

跨洋互动写作教学研究的回顾与展望

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▶ Worst teacher ever. Can't understand what he says sometimes. SO BORING. i look at the clock about 23409834 times a class. the essay examples he gives are written by exchange students, so they don't even make sense.... [sic] (9/21/2005, www.ratemyprofessors.com)

look at the name...look at the class...enough said...kicked my *** [sic] (12/11/2005, omission in original)

▶ “都是中国人，你干嘛说英语？” (2011年7月，上海华东师范大学)

全球化时代语言教学面临的挑战

Monolingualism

Monoculturalism

Nationalism

以国家、民族主义为中心的语言文化观

跨国家写作教育的理念

跨洋互动教学法

跨洋互动写作教学的研究



Translingualism: 我在说普通话吗？

Transculturalism: 我中有你，你中有我

Cosmopolitanism: 四海之内皆兄弟；和而不同

跨语言、跨文化实践

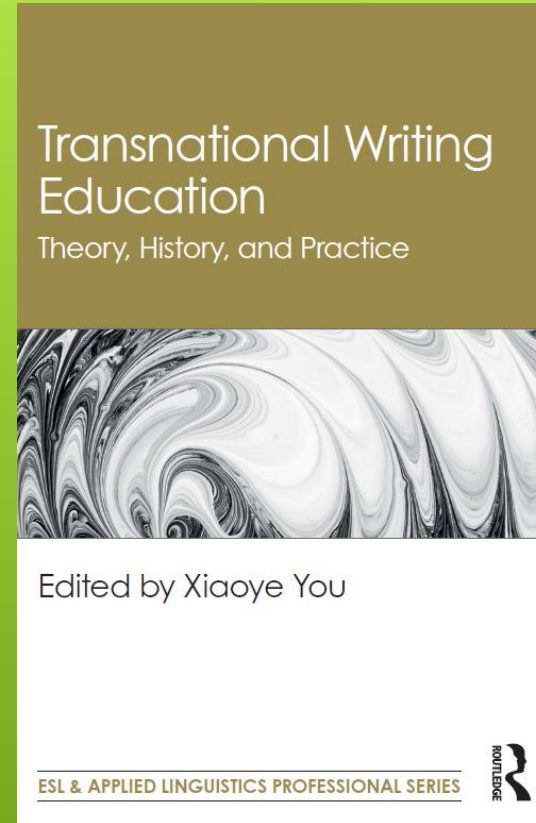
Transliteracy: 在全球化时代，学生不可避免会接触到多样的方言、各种英语变体、和其他外语，也会接触到多元的文化语篇，通过内化吸收，无形中与这些语篇背后的团体达成一定程度的认同。也就是说，全球化趋势下，英语教学需要注重给学生提供丰富多样的读写活动，让他们使用标准英语、其他方言和其他符号系统，进而培养学生的跨界读写能力。通过与世界各地人的交流，学生与他们形成某些方面的认同，进而构建灵活多变的多重文化身份。

You, X. (2016). *Cosmopolitan English and transliteracy*. Carbondale, IL: Southern Illinois University Press.

跨界读写能力

Transnational writing education as efforts made to enable students to recognize, negotiate with, deconstruct, and transcend language and cultural boundaries in the teaching of writing, **ultimately cultivating flexible and responsible global citizens.**

跨国家写作教育



- ▶ 1999年, Cultura 项目 美国麻省理工学院和法国国立电信学院共同展开(Furstenberg et al 2001)
- ▶ 远程协作教学实现形式逐渐多样化: 网络笔友模式(Key Pal, Carrier 1997; Edasawa & Kabata 2007); 网上串联模式(eTandem, Kötter 2003; O'Rourke 2005)
- ▶ 名称: 远程协作”(telecollaboration, Belz 2003) 或 网上跨文化交际(online intercultural exchange, O'Dowd 2007)

Wu, Z. (2018). Technology-mediated transnational writing education: An overview of research and practice. In You, X. (Ed.), *Transnational writing education: Theory, history, and practice* (pp. 170-180). New York: Routledge.

