

ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANNITIES, LANGUAGE STUDIES, AND
JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(GRADUATE PROGRAMME)

THE EFFECTS OF DIALOGUE JOURNAL WRITING ON THE EFL
STUDENTS' WRITING PERFORMANCE AND WRITING MOTIVATION
AT ANDINET INTERNATIONAL SCHOOL: GRADE SIX IN FOCUS

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**THE EFFECTS OF DIALOGUE JOURNAL WRITING ON THE
EFL STUDENTS' WRITING PERFORMANCE AND WRITING
MOTIVATION AT ANDINET INTERNATIONAL SCHOOL: GRADE SIX
IN FOCUS**

BY MILLION TEGENWORK

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LIST OF ABBREVIATIONS

Con. = Content

Org. = Organization

Voc. = Vocabulary

Gr. = Grammar

Pun. = Punctuation

Cap. = Capitalization

Sp. = Spelling

L1 = First Language

L2 = Second Language

SD = Standard Deviation

df = Degree of freedom

Contr. = Control group

Exp. = Experimental group

AIS = Andinet International School

DJW = Dialogue Journal Writing

Abstract

The major concern of this study was whether the dialogue journal writing had an effect on the students' writing performance and writing motivation of EFL students of Andinet International School, Grade Six in focus. The writing features dialogue journal could address and the perceptions of students about dialogue journal were also assessed. A total of 45 subjects were involved in the study. The subjects were divided in to the experimental and the control group at the beginning of the study. The students were made to write a personal narrative paragraphs as a pre-test. The pre-and post-questionnaires, which examines students' intrinsic writing motivation, and interview were also given to the experimental group of students before and after the study. This was used to investigate whether the dialogue journal had an effect on students' intrinsic writing motivation before and after the study.

The analysis of the students' written text results showed that there was significant difference in overall writing performance between the control and the experimental group in terms of the high order of features of writing: content, organization, and vocabulary. As the t-test result revealed that the critical t-value (df=43,) at the 0.05 level of significance is 2.0617, and the calculated t-value was found to be 3.514, $p=0.00$. There was also significant difference in students' intrinsic writing motivation. The experimental students' intrinsic motivation was highly increased. The students had also a positive attitude towards the practice of dialogue journal writing.

However, there was no significant difference between in the low order of writing features: grammar, punctuation, capitalization, and spelling.

Based on the findings, it is concluded that use of dialogue journal may be an effective technique in teaching writing in EFL settings. Therefore, teachers should use dialogue journals to help students who have difficulties to produce ideas, that is, content what to say.

Finally, though as this study is limited to one school, hopefully, it opens a new insight for further study to the area. (millasaint7@gmail.com)

DEDICATION

This research work is dedicated to the **ALPHA** and the **OMEGA**, the beginning and the ending, **CHRIST JESUS, The Son of The Living GOD**, **In Him all the treasures of [divine] wisdom and knowledge and enlightenment are stored up and lie hidden**, who gave me a new insight to this area of work which has not been conducted locally so far until this research work is submitted.

Glory to His Mighty Name, the Name above all names.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Out of the four fundamental language skills in the language learning process," competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners."(Hamp and Heasley, 2006: 2) cited in Tuan (2010). EFL learners' success in English writing brings them benefits not solely intended their English learning but also in their life-long careers as Glazier (1994:3) contends, "Being able to write in English is essential for students, and it probably will be an asset in their career." For numerous EFL learners, nonetheless, English writing appears to be challenging (Harner, 1992:53).

Nunan (1999) maintains that producing a coherent, fluent, extended writing piece is likely the most difficult thing in language since the reader has to comprehend what has been written without asking for clarification or relying on the writer's tone of voice or expression.

The nature of writing itself is not interesting enough to motivate English learners to practice regularly (Hedge, 1991:6). To a preponderance of EFL learners, nothing is more discouraging than doing a writing task and knowing that it will come under the eyes of the teacher, who will consider it as a source of errors to be corrected as Hamp and Heasley (2006: 2) states:

Few people write spontaneously and feel comfortable with a formal writing task intended for the eyes of someone else. When the "someone else" is the teacher, whose eyes may be critical, and who indeed may assign an individual assessment to the written product, most people feel uncomfortable.

Several students not purely encounter the insipidity in writing but find themselves in a hide-and-seek game with ideas as well since they normally have to write about what is assigned by their teacher rather than about what bears much relevance to them, as Byrne (1991: 5) pronounces, "Being at a loss for ideas is a familiar experience to most of us when we are obliged to write" and Tho (2000: 36) echoes that sentiment, "Non-

native writers may not have enough ideas to write down or, even worse, they have nothing to say.”

Above and beyond the dearth of motivation, time pressure also hinders learners’ writing effectiveness. In the EFL classroom, students tend to be compelled to perform their writing tasks within a certain length of time. Thus, numerous students occasionally cannot accomplish their tasks. Weir (1990: 61) gives an understanding glimpse:

Time pressure is often an unrealistic constraint for extended writing and writing timed essays is not normally done outside of academic life. For most people the writing process is lengthier and may involve several tasks before a finished version is produced.

In this respect, Chandrasegaran (2002: 14), cited in Tuan (2010), indicates, “A problem to be expected in the writing classroom is that some students take much longer than others to write the required parts of the essay. Many never finish their writing in class.” This study seeks to explore if learners can grow out of the aforementioned difficulties by engaging in journal writing based on Lagan’s (2000: 14) comment on its value:

Because writing is a skill, it makes sense that the more you practice writing the better you will write. One excellent way to get practice writing, even before you begin composing essays, is to keep a daily or almost daily journal. The purpose of keeping a writing journal is to help you explore subjects to write about. A journal entry is like a letter to yourself. You are your own audience. You have to please no one but yourself. Writing in your journal will help you learn to think on paper instead of in your head. Keeping a journal also will help you preserve your previous ideas, insights, and memories (Leki, 1989:7).

1.2. Statement of the problem

Due to the fact that writing involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way, it is often considered to be the hardest of the skills, even for the native speakers of a language to master it. This happens because of the different factors pertaining to it. Scholars raise these factors as

linguistic, psychological and cognitive aspects (Byrne 1988 and Heaton 1988). All these have the potential of causing lack of writing motivation to students and resulting in their low performance in writing.

On top of these inherent factors, the practice of teaching and learning writing seems to be under question in our context. This could be well perceived from the low-level performance of students in writing as indicated by some studies in our country (Yonas1996; Geremew 1999 and Solomon 2001). In this regard, students of Andinet International School students are not different.

The majority of students at most private schools in our country, especially in Addis Ababa take English as a medium of instructions primarily. So their exposure to English is not limited to six hours in a week. They study English and write English; however, their understanding of the text and writing skills is not worth mentioning.

Since writing is one of the four language skills which is given much emphasis in the primary section of Andinet International School, students learn different genres of writing like descriptive, expository, narrative, and persuasive type of writing based on the prescribed syllabus of the school. The mastery of the writing skill is crucial in the school. In line of this, students are expected to master the writing skill based on the "6+1 Trait Definitions." Culham, R (1975). According to the definition, the 6+1 Trait writing analytical model for assessing and teaching writing is made up of 6+1 key qualities that define strong writing. These are:

- ideas, the main message;
- organization, the internal structure of the piece;
- voice, the personal tone and flavor of the author's message;
- word choice, the vocabulary a writer chooses to convey meaning;
- sentence fluency, the rhythm and flow of the language;
- conventions the mechanical correctness; and
- Presentations, how the writer actually looks on the page.

However, as mentioned earlier, the students' understanding of the text and writing skill is not worth mention. Additionally, the researcher is currently teaching English in the primary sections at Andinet International School. There, he observed that most students decline to do writing skill activities, they didn't finish the writing activities in the allotted time. They were playing a hide- and seek game during the writing class. This implies that time pressure hinders students' writing effectiveness. This is well perceived by Weir (1990: 61) gives an understanding glimpse: Time pressure is often an unrealistic constraint for extended writing and writing timed essays is not normally done outside of academic life. For most people the writing process is lengthier and may involve several tasks before a finished version is produced. In this respect, Chandrasegaran (2002: 14) indicates, "A problem to be expected in the writing classroom is that some students take much longer than others to write the required parts of the essay. Many never finish their writing in class."

Though theoretically well established, the process approach to writing is not sufficiently practiced in our context as the study by Yonas (1996) reveals. This in turn implies that the feedback students get on their writing is not worth helpful to students to write more ideas. Teacher's feedback in a writing class appears to be the dominant one (Genet 1993 & Tesfaye (1995). More over most of the corrections, in our context, are focused on grammatical forms. This is clearly discussed in "Skills Development Methodology 2(pp 115), any completed piece of writing should be as accurate as possible, but in process writing a student should concentrate primarily on ideas rather than grammar. Thus writing tasks should encourage students to think about what they are saying.

For students writing skill is difficult and time consuming to think and to produce meaningful ideas for them. So students need (worth) helpful techniques to tackle this problem. As Habtamu (2007), cited by Hailemariam, reveals in his research that writing project assignments are believed to develop students' creativity and problem solving by exposing them to the real world work. This in turn implies that students should not be given a project that exposes them to be creative in their ideas. This and other factors expose students purely to encounter the insipidity in writing and find themselves in a hide-and-seek game with ideas as well since they normally have to write about what is

assigned by their teacher rather than about what bears much relevance to them, as Byrne (1991: 5) pronounces, "Being at a loss for ideas is a familiar experience to most of us when we are obliged to write" and Tho (2000: 36) echoes that sentiment, "Non-native speakers may not have enough ideas to write down, or even worse, they have nothing to say."

