



对话式教学法在英语写作教学中的应用

--以广外《中级写作》课程为例

杜寅寅

新时期英语写作教学改革研讨会暨广东外语外贸大学英语写作开放周

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内 容

- 一、对话式教学法简介
- 二、巴赫金与维果斯基对于英语写作教学的启示
- 三、对话模式的广外《中级写作》课程教学实践
- 四、关于对话式教学法在英语写作教学中应用的几点建议和想法



I died for beauty, but was scarce
Adjusted in the tomb,
When one who died for truth was lain
In an adjoining room.

He questioned softly why I failed?
"For beauty," I replied.
"And I for truth - the two are one;
We brethren are," he said.

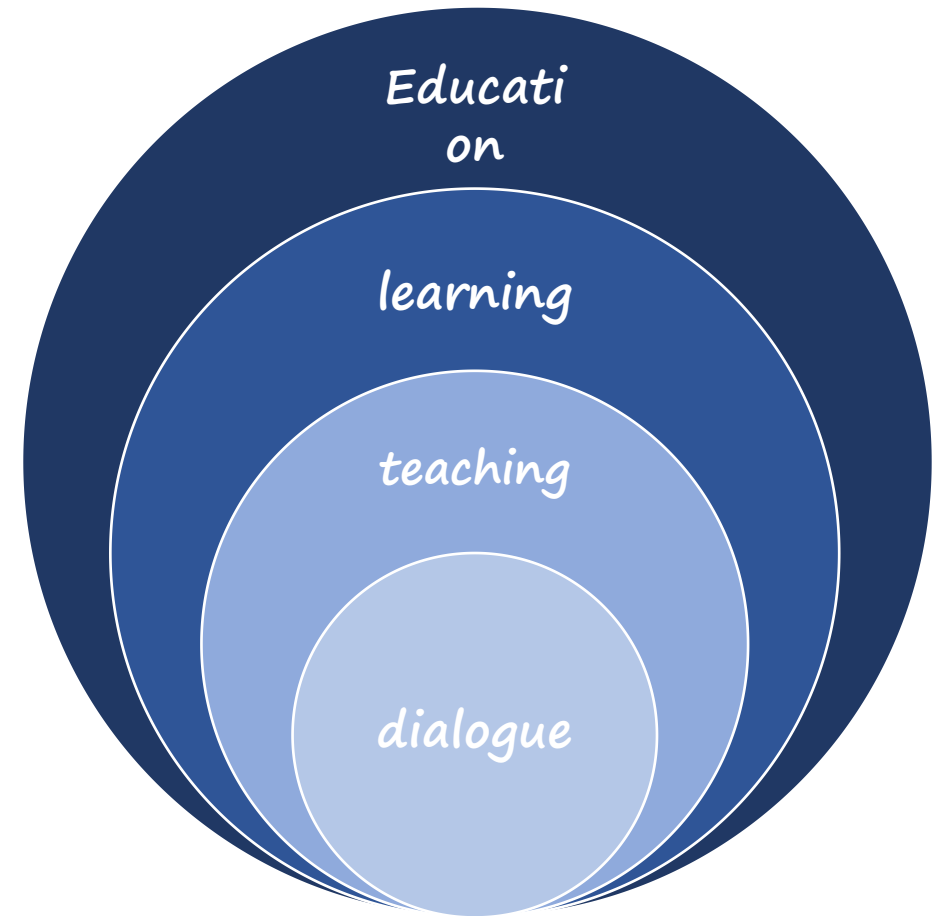
And so, as kinsmen met a-night,
We talked between the rooms,
Until the moss had reached our lips,
And covered up our names.

--Emily Dickinson

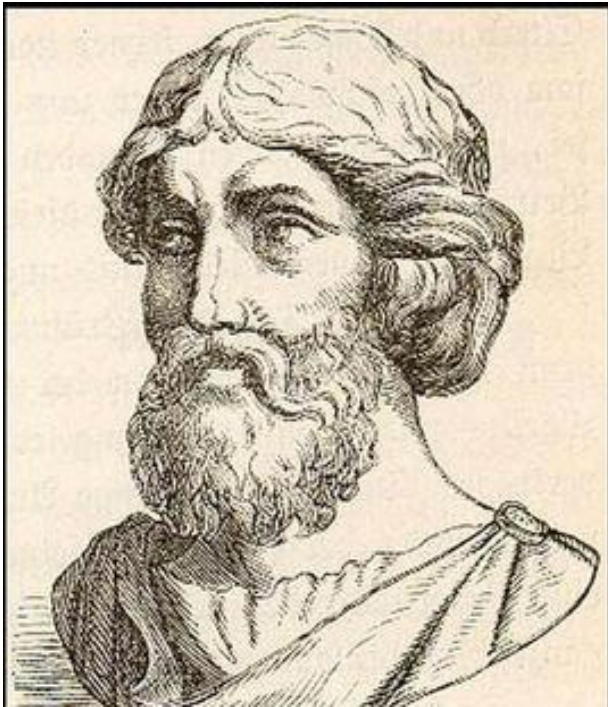
1. Dialogic Pedagogy



“dialogue”



History of Dialogic Pedagogy



“Socratic dialogic pedagogy”

1. Socratic dialogues
2. Teachers—Students

Dialogue



Genuine education has to be dialogic and genuine learning involves other people.