远程协作项目回顾

教学课程的国际化

跨国家的合作，促进参与者知识的共建，提升他们的技能

提升学生的数字化读写能力

远程协助课程的理念

1. cross-cultural contrasts in contexts (Connor, 2011)
2. interactional accommodation (language and writing as social interaction and negotiation in specific contexts; student agency)
3. dynamic cultures and genres (large culture denotes ethnic, national, and international group features; small culture portrays “any cohesive social grouping” (p. 237)).
4. cultivation of the translingual reader (Belcher, 2014)

跨文化修辞教学法

1. 互动双方看两部内容相关电影
2. 写一篇比较两部电影的影评（500单词）
3. 影评贴在跨洋互动的论坛中，分小组互动三轮
4. 互动两周结束后修改并张贴自己的影评
5. 反思互动过程，介绍自己修改或拒绝修改之处，张贴在修改的影评后

跨洋互动教学法

致青春

秋菊打官司 Erin Brockovich

凤凰琴 Lean on Me

盲山 Nightmare In Badham County

无间道 The Departed

立春 Frances Ha

立春 Mona Lisa Smile

关注社会问题，关注边沿人群

跨洋互动中使用过的电影

Cultural representations: Women's empowerment; social and physical mobility; personal development & growth; success and the means to achieve it

Verbal strategies: ethos, pathos, logos; 义 (yi), 礼 (li), 智 (zhi), 信 (xin), 言 (yan)

Non-verbal strategies: camera shots, movements, angles; framing, cuts; lighting; characters' clothes, makeups, accessories, gestures, etc.