In addition, motivation also plays a significant role in one's success (Hurd, 2006) cited in Ming-Liao and Ming-Wong work as they state that intrinsic motivation is defined as the enjoyment of the engaged task or a sense of fulfillment an individual acquires from engaging something (Ryan & Deci, 2000). A person's intrinsic motivation is highly related to the activity engaged in. On the other hand, Tobias (1994) cited by Amhare, explained that is particularly important to develop a better understanding of the impact of motivation on cognitive process. All these factors also contributing a lot and make the students lack of motivation in writing.

This study seeks to explore if learners can grow out of the aforementioned difficulties by the effects of dialogue journal writing on EFL students' writing performance and writing motivation at AIS.

As mentioned earlier, writing is a skill which makes sense that the more you practice writing, the better you will write. One excellent way to get practice writing, even before you begin composing essays, is to keep a daily or almost daily journal. As Leki (1989, 7) states, "The purpose of keeping a writing journal is to help you explore subjects to write about. It is also a place and experiment with English without worrying about making errors." One of the most frequently cited reasons for using journals in educational settings is that they provide opportunities for authentic, meaningful communication that is focused on the message rather than the form. Abcarian, Klotz, & Cohen (2010: 40-41) also state that a journal's helpfulness extends beyond its use as a place for reflection. When the time comes to write a full-length essay for your class, the journal can provide many possible topics.

On the other hand, Kreeft (1984: 1) cited in Suzanne states that there seems to be a

fairly strong belief in the idea that “when the learner participates in meaningful communication with a native speaker of the target language and with a focus on the message rather than the forms of the language, competence with the forms will follow. To this end, the following null and alternative hypothesis for writing performance are formulated to be verified at the end of the study. These are

H_0 : There is no significant difference in the writing performance mean scores between students who write journal and those who do not write with such treatment.

H_i : There is a significant difference in the writing performance mean scores between students who write with journal writing and those who don't write journals.

1.3 Objective of the Study

The general objective of the study is to investigate the effects of using journal writing on EFL students' writing performance and writing motivation at Andinet International School. To meet this objective, the following research questions will be answered in this study.

1. Is there any significant difference in the writing performance between students who are treated with journal writing and those who are not provided with such writing?
2. Is there any significant change in the writing motivation of students who are treated with journal writing before and after the study?
3. What writing feature(s) can be improved as a result of using journal writing?
4. What are the perceptions of students towards the practice of journal writing?

1.3.1 Specific Objectives

To determine which linguistic aspects (content, organization, vocabulary, grammar, spelling, punctuation, and capitalization) need to be reinforced in order for the students to improve their writing skills.

1.4 Significance of the Study

The study is concerned with the effects of dialogue journal writing on students' writing performance and writing motivation. The results of the study may benefit teachers who think of other ways of teaching writing to deal with improving students' writing. As a matter of fact, by nature since writing is very difficult to master, it makes students lack of writing motivation and resulting in their low performance in writing. Therefore, in order to motivate students towards writing, this study brings another solution to the students who lack motivation. In addition to this, it also gives insights for other researchers on the area.

1.5 Scope of the Study

This study attempts to see the role of using journal writing in an EFL writing class at Andinet International School. It is delimited to written dialogue journal on students writing and their writing motivation. As writing journal is thought to address students' writing performance and writing attitudes, the study is devoted to investigate the role of journal writing on these constructs. The texts students produce are delimited to writing Personal Narratives paragraphs. It is also restricted to forty-five students of EFL students at Andinet International School.

1.6 Limitations

Time constraint was the major limitations of this study. According to its nature, the study required a lot of time. So I was compelled to add two more months to finalize it. Since the sample and the time of the study are limited, it could be a bit difficult to come to generalizations about the findings.

1.7 Definitions of Important Terms

The following terms are used in the context of the research are defined below.

1. *Effect*: the change in writing performance and writing motivation of students as a result of using Dialogue Journal Writing.
2. *Dialogue Journal*: a written conversation in which a student and teacher communicate regularly (daily) that encourage students to express themselves in thoughtful and informal ways (Kreeft, 1984, cited in Suzanne F).

3. *Writing performance*: the ability students portray in using the skills of writing in producing personal narrative paragraphs.
4. *Intrinsic motivation*: the enjoyment of engaged task or a sense of fulfillment an individual acquires from engaging to the task of writing.

1.8 Organizations of the Study

The thesis is organized into five chapters. The first chapter deals with the background, the statement of the problem, the objective and the significance of the study. In this chapter, delimitations and limitations of the study, definition of terms and organization of the study are also incorporated. In the second chapter, important areas of related literature including only foreign research works are reviewed. Regarding the local research, there has not been conducted any local research in the area of journal writing until this study is conducted so far

The third chapter discusses the methodology of the study. In this part, the subjects, the instruments, and procedures of employed are discussed. The fourth chapter is concerned with the data analysis, discussions and findings. The last chapter deals with the summary, conclusions and recommendations. Finally, lists of bibliography and appendices are included.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter discusses issues related to the present study. The first section discusses what writing looks like, writing motivation, and what is the teaching of writing in the ESL in language learning as a premise for using journal writing. The second and the third sections deal with the brief over view of approaches of teaching writing in the EFL/ESL classroom. In the fourth section, the techniques in teaching practical writing in the EFL/ESL contexts are discussed. The fifth section presents the brief over view of journal writing and its benefits as well as its limitations. In the last section, related studies on journal writing are reviewed.

2.1. The Writing Skills

Writing is a process of encoding (putting messages into words) with a reader in mind (Byrne 1988: 183). Similarly, McDonough and Shaw (1993: 182) consider writing as primarily message oriented, so a communicative view of language is a necessary foundation. These scholars indicate that writing is a meaning-laden process that should be addressed to readers. Writing is also a means of exploration and discovery, and today, more than ever, being able to write well is a vital skill: people all over the world communicate, exchange information, and conduct business instantaneously across cyberspace (Kelly and Lawton 1998). These are some of the reasons we want to master the skill of writing and help learners to master it.

Nevertheless, its mastery is not as easy as we might think because of its nature and different factors pertaining to it. As Grabe and Kaplan (1996: 5) contend, unlike that of speaking, writing is only learnt. From this, we recognize that learning to write is subject to formal instruction as opposed to speaking which has more chance than writing out of the formal learning situation.

Writing is also technology, a set of skills which must be practiced through experience (Ibid). Other scholars (Byrne 1988; Hedge 1988 and Heaton 1988) attribute the difficult nature of writing to three factors: cognitive, linguistic and psychological. With regard to the cognitive aspect, writers are expected to think and process what they want to put down on paper because writing requires much more care and thinking than speaking as the audience is not present at the time of writing like that of speaking. The linguistic

factor is related to the need to consider the accuracy of the linguistic elements in the writing activity. The psychological factor is concerned with the production of writing solitarily which may cause anxiety. Thus, compared to speaking, writing requires much more care, patience, skill and co-operation in its learning. Hedge (1988: 5), for instance, explains that effective writing requires a number of things: a high degree of organization in the development of ideas, a high degree of accuracy to avoid ambiguity, the use of complex grammatical devices for focus and emphasis, a careful choice of vocabulary, etc. It is in addressing these problems that scholars are much concerned with the need for much practice. Many scholars have agreed on that one excellent way to get practice writing, even before you begin composing essays, is to keep a daily or almost daily journal. The purpose of keeping a writing journal is to help you explore subjects to write about. A journal entry is like a letter to yourself. You are your own audience. You have to please no one but yourself. Writing in your journal will help you learn to think on paper instead of in your head. Keeping a journal also will help you preserve your previous ideas, insights, and memories (Leki, 1989:7).

2.2. Writing Motivation

Motivation is an essential element of successful language acquisition and is a dynamic process subject to continuous flux (Do"rnyei, 2001). Williams and Burden (1997) suggest that each individual L2 learner's motivation is influenced by both external factors related to the socio cultural and contextual background of the learner and internal factors related to the individual learner. Internal factors include the learners' attitudes towards the activity, its intrinsic interest, and the perceived relevance and value of the activity.

Motivation is also influenced by learners' sense of agency and feelings of mastery and control over the learning activity and their interest in it. According to Noels (2001), three psychological needs have to be met in order to enhance motivation: "(1) a sense of competency achieved through seeking out and overcoming challenges; (2) autonomy; (3) relatedness—being connected to an esteemed by others belonging to a larger social whole" (p. 54). To increase intrinsic ESL motivation, Old father and West (1999) argue that "a sense of self-worth" (p. 16) and "self- determination"

(p. 17) are essential, and learners need to be given “ample opportunities for social interaction and self-expression” (p. 16). Richards (1993) also mentions “personal causation,” “interest,” and “enjoyment” as indispensable factors.

2.2.1. Intrinsic Motivation

A student who is intrinsically motivated undertakes an activity “for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes” (Mark Lepper, 1988).