(Dewey 1966; Freire 1986; Bakhtin 1986)



“Dialogue is a moment where humans meet to reflect on their reality as they make and remake it. ... Dialogue seals the relationship between the cognitive subjects, those who know, and who try to know. ... Dialogue is the sealing together of the teacher and the students in the joint act of knowing and re-knowing the object of study. ”

(Freire & Shor, 1987: 98– 100)



Freire's Theory of Dialogic Pedagogy

- Students:
 - to participate in reshaping their own understanding
 - to practice a possibility of an alternative mode of commutation
- Teachers:
 - Leadership responsibility—leading the learning process
 - To “re-learn” the material with the students
- Freire, P. and Shor, I. (1987). *A Pedagogy for Liberation*. Westport, CT: Bergin & Garvey.

Key Points in Dialogic Pedagogy



1. the ideological effect of the interaction order established in the classroom
 2. the transitional function of classroom discourse
 3. the ability of the dialogic teacher to model a dialectic of enquiry
- Skidmore , D. & Murakami, K (2016) ed.. Dialogic Pedagogy: The Importance of Dialogue in Teaching and Learning. Multilingual Matters.

2. The Impact of Bakhtin and Vygotsky



Writing as a Dialogue--**Bakhtin**

Writing as a Social Activity--**Vygotsky**



Bakhtin--Dialogism

“Thought becomes clear for oneself only in the process of making it clear for another person.

Any utterance is dialogic, i.e., it is addressed to others and participates in the process of exchange of thoughts. “



Bakhtin on Language

“Language, for the individual consciousness, lies on the border between self and the other. The word in language is half someone else’s. It becomes “one’s own” only when the speaker populates it with his own intention, his own accent, when he appropriates the word, adapting it to his own semantic and expressive intention. (Bakhtin, 1981)

➤ Bakhtin, Mikhail. *The Dialogic Imagination*. Trans. Caryl Emerson and Michael Holquist. Austin: University of Texas Press, 1981.



Writing as a Dialogue

Writing involves a complex process of dialogue—always between the writers and readers. It emphasizes the dialogic feature of writing as a mixing, changing, incorporating, answering, anticipating—merging the writer and the reader in the construction of meaning.

- Marilyn Middendorf: “Bakhtin and the Dialogical Writing Class”. *Landmark Essays on Bakhtin, Rhetoric and Writing*. (Edited by Frank Farmer, Hermagoras Press, 1998) p. 205.



Writing as Meaning-making

Writing is not about one person producing a text that contains its meaning, but many people constructing spaces for the co-formation of text and, thereby, collaborative meaning-making(Canagarajah,2013).

- Canagarajah, A.S. (2013) *Translingual Practice: Global English's and Cosmopolitan Relations*. New York: Routledge.



Writing is a Social Activity

Vygotsky's 'General Genetic Law of Cultural Development'

“Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological).” (Vygotsky, 1978: 57)



Teaching of Writing

Vygotsky on Mediation

A theory of mediation through artefacts infers that in the course of human activity meaning is sedimented, accumulated or deposited in things.

These meanings are remembered both collectively and individually.



Vygotsky on Zone of Proximal Development

Vygotsky discussed the ZPD in terms of assessment and instruction. Within both frames of reference he discussed the relationship between an individual learner and a supportive other or others even if that other was not physically present in the context in which learning was taking place.



Vygotsky and Bakhtin

“There is a shared understanding in the work of both Bakhtin and Vygotsky that meaning is dependent on the social and historical contexts in which it is made.”



Vygotsky and Bakhtin

“The specific social nature of an activity may, arguably, be characterised or, indeed, realised, in the speech which is used, particularly in pedagogic practice.”

(Cazden 1993; Wertsch *et al.* 1993)



3. A Dialogic Practice of Teaching English Writing in GW



1. Warm-up
2. Sample-reading
3. Brainstorming
4. Draft
5. Peer Review
6. Revised Draft
7. Teacher's Feedback
8. Final Draft and Reflection

“Charles”



Charles

by Shirley Jackson

Dialogic 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

Dialogic Feedback Practice



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



4. Implications and Suggestions

- ✓ Both teachers and students have a dialogic mindset.
- ✓ Teachers should keep themselves open-minded.
- ✓ 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.



duyinyin@gdufs.edu.cn

Thank You