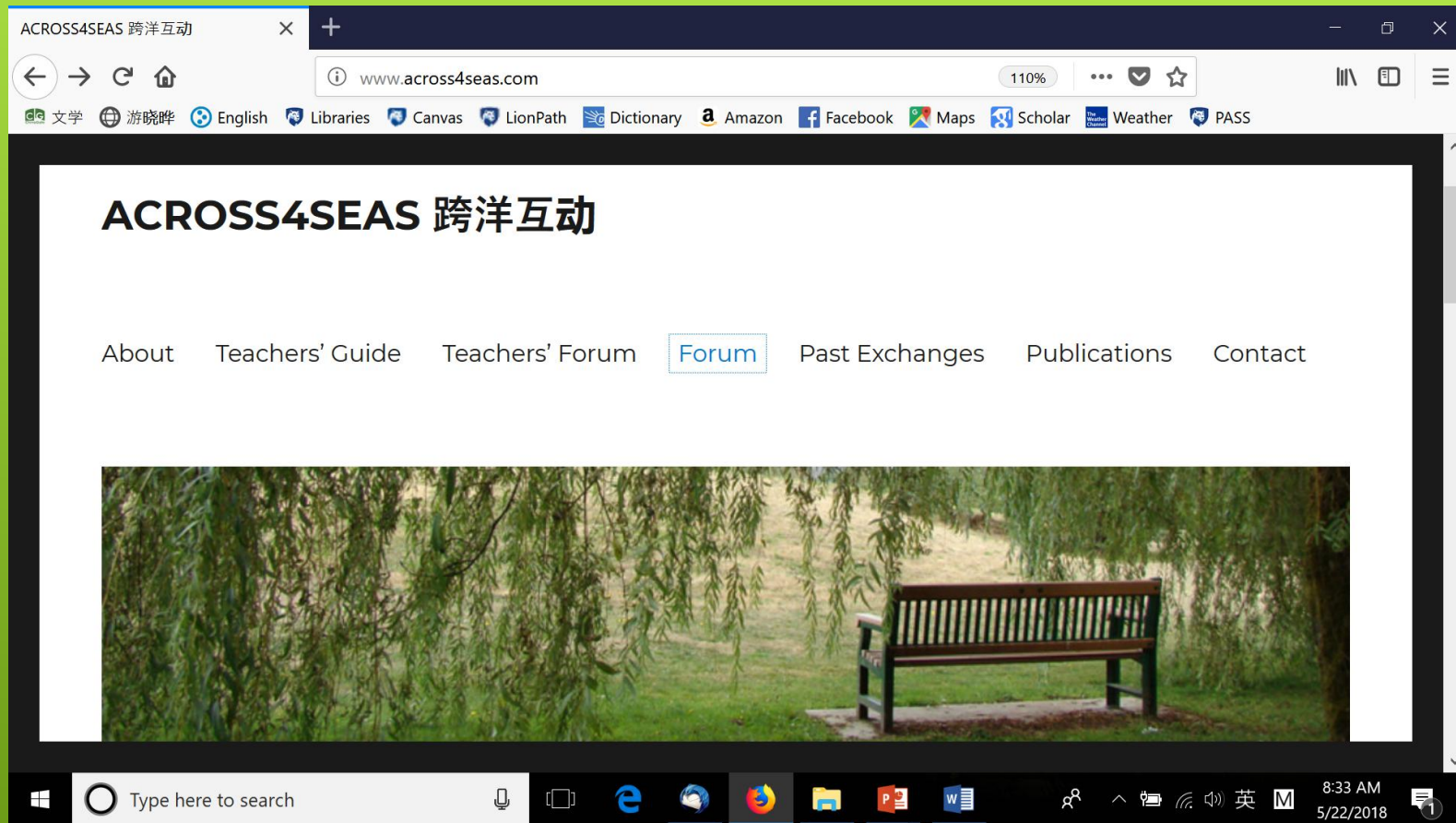
影评的内容

Attitudes: 1. Your drafts and reflection are handed in on time and your forum posts are prompt. 2. You keep an open mind throughout the activity. 3. You are eager to engage in the discussion of a variety of issues (language, social, cultural, etc.).

Knowledge: 1. You demonstrate (increased) knowledge of your home culture/society. 2. You demonstrate increased knowledge of the other culture/society. 3. You demonstrate linguistic, stylistic, and generic knowledge in writing. 4. You demonstrate digital literacy (e.g. emoji, external links, cross-reference, etc.) throughout the activity.

Skills: 1. You make constructive and critical (not condescending or overrated) comments when discussing with your peers. 2. You engage your peers in an in-depth discussion on a variety of issues (linguistic, social, cultural, etc.). 3. You can draw upon a variety of communicative resources throughout the activity. 4. You can make informed decisions in choosing the appropriate communication tools and strategies to get your messages across.

跨洋互动评价标准



跨洋互动网站

ACROSS4SEAS.COM - Index page

www.across4seas.com/forum/

文学 游晓晔 English Libraries Canvas LionPath Dictionary Amazon Facebook Maps Scholar Weather PASS

之四海

ACROSS4SEAS.COM

A telecollaborative writing project connecting groups of students online to help enhance their communication ability across languages and cultures.

Search...

Quick links FAQ Login

Board index

It is currently Tue May 22, 2018 12:34 pm

ACROSS BORDER EXCHANGES	TOPICS	POSTS	LAST POST
PSU-NJU/GDUFDS EXCHANGE This is a telecollaborative writing project connecting students from Pennsylvania State University in the U.S. and Nanjing University and Guangdong University of Foreign Studies in China. Subforums: Group A, Group B, Group C, Group D, Group E, Group F, Group G, Group H, Group I	35	284	Re: 24 - Chasing Your Own Dre... by Ziang H. Sat May 05, 2018 11:14 am

TEACHERS' LOUNGE	TOPICS	POSTS	LAST POST
STUDENT PARTICIPATION & ENGAGEMENT An online discussion forum for instructors to exchange ideas and discuss issues related to the telecollaborative writing project.	1	1	Instructions for the Exchange... by Xiaoye You Fri Apr 13, 2018 8:26 pm