A student can be described as intrinsically motivated when she/he is motivated from within. Intrinsically motivated students actively engage themselves in learning out of curiosity, interest, enjoyment, or in order to achieve their own intellectual and personal goals. According to Dorneyi (2003) “A student who is intrinsically motivated.....will not need any type of reward or incentive to initiate or complete a task. This type of student is more likely to complete chosen task and be excited by the challenging nature of an activity”(p 13). Such behavior comes with its own rewards. The achievement of these goals by itself is correctly seen as a reward. To be more precise, the end goal is not a visible or external thing, but more internal and psychological. For instance, a student is motivated to get good grades (extrinsic motivation) or simply, she/he desires to know more about a particular subject (intrinsic motivation). Getting good grades is the reward visible to others. And the student’s becoming an expert in the subject is also a psychological reward for her/his intrinsic desire to learn.

In many studies it has been demonstrated that there is an important relationship between motivation and language learning achievement (Dorneyi & Cheng, 2007). Motivation in foreign language teaching has been an effective dimension. Affective learning cannot take the form of information transfer; students cannot learn emotions by studying. Emotions usually emerge as a result of success or failure (Ehrman & Dorneyi, 1998).

2.3. Teaching Writing in ESL Classes

According to Raimes (1983:1), when we learn a second language, we learn to communicate with other people to: understand them, talk to them, read what they have

written and write to them. An integral part of participating fully in a new cultural setting is learning how to communicate when the other person is not right there in front of us, listening to our words and looking at our gestures and facial expressions. Visitors to another country will often have to leave a note for the mailman, fill out a customs declaration form, give written instructions, or write a thank-you letter.

But the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second-language syllabus. There is an additional and very important reason: writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a choice to be advantageous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning. As writers struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their ideas. They discover a real for finding the right word and the right sentence close relationship. The close relationship between writing and thinking makes writing a valuable part of long course.

A great deal of writing that goes on in ESL lessons, especially in an elementary level class, is sentence writing. Students repeat or complete given sentences to reinforce the structure, grammar, and vocabulary they have learned. They work with pattern in sentences, performing substitutions or transformations. So students will concentrate on techniques to get students to go beyond those sentence exercises, so that they write

- to communicate with a reader;
- to express ideas without the pressure of face-to-face communication;
- to explore a subject;
- to record experience;
- to become familiar with the conventions of written English discourse(a text).

2.4. Approaches and Techniques in Teaching Writing

There are different approaches to teaching writing in the literature. For the purpose of the present study, the two major approaches, the focus being on the process approach, are reviewed below.

2.4.1 The Product Approach

It is obvious that we write to produce a text for a given purpose. The concern of the product oriented approach is this final outcome. As Raimes (1983), Hedge (1988), Kaplan and Grabe (1996) and Jordan (1997) state, this approach to writing is to look at instances of writing and to analyze the features of written texts; the focus is the text that the students produce and it is expected to be correct in the needed skills of writing. Relating to this, Leki (1994: 170) notes that traditionally, when students write in a second language, the purpose of the writing activity is to catch grammar, spelling and punctuation errors.

This approach focuses on the end result of the composition process, the product of writing.

Viewed in this way, writing is assumed an activity that starts at one point and ends up at a certain point in a linear fashion. What students produce is much appreciated disguising the ups and downs in the writing process. This approach to writing appears to simplify the nature of writing ignoring the needed practice in writing. As a result, the approach has not helped students in developing the writing skills because, as Leki (1994: 171) observes, it makes students much obsessed to avoid errors and write very cautiously and conservatively. These arguments have challenged the product approach and necessitated the change of view towards the process oriented approach. Hedge (1988: 19) characterizes this change as the shift from students' writing to the student writer, preferring the process-oriented approach.

2.4.2 The Process Approach

Nowadays, there is a relative consensus among writing scholars that writing is by its nature a process in which a number of operations go on simultaneously (Hedge 1988;

White and Arndt 1991; McDonough and Shaw 1993; Hedge 2000). White and Arndt (1991: 89) explain the 13 process approach to writing as one that takes apprentice writers through the various stages when producing a piece of written work. McDonough and Shaw (1993: 189) remark the usefulness at the focus is on the means in the process of writing, not just to be obsessed with the final product. The argument for the process approach is that if the stages that are considered in the writing process are well addressed, the product will take care of itself.

Regarding this, Rivers (1981: 89) states that in the process approach, you look at how to generate ideas, how to organize them, how to express them, how to draft, etc.

On the other hand, Calkins, 1994; Emig,1981; Graves, 1983, and Kroll, 1990) cited in (Suzanne) state that process writing is an approach to teaching writing that has been researched in depth over the past several years with both first language learners. In process writing students experience five interrelated phases: prewriting, drafting, revising, editing, and publishing. During the prewriting phase students choose a topic and generate ideas, often through brainstorming and oral discussion. Once they have chosen and explained their topic, they begin drafting. As they compose their first draft, they are encouraged to let their ideas flow onto the paper without concern for perfection in form or mechanics. After completing the first draft, students reread their papers and, with feedback from the teacher get ready to revise. Revisions are aimed at conveying the writer's ideas as effectively as possible.

Using the process writing approach, teachers encourage students to write daily and to select a few papers for revising, editing, and final drafting. They also respond positively to the message of student's writing first and later to the form of the writing when it is deemed appropriate to do so. Moreover, they concentrate first on what the student is doing right before addressing errors in the papers. When students are doing something right, we should encourage them to continue. Finally, teachers provide opportunities to write for different audiences for different purposes, and to write in many domains or genres, including stories, letters, biographical pieces, and persuasive essays (Boyle, 1983; Boyle & Buckley,1983).

On the other hand, (Siti Khatijah 2004) states that the process approach focuses on how writer actually do write. Writers are seen as active thinkers who employ strategies to compose text. The strategies adopted are generating ideas, reviewing, evaluating, focusing, structuring, and drafting (White & Arndt 1991). Writing process is seen as both a cognitive process (Flower & Hayes 1981; Bereiter & Scardamalia 1987) and a socio-cultural activity (Freedman & Headway 1994). The cognitive model of writing is seen as a mental process involving directed decision making and problem solving (Chandrasegaran 2004). Siti Hamin (2004) state that the skills in writing are not acquired but culturally transmitted. The students writing skills do not come naturally but are cultivated through much practice and conscious effort. Students often find problems in writing due to their lack of skills in writing coherent and cohesive sentences. The paradigm shift from product approach to process approach has redefined and renegotiated the teacher's role (Richards 1990; Taylor 1981). A teacher is no longer the authority figure in a writing class, but she acts as a consultant and an assistant in assisting the students to produce coherent, meaningful and a creative piece of writing. The teacher's role has changed from an evaluator of the written product to a facilitator and co-participant in the process of writing. The teacher also has a significant role to perform by providing assistance to the students during the writing process (White & Arndt 1991). The role of the teacher is to provide a learning environment that will enable the students to learn about writing, engage in writing and feel enthusiastic about writing (Siti Khatijah 2004).

2.4.2.1. How process Writing Helps English Learners

The process approach to writing is especially valuable for English learners because it allows them to write from their experiences. As they share their writing groups, their teachers and friends get to know and appreciate them. Thus, personal relationships are enhanced. In addition, second language writers benefit from cooperative assistance among students during both revising (Samway, 1987; Urzua,1987) and editing(Peregoy & Boyle, 1990a) cited in (Suzanne). As a result, there are numerous opportunities for supporting both clear self-expression and correctness. Cooperative groups not only promote better writing but also provide numerous opportunities for oral discussion within which a great deal of "comprehensible input" is generated, promoting overall language

development. Furthermore, the supportive interaction that takes place in effective response groups helps students appreciate and accept each other, another positive factor for second language learning (Cohen, 1986) cited in (Suzanne). Finally, by setting editing aside as a separate phase, process writing frees English learners to focus on their ideas first and focus on corrections last. Yet through the editing process they grow in their awareness of English grammar, punctuation on, and spelling. In summary, you can help students with their writing by assisting them with strategies for generating, drafting, revising, and editing. By introducing students to the writing process, you can show them that they will need to concentrate on various aspects of writing at different times in the process. They must first generate ideas, then form them for different audiences and different purposes, and then revise and edit them to prepare them for sharing. When good literature is combined with opportunities to write often, when strategies are offered to solve problems in writing, and when writing is shared, your students will grow both in writing and overall English language development (Boyle, 1985b) cited in (Suzanne).

2.5 Techniques in Teaching Practical Writing

There is no better way for students to grasp the essential value of writing as a form of communication than for them to produce the kind of practical writing that many people do in their every-day life. This practical writing has both a clear purpose and specific audience. Much of this everyday writing is “writing to get things done, “Messages, forms, invitations, and keeping daily notes or journals. For the purpose of the present study, one of the techniques in teaching practical writing- keeping a daily notes or journal is being reviewed below here (Raimes1983: 83).

2.5.1. Definition of Journal

2.5.1.1 What is Journal Writing?

Journal writing is a learning tool based on the ideas that students write to learn. Students use the journals to write about topics of personal interest, to note their observations, to imagine, to wonder and to connect new information with things they already know (Evan-Moor, 1977).

