Dialogical Interaction in Cyber Joint Activity of Feedback and Revision: Inner Speech in Multiple-Draft Compositions

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ABSTRACT

This paper presents a joint activity (adapted from Leont'ev, 1992) of dialogical interaction that occurs between an online teacher's inner speech of feedback and his students' inner speech of revision in a particular cyber context of teaching multiple draft compositions. The two major components of dialogical interaction are the so-called question-form comments in the teacher's written feedback and their subsequent learner revisions. The question-form comments were found to be both indirect and facilitative. The indirect language of question-form comments seemed to create a democratic atmosphere and direct learners' attention to the meaning making of the content. Whether self-regulated or other-regulated, question-form comments frequently led to learners' self-corrections and thus provided a great avenue to help the students to become more autonomous learners of second language writing.

Keywords: dialogical interaction, inner speech, multiple-draft compositions, cyber teaching.

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