Type here to search

8:34 AM 5/22/2018

跨洋互动论坛

PSU-NJU/GDUFS EXCHANGE - ACR X

www.across4seas.com/forum/viewforum.php? 110%

Board index < ACROSS BORDER EXCHANGES < PSU-NJU/GDUFS EXCHANGE

PSU-NJU/GDUFS EXCHANGE

FORUM	TOPICS	POSTS	LAST POST
 Group A Mikala A., Zixuan F. Wanyi C., and Jingfeng G.	4	52	Re: 13 - The guide to chase t... by Jinfeng G.  Tue May 01, 2018 11:22 am
 Group B Elizabeth H., Anny L., Jing. H., and Xuan W.	4	27	Re: 15 - Make A Choice between... by Xuan W.  Sat Apr 28, 2018 10:31 am
 Group C Spencer C., Douglas L., Wangshu H., and Jiaxin Y.	4	27	Re: 6 - Ambition and Percepti... by Douglas L.  Sat Apr 28, 2018 8:48 pm
 Group D Katherine M., Ya-Lin H., Meiyi H., and Yangzi. Z.	4	23	Re: 8 - East Meets West: Film... by Ya-Lin H.  Thu Apr 26, 2018 10:23 pm
 Group E Nadia B., Mckenna K., Xiangling Q., and Chaoxing G.	4	17	Re: 10 - Women's Empowerment ... by Mckenna K.  Sun Apr 29, 2018 2:32 am
 Group F Christian E., Daniel Z., You L. and Qiulan G.	4	34	Re: 23 - Always be 'Spring' by Qiulan G.  Fri May 04, 2018 1:27 pm

Type here to search

8:37 AM 5/22/2018

分组互动

Group A - ACROSS4SEAS.COM

www.across4seas.com/forum/viewforum.php?f=6

Board index < ACROSS BORDER EXCHANGES < PSU-NJU/GDUFS EXCHANGE < Group A

Group A

[New Topic](#) Search this forum... 4 topics • Page 1 of 1

TOPICS	REPLIES	VIEWS	LAST POST
13 - The guide to chase the dream by Jinfeng G. » Wed Apr 11, 2018 3:17 am	12	217	by Jinfeng G. » Tue May 01, 2018 11:22 am
12 - Katherine's and Wang's personal developments by Wanyi C. » Wed Apr 11, 2018 3:16 am	16	258	by Wanyi C. » Tue May 01, 2018 9:39 am
1 - Comparisons on "And the Spring Comes" and "Mona Lisa Smile" by Mikaela A. » Wed Apr 11, 2018 1:40 am	11	191	by Wanyi C. » Wed Apr 25, 2018 5:10 am
2 - Analysis Between "Mona Lisa Smile" and "And the Spring Comes" by Zixuan F. » Wed Apr 11, 2018 1:42 am	9	188	by Zixuan F. » Tue Apr 24, 2018 2:06 am

[New Topic](#) 4 topics • Page 1 of 1

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Type here to search

8:41 AM 5/22/2018

分组互动

13 - The guide to chase the dream

Board index < ACROSS BORDER EXCHANGES < PSU-NJU/GDUFS EXCHANGE < Group A

13 - The guide to chase the dream

Post Reply Search this topic... 13 posts 1 2

13 - The guide to chase the dream
by Jinfeng G. » Wed Apr 11, 2018 3:17 am

Mona Lisa Smile is film about a young teacher who struggled for some much conservative manners. And the Spring Comes is talking about an artistic woman Wang Cailing struggled between dream and reality in agony. Kathrine and Wang Cailing, both are women; both have their dream; both struggled for the difficulties in reality. But even if there are challenges in life, they still persevered to chase their dreams. One of the differences might Kathrine guided other people but Wang guided herself. They both take the guide when chasing their dream, which the point I want to discuss here.

Through a serious monologue at the beginning of the movie, Kathrine was introduced and monologue directly tells people why Kathrine choose Wellesley College, the most conservative college in the nation. Through this way, the movie brings people to think her motivation and how she would do.