To begin it is worth reflecting on what might constitute a journal. Physically, it could be a bound notebook, a ring binder full of papers, a collection of electrical particles on computer disk or an audio tape. At heart, though, a journal is a day book. As Ron Klug (2002: 1) cited in Mark, S (1999) has put it – 'a place to record daily happenings'. However, as he also says it is far more than that:

A journal is also a tool for self-discovery, an aid to concentration, a mirror for the soul, a place to generate and capture ideas, a safety valve for the emotions, a training ground for the writer, and a good friend and confidant. (*op.cit.*) It shares some qualities with things like logs and diaries - it records experiences and events over a period of time. However, writing and keeping journals also entails conscious reflection and commentary. Mary Louise Holly (1989: 20) makes this point well:

It is a reconstruction of experience and, like the diary, has both objective and subjective dimensions, but unlike diaries, the writer is (or becomes) aware of the difference. The journal as a 'service book' is implicitly a book that someone returns to. It serves purposes beyond recording events and pouring out thoughts and feelings... Like the diary, the journal is a place to 'let it all out'. But the journal is also a place for making sense of what is out. The journal is a working document (Mark, 1999).

On the other hand, (Leki,1989:7-11) defines journal as: the purpose of keeping a writing journal is to help you explore subjects to write about. A journal entry is like a letter to yourself. You are your own audience. You have to please no one but yourself. Writing in your journal will help you learn to think on paper instead of in your head. Keeping a journal also will help you preserve your precious ideas, insights, and memories.

The journal you will write for this to be a storehouse for your ideas. It is also a place to practice and experiment with English without worrying about making errors. Three times a week you should sit down and write for at least 15 uninterrupted minutes. You will be given suggestions to help you get started, but if you do not feel like following them, write about whatever is on your mind at the moment. Feel free to add comments to your regular entries whenever an idea comes to you that you may someday want to write

about. Most of your entries will probably never turn into formal compositions, but they may contain seeds that will eventually grow into writing projects.

Journal writing is a learning tool based on the ideas that students write to learn. Students use the journals to write about topics of personal interest, to note their observations, to imagine, to wonder and to connect new information with things they already know.

Using journals fosters learning in many ways. Students who use journals are actively engaged in their own learning and have the opportunity to clarify and reflect upon their thinking. When students write in journals, they can record such things as ideas and feelings, special words and expressions they have heard, interesting things that have happened to them or information about interesting people. Journal writing offers student's opportunities to write without fear often associated with marking. Every journal entry is individualized.

From a purely practical perspective, writing in journal regularly is excellent practice at conquering the blank page and generating ideas. You need not construct grammatical sentences, write cohesive paragraphs, develop your ideas, or even make sense. In a journal you are free to comment on only one aspect of a work or on a personal recollection that something in the work triggered. You are recording your reactions, ideas, feelings, and questions. Jotting down personal connections-for example, if a character reminds you of a friend or teacher-can be helpful even if they don't make it into your essay. If you are conscientious about keeping your journal, you may come to find writing in it a pleasant activity (Abcarian, 2010; Klotz, 2010; Cohen, 2010).

Journals can be used throughout the day, at different times of the day and for different purposes.

Decide what type of journal you want to use in your classroom. Think about the purpose of the journal and how will you use it. Prepare materials. Your students' journals may be loose leaf notebooks or folder Individual pages should be contained in some way so that

they are not lost over time. Model initial entries using an overhead projector, or classroom chart, work together to write a sample response. Students can copy the class response in their own journal or write one of their own. Schedule time for regular journal use. Students are all engaged in the act of writing and this enables individuals to generate ideas, observations and emotions.

In addition to this, (Hedge, 1988: 66-67) states that the writing in this activity moves away from writing as an 'assignment' or 'task' towards writing as a more natural exchange of reflections, and opinions. The teacher becomes a participant and the student initiates the exchange. A journal, in this sense, is a form of communication between two people on topics of their own choice. It becomes a means of experiment with language.

While you should not grade or correct the writing in journals – only finished pieces should be used for grading – you could comment on your students' writing. Offer suggestions, constructive remarks, questions, and encouragement whenever possible. Sometimes students will respond to the teacher's comments.

One of the biggest problems with writing journals is that some students use them simply as a way to record the day's events. They slip into the routine of writing diary entries without reflection or real purpose. You can reduce this by encouraging your students to write about a variety of topics and take what they feel are the better entries and develop them into finished pieces.

On the other hand, (Snyder & Lindquist, 2010) Cited in **AsakoTakaesu's** research-“EFL Journal Writing: An Exploratory Study in Self expression as a Bridge for Creative Writing” *International Christian University*”

A journal is often confused with a diary since the terms are often interchangeably used; however, a journal should be differentiated from a diary in that it synthesizes our thoughts and emotions with actions that we experience rather than just recording what has happened in our life. It is precisely this reflective nature of journal writing, not the mere recording of daily events, which affects the students in their self exploration as

they launch into the task. Adams (2001) describes the process of journaling from the perspective of psychotherapy in the following:

Journal Therapy is the act of writing down thoughts and feelings to sort through problems and come to deeper understandings of oneself or the issues in one's life.

Unlike traditional diary writing, where daily events and happenings are recorded from an exterior point of view, journal therapy focuses on the writer's internal experiences, reactions, and perceptions (Introduction, para.1).

According to (Fulwiler,1982), Journals might be looked at as part of a continuum including diaries and class notebooks: while diaries record the private thought and experience of the writer, class notebooks record the public thought and presentation of the teacher. The journal is somewhere between the two. Like the diary, the journal is written in the first person about ideas important to the writer; like the class notebook, the journal may focus on academic subjects the writer wishes to examine.

Diary	Journal	Class Notebook
(Subjective Expression)	(I/It)	(Objective Topics)

Journals may be focused narrowly, on the subject matter of one discipline, or broadly, on the whole range of a person's experience.

Each journal entry is a deliberate exercise in expansion: "How far can I take this idea? How accurately can I describe or explain it? How can I make it make sense to me?" The journal encourages writers to become conscious, through language, of what is happening to them, both personally and academically. Journal writing is a learning tool based on the ideas that students write to learn. Students use the journals to write about topics of personal interest, to note their observations, to imagine, to wonder and to connect new information with things they already know. According to *The Book of Language Connections Across The Curriculum* (Fulwiler,1989:15-17), teachers sometimes look suspiciously at journal writing. For some it is too personal, unstructured or informal to assign in the classroom; for others it is too difficult to measure; and for still

others journal writing simply serves no practical pedagogical purpose-it is a waste of time. The premise of this chapter, however, is that the journal can be both a formal rigorous assignment and, at the same time, a place for students to practice imaginative and speculative thinking. Journal writing, in the broadest sense, is an interdisciplinary learning tool with a place in every academic classroom¹; it is not the sole province of the English teacher any more than numbers belong to the math teacher, or speaking belongs to the speech teacher. A dozen years ago, when I began teaching college English, I sometimes assigned journals in composition and literature classes but used them sparingly in the classroom itself, preferring to let students write on their own. Some students used them well, while most never really understood what kind of writing they were supposed to do in them. I no longer trust to chance. Journals “work” now for most students in my classes because we use them actively, every day to write in, read from, and talk about-in addition to whatever private writing the students do on their own. These everyday journal writes take the place of other routine writing assignments from pop quizzes to book reports. Journal writing in class stimulates student discussion, starts small group activity, clarifies hazy issues, reinforces learning experience, and stimulates student imagination. Journal writing works because every time a person writes an entry, instruction is individualized; the act of silent writing, even for five minutes, generates ideas, observations, and emotions. It is hard to daydream, doze off, or fidget while one writes-unless one writes about it.

I don’t believe that journal writing will make passive students miraculously active learners; however, such writing makes it harder for students to remain passive.

At Michigan Technological University we conduct off-campus writing workshops to introduce our colleagues to a variety of ideas for using writing to enhance both learning and communication skills.

Workshop topics include: (1) invention and brainstorming, (2) rewriting and revision, (3) editing, (4) peer-response groups, (5) evaluation, and (6) journal writing. In these interdisciplinary workshops we ask teachers of history, chemistry, and business to keep journals, themselves, for the duration of the workshop. Sometimes we start a session by asking the participants to write down their opinion about the causes of poor student

writing. Other times we ask the teachers to summarize or evaluate the worth of a particular workshop-on revision or editing, for example-by writing about it for five minutes in their journals. And still other times we ask them to “free write” in order to generate possible paper topics which will be expanded, later, into short papers. These five and ten-minute writing exercises allow teachers to experience first-hand the potential of journal writing as an aid to learning.

Teachers in all subject areas and all grade levels find it easy to add more writing to a class by using journals. Regardless of class size, this kind of informal writing need not take more teacher time. Journals can be spot checked, skimmed, read thoroughly, or not read at all, depending on the teacher’s interest and purpose. Journals have proved to be remarkably flexible documents; some teachers call them “logs,” others “commonplace books,” still others “writers’ notebooks.” While

I prefer students to keep loose leaf binders; science teachers who are conscious of patent rights often require bound notebooks. While I suggest pens (pencils smear), a forestry teacher suggests pencils (ink smears in the rain). And so on.

2.5.1.2. Types of Journal Writing

There are several variations of journals that can be adapted to fit the needs of the classroom.

- **Personal Journals**

These journals allow students the freedom to write about their feelings, opinions, and expressions and about topics of personal interest. If they wish, students may share these entries with others (Evan-Moor, 1977).

