Dialogic Signs of Resistance: a Case Study of Reading Joseph Conrad’s *Heart of Darkness*

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Abstract  
Dialogic criticism constitutes an ideal case for reading and interpreting literary texts as it does not talk *about* the text but *to* the text or more precisely *with* the text so that neither voice is excluded. It, according to Clifford, proposes a reading transaction that is precisely the space readers wish to explore as the borderland between ‘self’ and ‘other’ and a potent location to ask questions and have discussions. Both the reader and the text are opened, exposed, and the ‘self’ is strengthened rather than diminished. For a further investigation into these claims, a case study through the application of participant observer is conducted on four groups of graduate students in a ‘post-colonial’ educational setting to explore their dialogic engagement with a literary text. We contend that ‘dialogic readers’ go through a complex cultural exchange whose identities constructed not as an ‘archaic survival’ (Clifford), but as an ongoing process, politically contested and historically unfinished. Such a proposal could be taken up as providing sufficient power to guide literary criticism particularly in post-colonial educational contexts, and contributes to the field of literary theory and criticism. It also provides readers of an alternative approach to textual meanings and analysis.  
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