The Wellesley College, educated students how to become an understanding wife and loving mother. Kathrine thought the college had too many labels, the right family, the right school, the right thinking style, etc. But Kathrine

Jinfeng G.
Posts: 9
Joined: Tue Apr 10, 2018 7:54 pm

Type here to search 8:43 AM 5/22/2018

影评的帖子

Rhetorical issues	ASEs	CSEs	Total
Thematic invention	6	6	12
Purpose of writing	2	0	
Topic selection	4	6	
Textual organization	9	2	11
Thesis statement	4	2	
Topic sentence	5	0	
Language	8	20	28
Word choice	5	9	
Grammar	2	6	
Idiomatic expression	0	2	
Sentence length and complexity	1	3	

第十七轮互动中涉及的文本问题

- ▶ “In terms of the purpose of writing an argumentation, we have different opinions. Our American friends would like to give more details and examples from two movies, more related to facts, while Chinese students would be more possible to contact with the real life, for getting more focus on modern lives. They are two different style of writing.” (Yolanda, SCE 1)
- ▶ The two films both express the theme of protecting personal rights. In real life, we need someone like Qiuju and Erin to make evil and corrupt pay for what they did and demonstrate social justice, rather than be deterred by power and leave the matter take its own course. Admittedly, to reinforce people’s legal awareness, the thorough popularization of legal knowledge is of profound importance. (Meng, CSE 6)

对于写作目的的认识

- ▶ I think you make some very powerful points in your essay, but I would like to see you tie your arguments back to the two movies. You talk a lot about the expectations women have in China, but I would love to see you talk about how those relate to Qiu Ju or how might a Chinese society view Erin Brockovich. (Veronica)
- ▶ You mentioned several times that I didn't make a close relationship between the films and the films review.... Actually, I see the films as a hook only to introduce my topic. the family role and society role, which impressed me most when I was watching them. Then, I would like to relate the phenomenon in the films to our reality. For me, it's more valuable to come back to our present life. (Eva)

对于写作目的、文章结构进行协商

- ▶ “And if there is any possible, you can add some examples to show that what kind of advantage or trouble will be bring under the influence of the way of expression and what we should do. Anyhow, contacting with the real life is the ultimate purpose for us to write an argument.” (Yolanda)
- ▶ “Concerning your point that arguments should always connect to real life, I don’t entirely agree. Many critics contend that it is enough to discuss art for art’s own sake. Furthermore, there is a growing trend among many writers to allow the reader to be the final interpreter of art. When writing in that way, it is better to have a more general conclusion, rather than dictating to the reader what the moral should be.” (Max)

对于写作目的、文章结构进行协商: 继续

- ▶ Yolanda expressed appreciation for Max's purpose of writing: "I believe different opinions are based on different educational and cultural background and they are meaningful, aren't they?"
- ▶ Max accommodated Yolanda's rhetorical value by adding a moral message in the end of his revised draft, and embraced it as "an expanded perspective on the purpose of writing an article."
- ▶ Harv, another Chinese student, appreciated this addition, commenting that "The revision you've made makes the article more readable, and the end of the essay does show a clearer intention of your writing."

互动协商的结果：和而不同

“I reviewed the essay of a student who wrote about homosexuality as a problem among Chinese teenagers. I asked this student, “How do you know that promiscuity is only common among homosexual college students? What about heterosexual college students—aren’t some of them sexually active also?” His reply to my comments revealed a rather disturbing position that I didn’t know how to respond to. He states, “I think the differences between our understanding is about the openness towards sex in your country and mine. I think generally, promiscuity is rather rare among the heterosexuals in my country. It’s even somewhat a taboo. However, this is rather common among the homosexuals and all the statistic do point out that they’re closer to sexually transmitted infections.” (Elaine)

文化与认知的冲突挑战写作教师对于读者
与权威的认识

“What really constitutes academic writing? Beyond this point, what are the objectives of English 15 or one like it? . . . If critical thinking is what we emphasize I feel that it is necessary to expand on the genres that are used generally. Ultimately I've found that the Chinese student's take on the genre taught me something about the beloved thesis statement. It doesn't need to be in the first paragraph or even on the first page.” (Nadia)

阅读中国学生调研文章对教师的启迪

On the piece “Have You Been ‘Zhai’ Today?,” Sarah praised the author for her skilled translingual strategy: “I think one of the things that you did very well was to define your topic. In fact, I liked that you retained the word ‘zhai’ and then defined it specifically for your audience in the second paragraph, as opposed to using an English synonym. I think it helps keep this idea culturally contextualized in your piece.”