In addition to this, in the Book of, “Reading, Writing, And Learning In ESL” (Suzanne) states that the first type of journal you may wish to share is a personal journal in which your students get used to writing their private thoughts. When these journals are used, you do not comment on them unless the writer asks you to do so. Students soon learn that the journals are for their own personal and private ideas. We recommend that you

ask them to write in their journals three or four times a week at a regular time in a day, others like them to write aside after lunch time or after a reading period. Whatever you decide set a regular time aside for journals so that your students come to expect and anticipate journal writing. Journals can be constructed by folding pieces of paper in half, stapling at the fold, and decorating the cover.

- **Dialogue Journals**

For many years, literacy experts have shown interest in the use of dialogue journals in ELL classrooms. Early research on dialogue journals occurred in 1979 when Jana Staton, a counseling psychology student, studied types of writing that might help students solve both personal and academic problems. She observed Leslee Reed, a Los Angeles teacher, who daily challenged her sixth grade students to write down something they had learned. Reed's curiosity in improving what the students were writing, eventually led to the decision to use notebooks to write back and forth. These journals differed from the traditional personal journal, which is largely self-reflective, in that the dialogue journals were interactive. The next year, Reed was moved to a different school in Los Angeles that had many second language learners, so she decided to try these journals with the English language learners. Reed quickly found "the value of the dialogue in helping her students acquire a second language and become comfortable with the academic work of American schools" (Peyton & Staton, 1992, p. 7-3). The use of dialogue journals for English language learners was proving to be effective. In fact, many teachers reported improvements in content area questions, in more interesting and expressive writing, plus clearer organization of thoughts and ideas. Also noted were improvements in grammar, punctuation, and spelling.

The use of dialogue journals for ELLs soon became of interest to researchers and to teachers. Early research, plus teachers sharing successes with other teachers, led many educators to try the journals in their classrooms. Teachers of adult ELL students began adapting the process to their own teaching. From 1982-1989, a newsletter about dialogue journal use and research, *Dialogue*, helped to inform educators about this practice. Soon the application of dialogue journals for ELLs had gained momentum and showed acquisition of higher-order language functions for second language learners. In

fact, one strength found with the use of the dialogue journals was that “the use of grammatical forms and structures evolves naturally in the process of the interaction” (Peyton, 1990b).

Dialogue journals are conversations in writing. Most often the conversation is between the student and the teacher or classmates. These journals are interactive - the two conversation partners comment on one another's entries. These conversations encourage students to express themselves in thoughtful and informal ways.

When students become accustomed to writing in their personal journals, you may want to move toward dialogue journals. First, describe dialogue journals (Kreeft, 1984) cited in the Book of (Suzanne), explaining to students that they can continue to write about the same topics and ideas as in personal journals except that you will respond to their writing regularly. Make sure you explain that you may not be able to respond to everything they write, but if they have something special to which they want you respond, they can mark it with a colored marker. In your response, respond to the content, not the form of the writing. The purpose of interactive journals is to develop fluency and authentic conversation on paper. Moreover, you are making students' writing functional and purposeful by replying to them and elaborating on what they have said; in the same way that parents scaffold what children say to them in early oral communication. It is only polite to respond to what people say and not correct how they say it. Similarly, in journals, concentrate on positive things you can say. Encourage students to continue writing in their journals but also let them know that some language or topics inappropriate for their journals if that is how you feel. If you respond to their journals, make suggestions positively if needed about what they might write about and encourage your students, they will look forward to writing in their journals while eagerly anticipating to your response. Dialogue journals help develop fluency because they are meaningful, because they are responded to, and because they give writers the freedom to concentrate on what they are saying rather than on how students are saying it. Journals also provide ideas for topics students may write about more extensively later (Peyton & Reed, 1990) cited in (Suzanne).

- **Buddy Journals**

A buddy journal is a written conversation between two students (Bromley, 1989, 1995).cited in (Suzanne). Buddy journals are a natural extension of personal and dialogue journals. Buddy journals involve students in meaningful, self-selected dialogues about issues that concern them. Moreover, they give them the immediate feedback they require for growth and a real audience and purpose for their writing. After modeling responses in dialogue journals, you can introduce buddy journals to students by explaining that they will be responding to one another instead of you. Next, assign pairs to work with one another, explaining that they will have an opportunity to work with many other partners throughout the year. You might also provide guidelines for responding to the journals. Let students see that is important to be helpful conversational partners in the journals. You might also ask your

Students to brainstorm potential topics to write about in their journals. Place these topics on the board and suggest that they can write about anything going on in the classroom or anything else they might want to share with one another. Older beginning English learners might share their thoughts concerning a movie or television show they had seen, whereas younger students might write to one another in buddy journals while reading Harlod and the Purple Crayon(Johnson, 1995) cited in(Suzanne) as in the following dialogue:

Joseph: I like the crayon magic and how he color thing.

Jimmy: And the piece and things.

Joseph: There's a "Harold and Circus" book to read.

Jimmy: Yeah, it has purple coloring.

Joseph: Let read it.

Journal writing is a valuable activity for English learners because it involves real and purposeful dialogue and because it is nonthreatening-it will be corrected or graded. Finally, because journals are structured like an oral conversation and provide a real audience, students see journal writing as a meaningful activity one worth the extra effort it may require of them.

- **Reading Response Journals**

These journals are used to capture students' reactions to books and to track their reading. The entries might include questions, comparisons, evaluations, letters to characters, predictions and comments on style or mood. In addition to this, (Abcarian,2010; Klotz, 2010; Cohen, 2010: 40-41) states that use your journal to express in writing the pleasure (or pain) of each reading assignment. Jot down hard words (which you should then, of course, look up in your dictionary). Note your reactions to characters- that some are nasty, others too saintly, some realistically rendered, still others unbelievable. Some of your journal entries may be confessions of confusion, posing open-ended questions about a reading.

2.5.1.3. The benefits of writing and keeping a journal

The first and obvious use of writing a journal is that helps us to remember something later; it is a record to look back on (Holly 1989: 8) cited in Mark, S (1999). It may be that we do not have time to work out what is going on right at this minute - keeping a note in a journal helps us to recapture the moment later so that we may look at it more deeply. It may also be that we need to remember to do something, e.g. write a letter on behalf of someone we are working with. We jot the task down - and then when we have time we can look back at our journal or organizer and pick out the tasks we are left with.

Second, the act of putting pen to paper (or finger to keyboard) engages our brains. To write we have to think. Mary Louise Holly argues that when we 'capture our stories while the action is fresh', we are often provoked to wonder 'Why do I do this?' or 'Why did this happen?' (1989: xi). Patsie Little makes a similar point about recording:

By keeping records, I am able to monitor my practice. The act of writing something down often crystallises a particular problem or issue or enables me to see where a particular piece of work has not achieved its objective. Through this process I can identify my strengths and weakness', and areas in which I could benefit from further training (1995: 36). Journal writing encourages engagement and reflection.

Third, it isn't just that writing a journal stimulates thought - it allows us to look at ourselves, our feelings, and our actions in a different way. By writing things down in a

journal the words are now 'outside' of us. They are there in black and white on the paper or on the screen. We can almost come to look at them as strangers - 'Did I really think that?', 'How does this fit with that?' In other words, our words may become more concrete - and in this way we can play with them, look at them in another light.

Fourth, writing things down in a journal also allows us to 'clear our minds'. Having made a note of something we can put them on one side for consideration or action at a later point. We can only handle so much at any one moment. Trying to remember this or that and deal with current situations, can sometimes mean that we are not focusing on what we need to. As Mary Louise Holly (1989: 9) again puts it, 'The journal offers a way to sort out the multitude of demands and interactions and to highlight the most important ones'.

Last, and certainly not least, making journal writing part of our routine means that we do actually take time out to reflect on what might be happening in our practice and in our lives generally (Rainer2004) cited in Mark, S(1999).

From this we can see that writing and keeping a journal holds the possibility of deepening our self-understanding, and to making added sense of our lives and what we believe. It can also help us to entertain, contain and channel troubling emotions and gain perspective. We may also develop a greater awareness of daily life; become more alive to what is happening to, and around, us in the daily round. At a practical level, writing and keeping a journal can both help us with administrative tasks (like reporting what happened, when and why) and with the process of setting goals and managing our time and priorities.

In the same way (Suzanne: 250) states that one of the popular ways teachers help students develop fluency is through extensive prewriting activities, one of the most powerful being journal writing. By writing in journals daily, students develop fluency and generate ideas on which they might elaborate later. One friend of ours, who has used journals successfully for a long time, told us about a field trip she and her class took to a natural history museum. The students were to take notes in their journals; one fourth grader was overheard saying to another, "Don't look. She'll make you write about it!"

Unlike these two fourth graders, most students find journal writing nonthreatening and fun.

One of the most prominent effects of journal writing is that it allows people to express their emotional turmoil or help them understand it and possibly relieve some tension. Adams (2001) cited in ("EFL Journal Writing: An Exploratory Study in Self expression as a Bridge for Creative Writing" By Asako Takaesu) claims that journal writers often identify and grasp problems in their life by describing some of the most pressing issues they are facing. In that process they often experience feeling of relief. In other words, the act of writing enables writers to analyze problems and come to terms with them. In that process, they experience catharsis.

Artof (1992, quoted in Tuan, 2010) adds to this statement when she says, through personal writing, we "uncover our family history, learn to see the world more clearly, heal unsolved issues, understand our fears, and explore our motivation" (p.82).

