than it appears when construed simply as a thing that articulates the intention of the person uttering it, which is to see the utterance as a direct, single-voiced vehicle for expression. (*Dialogic* 354-55)

Bakhtin, Mikhail. *The Dialogic Imagination*. Trans. Caryl Emerson and Michael Holquist. Austin: U of Texas P, 1981.





# Dialogical Pedagogy in Writing Class

"We are dialogic, multi-voiced, heteroglossic. Our classroom practices *enact* what others only talk about; they are sites for dialogues and polyphonic choruses" (76).

Lunsford, Andrea A. "Composing Ourselves: Politics, Commitment, and the Teaching of Writing." *College Composition and Communication* 41 (Feb. 1990) : 71-82.



## 四、以广外为例的英语写作实践教学

1. Teaching dialogically in the Classroom
2. Multidimensional feedbacks
3. Cross-border exchange activity



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1. Group Presentation
2. Structure/Content/Writing Techniques/Language
3. Feedbacks & Comments

# Group Presentation



## Objectives:

1. students as readers to interact with the texts
2. Externalizing their understanding and sharing with other readers
3. Merits and Problems in writing as presented in Presentation as “student-writers”
4. Awareness of being a student-writer



# Dialogical Feedback Practice

1. Peer review feedbacks
2. Teachers' written feedbacks
3. Teacher-student oral conference feedbacks



# A Cross-border Writing Activity

## Program and participants

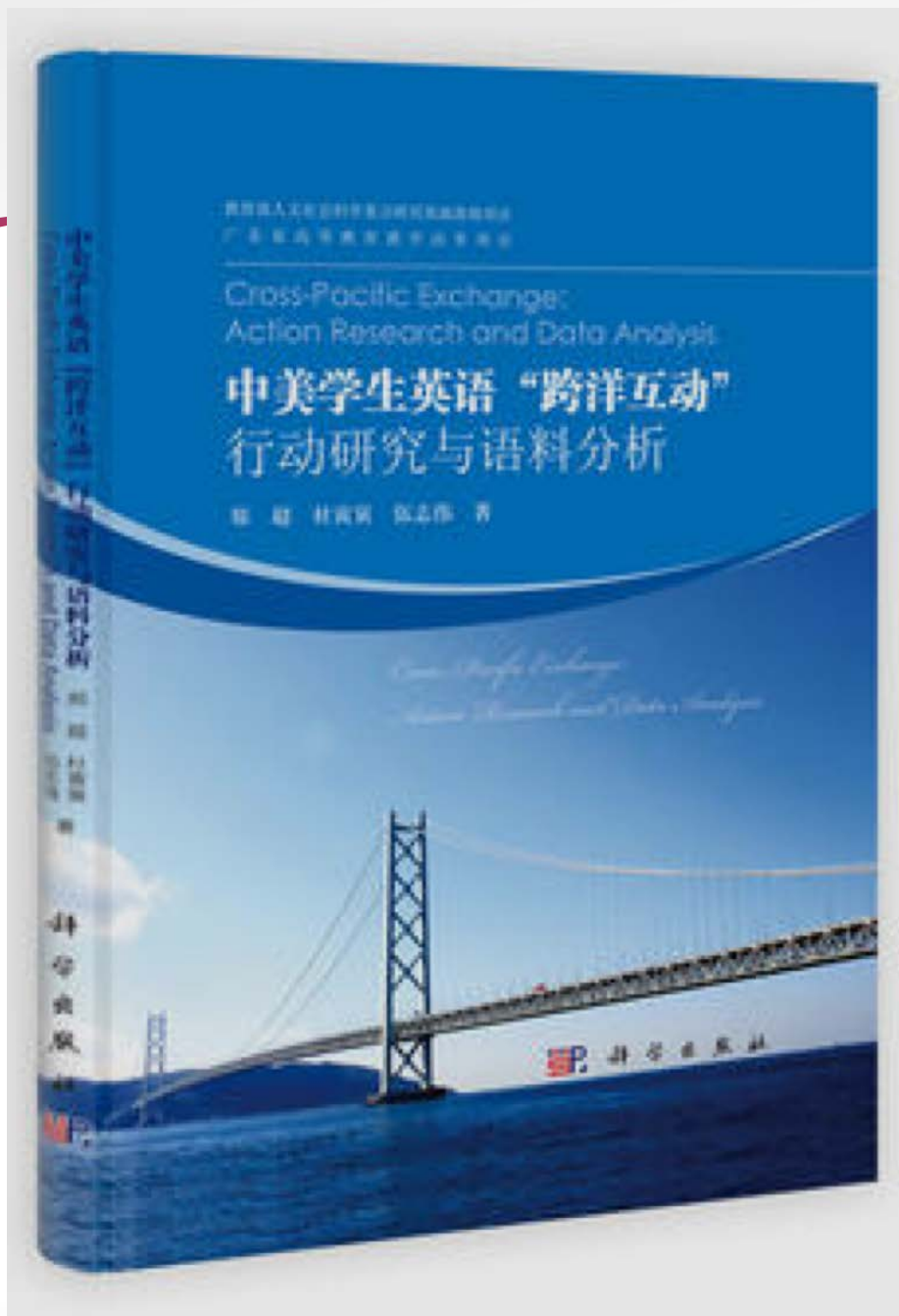
- Cross-pacific writing program
- 16 Chinese and 16 American undergraduates

## Pedagogical contexts

- Second year writing class vs contrastive rhetoric class

## Tasks and texts

- Watched two movies (Qiuju da guansi and Erin Brockovich)
- “Students on both sides will write a short essay (around five hundred words), comparing the two movies and make one or two central observations/arguments”
- Commented on the essays in groups using a website.







## 五、几点意见和建议

1. Both teachers and students have consensus on their understanding of “writing” .
2. Teachers should keep themselves open-minded.
3. Students are encouraged to deploy their evolving awareness in different contexts of writing.



What is good writing? Good writing is good dialogue-always mixing, changing, incorporating, answering, anticipating-merging the writer and the reader in the construction of meaning.

Marilyn Middendorf: “Batkin and the dialogical writing class”. *Landmark Essays on Batkin, Rhetoric and Writing*. (Edited by Frank Farmer, Hermagoras Press, 1998) p. 205.



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**谢谢聆听**

Thank You