对于中国学生跨语言写作策略的欣赏

“I grew up in a Spanish speaking household so I was able to absorb a spoken Spanish which made writing clear grammatical Spanish more difficult for me. I heard a dialect and not that ‘proper’ grammatical way. I still find that I tend to translate my thoughts from English to Spanish.” (Nadia)

教师重新发现她们的多语言资源

- 1) 远程协作互动有助于培养哪些能力？
- 2) 互动过程中参与者运用了哪些策略？
- 3) 教学实践模式应如何设计？
- 4) 互动参与者如何认识、构建、协商身份认同？
- 5) 互动在Web 2.0技术支持下有何新实践、新做法？

伍志伟. (2018). 外语写作跨洋互动研究二十载：成果、问题与展望. *现代外语*, (2), 235-245.

关于远程协作写作教学的五大类研究

郑超、杜寅寅、伍志伟. (2013). *中美学生跨洋互动：行动研究与语料分析*. 北京：科学出版社。

伍志伟. (2018). 外语写作跨洋互动研究二十载：成果、问题与展望. *现代外语*, (2), 235-245.

刘立新、游晓晔. (2018). 基于跨文化修辞学视角的“跨洋互动”写作教学活动设计. *现代外语*, (2), 257-267.

跨洋互动写作教学研究

You, X. (2016). Cross borders in teacher education. In *Cosmopolitan English and transliteracy* (pp.198-225). Carbondale, IL: Southern Illinois University Press.

张宇峰 (2018). 中美跨洋互动写作活动中职前英语教师的身份构建。 *现代外语*, (2), 268-278.

Zhang, Y. (2018). English teacher identity development through a cross-border writing activity. In You, X. (Ed), *Transnational writing education: Theory, history, and practice* (pp. 187-202). New York: Routledge.

跨洋互动写作教学研究

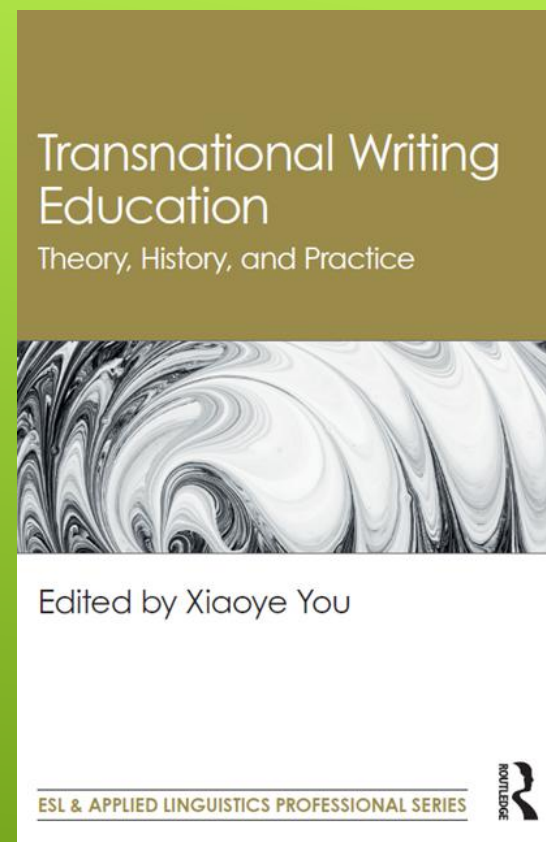
Qiyun Zhu & David Carless (2018): Dialogue within peer feedback processes: clarification and negotiation of meaning, *Higher Education Research & Development*, DOI:10.1080/07294360.2018.1446417

跨洋互动写作教学研究

- 1) 跨洋互动有助于培养哪些能力？
- 2) 互动过程中参与者运用了哪些策略？（互动结构，文本结构，face-saving策略, 修辞手段，话语markers)
- 3) 教学实践模式应如何设计？
- 4) 互动参与者如何认识、构建、协商身份认同？
- 5) 互动在Web 2.0技术支持下有何新实践、新做法？

跨洋互动写作教学研究展望

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THANK YOU! 谢谢! DOXIA!