Another effect of journal writing that has been argued by many researchers is that it provides a brainstorming opportunity for more elaborate writing tasks. Fulwiler (1982) states that in the process of writing down ideas in journals, students can witness how their ideas are developed and gradually acquire the habit of thinking on paper.

Furthermore, the act of writing a journal on a regular basis often results in positive change in students' attitude toward writing. Students begin to get used to the act of writing, overcoming the initial sense of being burdened by it and find pleasure in

Takaesu (2012). EFL journal writing: An exploratory study in self-expression as a bridge for creative writing. *Accents Asia*, 5 (1), pp.45-54.47 writing itself. One of Castellano's students (2008) supports this when he says that the best thing about journal writing was to "get used to writing and improve writing skills by putting into practice vocabulary and grammar in context" (p. 118).

It should also be noted that although it may start out as a mere collection of fragments of ideas, journal writing often guides students to focus on certain issues and produce more formal and organized pieces of writing (Fulwiler, 1982).

Thus, journal writing has numerous benefits for EFL students and is recommended by many educators. However, to produce such effects requires certain conditions. Then, how can we assist the process to help produce the utmost results?

What are some of the essential factors to facilitate successful journal writing?

One factor is that writers feel free from the conventions of academic writing that can freeze the free flow of their ideas. Writer and educator Natalie Goldberg (1986) stresses the importance of letting go of self-restrictions that writers often impose on themselves in her book, *Writing Down the Bones*. "Keep your hand moving. Don't cross out. Don't worry about spelling, punctuation, and grammar. Lose control. Don't think. Don't get logical." (p.8) are some of the phrases that characterize her belief.

It is crucial to create an environment where students feel safe and say anything they want in their journal without the pressure of their teachers and peers for the "correctness" of their writing. Students need to be engrossed in writing without being overly concerned about errors. Castellanos (2008) echoes this sentiment when she comments:

More importantly, journals are also places where students can try out their expressive voices freely without fear of evaluation I encouraged students to write on a regular basis without being coerced by a grade that measured technical aspects of the language such as syntax, grammar, punctuation and the like. Instead, I evaluated the process as a whole and students received the highest grade for having completed the task. (p.114) As her students felt free of restrictions, she continued, "their writing flowed" (p.118).

Another decisive factor for making journal writing effective is that students make entries in their journal on a regular basis. Many advocates of free journaling suggest that students keep their journals daily or almost daily (Fulwiler, p. 27). Just as one tries to master any other skill, the more one does it, the better one gets. Goldberg (1986) also emphasizes the importance of making it a daily habit in order to allow oneself to penetrate into his or her mind. Fulwiler (1991) also emphasizes that EFL students can write about academic problems and progress to sorting out where they are, how they are doing, and perhaps discuss what to do next.

Another quite relevant feature of journals is its free-writing nature. As such, they can be used for diverse purposes such as class starters and as a vehicle for posing and solving problems; to summarize important aspects of a lecture or lesson; to monitor students' progress in the class; and to give students the opportunity to write to each other about concerns and questions raised in the class, among others purposes.

More importantly, journals are also places where students can try out their expressive voices freely without fear of evaluation. In addition to this, "**Journals in the Classroom**" by Melissa Kelly, states that

The potential benefits of journal writing are many, including opportunities to:

- Sort out experiences, solve problems and consider varying perspectives.
- Examine relationships with others and the world.
- Reflect on personal values, goals, and ideals.
- Summarize ideas, experience and opinions before and after instruction.
- Witness his academic and personal growth by reading past entries.

By reading journal entries, teachers get to know students'

- anxieties
- problems
- excitements
- joys and with this information, make plans tailored for their students.

2.5.1.4 Negative Aspects of Journals

Use of journals does have two possible negatives however: These include: The potential for the teacher to hurt students' feelings with criticism.

Remedy: Avoiding the heart feelings is simple--just don't criticize. The loss of instructional time needed to teach course material

Remedy: Instructional time can be conserved by simply limiting journal writing to five or ten minutes in a period. A more interesting approach to conserving time, however, is to assign journal topics relating to the instructional topic of the day.

For example, you could ask students to write a definition of a concept at the beginning

of the period and at the end of the period to describe how their concept had changed (Ibd).

2.6. Researches on Journal Writing

Journal Writing is getting much popularity with the advent of the process approach as well as techniques in teaching writing in EFL/ESL to writing. Research works related to this type of Journal writing is becoming the state of the art both in L1 and in L2 contexts. Although in the following subsections some of the related studies are conducted in abroad, however, in our country around the theme of journal writing has not been made so far. In light of this, journal writing is reviewed, and then the major concern of the present study is justified.

2.6.1 Foreign Research Works

There are some studies conducted on different aspects of journal writing. All of these researches show positive results (Christine K. Quinones, 1992; Luu Trong Tuan ,Sep, 2010; and Takaesu, A., 2012,) Takaesu investigated the impact of journal writing on EFL classes among Eighteen sophomore students at a selective private Japanese university participated in an elective course titled “Exploratory Writing: Discover Yourself Through Writing.” In this course, students were encouraged to keep journals on a regular basis and produce personal narratives, poems and short stories after receiving mini lectures on the general structure of each genre of writing. In his research, he addressed two questions, *whether or not journal writing would work as a springboard to more elaborate writing projects. He was also concerned with what*

Conditions would be necessary to ensure a successful journal writing course. His study reveals that the effects of journal writing: enhances students’ self awareness and allows him or her to cope with problems; functions as a bridge for producing creative writing pieces; develops their overall writing skills and habits; and fosters pleasure of writing in the end.

A related study to the above is the work of Luu Trong Tuan, (Sep, 2010) on whether journal writing enhance students' writing skill in terms of fluency and accuracy, and can journal writing generate students' writing motivation? Among 85 second-year

Vietnamese EFL students who were attending the third course of writing (writing 3) at the Faculty of English Linguistics and Literature of the University of Social Sciences and Humanities in Ho Chi Minh City (USSH-HCMC). His study shows that the difference in the average number of words written by the students in the experimental group between the posttest and the pretest was 7.90 words (4.01%) whereas that in the control group between the posttest and the pretest was 18.84 words (9.58%), implying that the writing pace of the students in the experimental group improved to a higher extent than those in the control group. The thirteen-week practice of journal writing, however, brought about a discernible divergence in the average number of mistakes made by the students between the two groups. The average number of mistakes made by the students in the experimental group fell by 14.88 mistakes (64.64%) in the posttest compared with the pretest, whereas that in the control group dropped by 6.70 mistakes (29.70%) in the posttest compared with the pretest, which implies that the students in the experimental group demonstrated better progress in the level of writing accuracy than those in the control group. At the same time, A high response rate as regards journal writing regularity in the EG students was encountered through the data that 14 out of 44 students (31.82%) in the experimental group claimed to have spent roughly an hour writing journal entries daily, and 21 out of 44 students (47.73%) claimed to have spent more or less half an hour writing journal entries per day. However, a majority of the EG students (70.45%) still sustained the habit of generating ideas in their mother tongue, then translate them into the target language. Interestingly, the intrinsic motivation in journal writing was found to have been built in the EG students since 34 out of 44 the students in the experimental group contended to persist in journal writing activity after this writing course. Other studies show that a total of 23 LM-1246 – Reading Comprehension students, 10 men and 13 women, studying English at the University of Costa Rica during the first semester of 2006, participated in the study (Rica Annabelle Hernández Herrero,2006). The results indicate that Journal writing can be a helpful tool to improve students' writing skills. First, the learners are more motivated to write because they have a chance to express their opinions about the books they read. Second, they have an opportunity to use the language learned in the readings in a real context.

Despite these issues, journal writing is still helpful for improving students' writing skills and motivating them towards writing.

The other study by (Tajularipin Sulaiman, July, 2010). His objective was to evaluate the effectiveness of scaffolding strategy in journal writing amongst the L2 undergraduate university college students, and analyze the progress of the L2 university college students in using accurate grammar through the application of scaffolding strategy when writing journals. In his research, he also set three research questions, Is there a significant effect in the use of scaffolding to improve the journal writing skills among university college students, how may the notions of scaffolding contribute to the development of journal writing amongst the L2 university college students, and to what extent the effect of scaffolding technique have on the ability of the L2 university college students' grammar accuracy when writing journals? His study shows that at the end of the fifth week, after the teacher Scaffold the students in journal writing, all of the students were at an improved level where they construct more grammatical sentences, seldom make grave errors, writing a complete and structured sentences, make less frequent repetition of same vocabulary, less errors in punctuation, make little spelling mistakes, able to relate the ideas and form a coherency in writing in comparison to their journal written on week 1. Beside that the students were able to use the correct time tenses, appropriate use of verbs and adjectives and since its journal writing, they were able to reflect and recall the events they experienced earlier and put their progress in written form. After the teacher's intervention to facilitate the students with process writing, now they were able to write effective paragraphs.

On the other hand, a related study was conducted by (Ming-Tzu Liao and Chia-Tzu Wong). Their objective was to investigate the effects of Dialogue Journals on L2 Students' Writing Fluency, Reflections, Anxiety, and Motivation. They also set the following research questions: Is there any significant difference in the students' English writing performance in terms of content, organization, and vocabulary before and after the DJW project? Is there any significant difference in the students' length of writing before and after the DJW project? What are the students' reflections on English writing and self-growth before and after the DJW project? Is there any change in the students'

English writing anxiety before and after the DJW project? Is there any change in the students' intrinsic motivation on English writing before and after the DJW project? What are the students' responses to the DJW project? Their study also show that dialogue journal writing improved the students' writing fluency, writing performance on content, organization, and vocabulary; reflective awareness of writing and self-growth as learners, and intrinsic writing motivation. It also reduced their writing anxiety.

