What we have here is rather striking evidence of the dialogue underpinnings of writing—the writer is experiencing or enacting an interior monologue which takes the form of two persons speaking. Vigotsky and Moffett have described this process in characterizing the inner speech of younger children who use language creatively both as a planning and a self-regulating procedure.

What this student needs then is not another teacher diagram of what he has failed to do or another exhortation on the value of outlines—"think critically and get more of your ideas on paper first!" Rather, he needs to get involved in an extended conversation. This might take place with the teacher introducing a series of Wh-questions to the student in order to force him to expand his thoughts and associations, or it might take place with a small group of students discussing their responses to each other's papers. Whatever the method, the teacher must recognize that the early stages of student writing cry out for dialogue and conversation. Only when this is provided, will the student realize that his ideas need expansion and elaboration.

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A: Today is the "Age of Computers". Computers are being used by almost everyone today.

B: I think people are depending too much on computers today.

A: People can do the same things computers can do, but the computer does it much faster.

B: Computers are taking jobs away from people because it is cheaper to run a computer than to pay somebody.

A: I personally find computers difficult to use, and I don't like to use them.

B: I'm not totally against the use of computers, though. Computers have made life easier for man.

A: I think computers should be used for hard problems, and not all problems.