In this review, we have seen that journal writing has advantages in improving students' writing, and students are more motivated to write because they have a chance to express their opinions about the book they read and express their ideas freely. In light of the above reviews, the major concern of the present study has been justified. However, any local researches have not been made so far to justify the present study. But the researcher thinks that it opens a new insight for other researchers to conduct better work in the area.

The present study sets out to investigate the effect of journal writing on EFL students' writing performance and writing motivation. Its primary concern is to find out if this journal writing has a role to play in improving students' writing performance and increasing students' motivation in writing. It differs from earlier studies in the following ways. First, by way of investigating the effects of journal writing, it attempts to find out if there is a difference in writing performance and motivation in writing between the group treated with writing journal and the one without such treatment.

It tries to find out the areas of some writing features that journal writing can address, and the perceptions of students towards writing. Secondly, the setting of the study is Andinet International School. Besides that there is no local study conducted in the area of journal writing so far. Therefore, the present study appears timely to raise issues and opens insights for others to conduct related works to improve students' writing problems in the area.

It was with these considerations that this study was designed. To this end, the following chapter discusses the methodology employed for the study.

CHAPTER THREE: RESEARCH METHODS

The concern of this study was to investigate the effects of journal writing on EFL students' writing performance and writing motivation. To that end, this chapter discusses the design and procedures of the study. In the first part, the subjects and instruments used are discussed, followed by the second part in which the procedures for data gathering, discussion and analysis are presented.

3.1 Design of the Study

The purpose of this study was to investigate whether or not dialogue journal writing enhances students' writing performance and writing motivation. The study is mainly experimental since it attempts to find out the effects of dialogue journal writing on EFL students' writing performance and writing motivation. It also investigates students' perceptions towards the dialogue journal writing. To this effect, it calls for both a qualitative and a quantitative approach.

3.1.1 Setting and Subject

The study was conducted at Andinet International School. The school was selected purposely which can be justified on two grounds. First, the researcher is a current employee in the school so that he could follow up every single activity done by the students very closely. Secondly, journal writing is practically used in the school in other grade levels. It is one of the writing genres that the students are currently learning. This really helps the researcher to see the effectiveness of journal writing on the experimental group of students.

The subjects of the study are EFL students of Andinet International School around Gurd Sholla, Addis Ababa. Sixty-five grade six students were enrolled into the primary section of the school in the academic year of 2012/2013. These students were divided into three sections, Section A, Section B, and Section C. Among these, two sections were chosen by using simple randomization methods based on their English writing results. Random sampling technique is believed to be convenient for the study. This technique was chosen because it would give each student equal chance of being selected. There were twenty-three students in Section B, and twenty-two students were in Section C before the study was conducted. Both groups were made to write a personal narrative

paragraph from their text book as a pre-test. The pre-test was prepared based on personal narrative paragraphs from the students' text books. After the students' written scripts were marked by two raters by a lot method, Section B and Section C were assigned to control group and experimental group, respectively.

3.1.2. Instruments

The following instruments were employed for generating the information that could address the purpose of the study. These were pre- and post-tests based on personal narrative paragraphs, pre- and post- questionnaires writing performance and intrinsic writing motivation developed by Likert scale, and interviews were also used with the experimental group of students.

3.1.2.1. The Pre- and Posttests

The pre- and posttests of the English Writing performance in terms of content, organization, vocabulary, grammar, punctuation, capitalization, and spelling were designed to examine the participants' writing performance. The writing prompts, FIRST DAY OF SCHOOL, as a pre-test and AN IMPORTANT FRIEND, as a post test was given to the students.

The duration of each exam was 50 minutes. The students were not allowed to use dictionaries or discuss with one another. Samples of one student's pre- and post- tests with the scores are presented in (Appendix L).

The pre- and post- tests based on personal narrative paragraphs produced by the students in both groups were used to find out the difference in writing performance between the two groups. Two teachers marked the written texts produced by students in both groups using, which is adapted from Arnold, 1991(p 40-45), and Alderson, analytic scale marking (Appendix E). This marking scale was used as it helps to address how a student performs on seven writing features: Content, organization, vocabulary, grammar, punctuation, capitalization, and spelling. Each writing feature has got three marks on which a given text is evaluated, therefore, the total score for each test is 21 points (Please refer to Appendix L for Sample Marked text).

For the evaluation, mark/re-mark reliability was used to assess the degree to which the different raters gave consistent scores of the same test. The pairs of marks relating to each student's test score in the pre- and post-test were subjected to statistical analysis. Pearson Moment Correlation(r) is used in this study. According to the statistical theory, for a rater's marking to be acceptable it is established that if $p < 0.01$, there is significant difference, if $p > 0.001$, there is no significant difference. In second Language research, mark/remark reliability has been considered very significant. Therefore, in this study, the pre-and post-test answer scripts of the students were given for re-marking using analytic scoring method to colleagues who were briefed about the research and specifically about the marking procedures. The two colleagues used the same answer key to mark the test answer scripts.

3.1.2.2. Questionnaire

Pre- and post-study questionnaires, which were adapted from the work of *Ming-Tzu Liao and Chia-Tzu Wong*, were administered in the study. The pre-study questionnaire has two parts. The 15 items in the first part are organized in a five point Likert Scale ranging from *strongly agree to strongly disagree*. The first part, which includes items 1–7, aims to explore students' reflections on their English writing performance and their awareness. The second part, which has 8 items (8–15), examines the students' intrinsic motivation in English writing.

The post-study questionnaire (see Appendix I) involves three parts, with the first part identical to that in the pre-study questionnaire. The second part contains two sections adapted from the work of Sandman (1993). They require the students to reflect on the aspects they have improved on or those that need improving. Section 2 in this part, aims to investigate students' responses to the DJW project after its implementation. The 21 items in Sections 1 and 2 are organized in a five-point Likert Scale ranging from strongly agree to strongly disagree. Section 1, which has the first 10 items, examines the students' fondness of the DJW project. Section 2, which contains 7 items which aims to examine students' motivation in English writing after the DJW asks the students to share their thoughts about keeping English dialogue journals and the importance of keeping a dialogue journal as a means for self-growth.(Please refer this Appendix J).

3.1.2.3 Interviews

To further examine the students' reaction to the journal writing project, a structured interview was prepared with the external group of students at the end of the study to find out what they felt during their journal writing project. Six students for this interview were randomly selected by a lot system out of the twenty-two students. The interview had six questions dealing with students' general attitudes towards journal writing they had been using during the study. It was also to assess the role of journal writing in improving students' writing performance and motivating students in writing from the students' point of view (Please see Appendix M for the interview questions).

3.1.2.4. Participants' Journal Entries

The experimental groups of students were each required to write journal entries that lasted 16 weeks during the study. They had to write five journal entries per week, which were submitted to the researcher. In all during the study, they wrote 90 journal entries. The entries include a free topic writing task that required the students to write freely. The students were encouraged to write their experiences or observations, and their reflections in or outside class; they were also encouraged to connect their thoughts, feelings, and experiences with the learning activities they were engaged in. The students worked on free topic writing entries at home.

Samples of one student's journal entries have been provided (refer to Appendix C).

3.2 Procedures

In order to obtain data from the subjects using the instruments mentioned, and analyze the data the following procedures were made.

3.2.1 Rationale and Procedure of Categorizing Students into

Experimental and Control

Obviously, in order to conduct the study, it was required to have two groups to be treated in experimental and control group. This was done to determine how well the students performed and how they are intrinsically motivated in writing under dialogue journal writing treatment compared to those who did not get such treatment. To this end, both groups were made to write personal narrative paragraphs. On the other hand, in order to see the effectiveness of the dialogue journal writing, only the experimental

group of students was given pre- and post- questionnaires which aim to examine the writing performance affective factors and their intrinsic writing motivation, and self-growth reflections after the dialogue journal writing were also given to the experimental group of students. All the questionnaires are organized in a five-point Likert Scale ranging from strongly agree to strongly disagree. This was done to identify how the two groups were nearly of the same level of writing performance at the beginning of the study, and to see the effectiveness of journal writing on the experimental group of students' intrinsic writing motivation before and after the study. Then, by a lot system, section B became control group, and section C became experimental group.

3.2.2 Training Students to participate, or to write Dialogue Journals

In order to see the effectiveness of dialogue journal writing on students' writing performance and writing motivation, it was required to train students how to write, what to write, and when to write journals. In light of this, the students were briefed with dialogue journal writing criteria (Appendix A) based on what scholars like Ron Klug (2002: 54) and Abcarian, Cohen and Klotz (2010, 40), and Leki (1989: 3-7) suggest.

I, the researcher, gave them training and briefly explained what dialogue journal means, how to write, what to write, and when to write journals. Then the students were given a personal journal model (please refer this in Appendix B). Doing this was thought that to help students to practice and master what to record in their journals. The duration of the practice was two weeks. During the practice, they were clearly briefed with the following points:

- ❖ The purpose of keeping a writing journal is to help them explore subjects to write about.
- ❖ It is a letter to them, they are their audience, they have to please no one but themselves.
- ❖ You should sit down and write for at least 15 uninterrupted minutes, because writing in your journal will help you to learn to think on paper instead of in your head (Leki, 1989: 3-7).

They were also briefed to record their reactions, ideas, and feelings with English without worrying about making errors.

3.2.3 Comparing the Writing Performance of the Experimental and the Control

Group

After the experimental group of students were treated well with dialogue journal writing, both groups were made to write a personal narrative paragraphs under the topic “AN IMPORTANT FRIEND.” And the marking was conducted by two different raters. Then, the results of the students’ written scripts of both groups before and after the study were summed up and averaged out for further analyses. The analyses were made using t-test. The t-test was mainly employed to check if there was any significant difference in writing performance between the two groups.

3.2.4 Comparing the Writing Performance Affective Factors and Intrinsic Writing

Motivation of the Experimental Group

The writing performance affective factors and intrinsic writing motivation of pre-and post-questionnaire were compared. This was to find out if dialogue journal writing had an effect in changing the students’ intrinsic writing motivation in either way. For this purpose, the results of writing performance affective factors and intrinsic writing motivation were summed up and averaged out. The t-test was used to see if the intrinsic writing motivation of the experimental group of students between the pre- and the post-study was significant, and to come to a conclusion on the effects of dialogue journal writing on students’ writing motivation.

3.2.5 Comparing the Writing Features Performance of the Experimental and the

Control Group

In order to find out what the performance of each group look liked before and after the study, a comparison was made between the mean scores of the individual writing features of both groups. This was also meant to find out in which writing features that brought a difference in writing performance. For this purpose, the scores each group

gained in the writing features were identified and analyzed. The analysis was also conducted using t-test.

3.2.6 Procedures of the Questionnaire Analysis

As stated earlier, the questionnaire was used with the experimental group of students before and after the study to corroborate the other instruments. Since all of the items are answered on a five-point-Likert scale, except the two open-ended item in the pre-questionnaire, the students were briefed how to show their agreement or disagreement using the scales given. Then, the data were analyzed after counting the number of the students who rated their ideas similarly.

For the two open-ended items in the pre-questionnaire, all the responses given by the students were read and categorized according to the similarity of the ideas. Then, they were interpreted qualitatively.

3.2.7 Procedures of the Interview Analysis

The interview was also made with the five experimental group of students right at the end of the study to verify, or confirm the data gained through the pre-and post personal narrative paragraphs, the students produced, analyses, the writing performance affective factors, and intrinsic writing motivation pre-and post-questionnaires. The recorded data from each interviewee were transcribed and categorized according to the similarity of the ideas. Then, the data was interpreted qualitatively (please see Appendix N for transcribed data).

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

The main purpose of this study was to investigate the effects of journal writing on students' writing performance and writing motivation. To that end, this chapter tries to answer the following research questions raised at the beginning of the study.

1. Is there any significant difference in the writing performance between students who are treated with dialogue journal writing and those who are not provided with such writing?
2. Is there any significant change in the intrinsic writing motivation of the students who are treated with dialogue journal writing before and after the journal writing study?
3. What writing feature(s) can be improved as a result of using journal writing?
4. What are the perceptions of students towards the practice of dialogue journal writing?

4.1. Analysis of students' writing performance and students' writing motivation at the beginning of the study

To find out the level of writing performance and writing motivation of the two groups at the beginning of the study, pre-tests and pre-questionnaire writing performance and intrinsic writing motivation, based on Likert Scale, were given to both groups. This was to see if the two groups had similar writing performance and writing motivation before the intervention of journal writing. However, to see the effectiveness of the journal writing on students' writing motivation, only experimental group of students were given pre-questionnaire and post-questionnaire writing performance, and intrinsic writing motivation.

4.1.1 The students' writing performance at the beginning of the study

The students in both groups were required to produce personal narrative paragraphs. As mentioned earlier, mark/re-mark reliability was used to assess the degree to which the different raters gave consistent scores of the same test. In the following Tables, the summary of the results are given. In order to find if there was a significant difference in writing performance between the two groups, and mark/re-mark correlation comparison

was made using t-test. In addition to this, mark/re-mark was used to assess the degree to which the different raters gave consistent score in the same test in both groups. In the following Tables, the summary of the two groups of mark/re-mark correlation scores are given.

Table 4.1. Correlations of Group1 (22 students) in pre-test scores

	r1	r2	N
r1 Pearson Correlation Sig.(2-tailed)	1	0.706** 0.000	22
r2 Pearson Correlation Sig.(2-tailed)	0.706** .000	1	22

Correlation is significant at 0.01 the level(2-tailed)

As the above Table shows, the correlation of group1 students (22 students)' R1 against R2 in pre-test was 0.706. This could clearly indicate that the marking was consistent.

Table 4.2: Correlations of Group 2(23 students) pre-test scores

	r1	r2	N
r1 Pearson Correlation Sig.(2-tailed)	1	0.826** 0.000	23
r2 r Pearson Correlation Sig.(2-tailed)	0.826** 0.000	1	23

Correlation is significant at 0.01 the level(2-tailed)

As depicted in the above Table 4.2, the correlation of Group 2 (23) students' Rater1 against Rater2 in pre-test was 0.826. This could clearly indicate that the marking was consistent. In general, from the above Tables we could conclude that there was no obvious raters' subjectivity during the marking of the students' written scripts.

Table 4.3: Comparison of Group1 (22 students) and Group 2 (23 students) pre-test writing performance scores at the beginning of the study.

Groups	Pre-test scores N	Mean	SD	df	t	p
Group 1	22	9.7	1.22610	43	0.393	0.696
Group 2	23	9.6	1.21224			

At 0.05 level of significance *P >0.05

As the above independent test table shows the mean score of Group 1 (22 students) writing performance is 9.7 and that of Group 2 (23 students) is 9.6 in their pre-test writing results. Here, it is possible to see that the mean score of the writing performance of the two groups is nearer. The calculated t-value was found to be 0.393, and the critical t-value set at 0.05 level of significance is 2.0167 (df = 43). Here, the observed t-value is less than the table value of t (Please refer this Appendix O). As stated earlier, to be significant the t-value must be greater than the critical table value of t. In this analysis, as the calculated t-value is less than the table value of t, it is possible to conclude that there was no significant differences in writing performance mean scores between the two groups at the beginning of the study. Hence, this could be evident to claim that the two groups of students are homogeneous groups.

4.1.2 Students' Writing Features Performance at the Beginning of the Study

The students' overall writing performance is determined on the basis of each writing features' ability they show. Therefore, to see the level of difference in each seven writing features a comparison t-test analysis will be presented below.

Table 4.4: Comparison of the Experimental Group (22 students) and the Control Group (23 students)' Writing Features at the beginning of the study

Writing features	Groups	Pre-test (N)	Mean	SD	df	t	p
Con.	1	22	1.36	0.342	43	-0.584	0.562
	2	23	1.42	0.348	43		
Org	1	22	1.43	0.438	43	0.220	0.827
	2	23	1.40	0.463	43		
Voc	1	22	1.32	0.521	43	-0.627	0.534
	2	23	1.41	0.516	43		
Gram	1	22	1.31	0.450	43	0.147	0.884
	2	23	1.31	0.460	43		
Punc	1	22	1.44	0.470	43	0.153	0.879
	2	23	1.42	0.470	43		
Cap	1	22	1.32	0.501	43	0.734	0.467
	2	23	1.20	0.540	43		
Sp	1	22	1.44	0.401	43	0.522	0.605
	2	23	1.40	0.632	43		

At 0.05 level of significance

As the above Tabel 4.4 depicted that there was no statistically significant difference between the groups in the seven writing features indicated. The t-values for content - 0.584, organization 0.220, vocabulary -0.627, grammar 0.147, punctuation 0.153, capitalization 0.734, and spelling 0.522 all of these writing features are less than the critical t-value (2.0167, df=43) set at 0.05 level of significance. Therefore, we could say that there was no statistically significant difference between the groups in writing

features performance at the beginning of the study. The groups were relatively at a similar level of performance in each writing features, or they were homogeneous in each writing feature.

4.1.3. Pre- Questionnaire Analysis for Students' writing Affective Factors at the Beginning of the Study

Analysis of the pre- questionnaire was done first for the items in Likert-scale. For simplicity the response with 'strongly agree' and 'agree' were considered together and 'strongly disagree' and 'disagree' together.

After the students in both groups produced the narrative paragraphs and assigned into control and experimental groups, only the experimental groups of students were made to rate their level of writing performance affective factors and their intrinsic writing motivation. This was done to find out whether the journal writing would bring any significant change on students' intrinsic writing motivations. (The full data gathered information from the pre-questionnaire are presented in Appendix G).

4.2 Analysis of Students' Writing Performance and Students' Writing Motivation

after the DJW

As stated earlier, in order to see if DJW had an effect on the students' writing performance and motivation, the experimental and the control group of students were made to write personal narrative paragraphs under the topic of "AN IMPORTANT FRIEND" after the experimental students were treated with the dialogue journal writing. In light of this, in this section, first, how the nature of the experimental group of students look like during the journal writing. Second, the summary of the two groups of mark/re-mark correlations are presented. Third, the students' writing performance in relation to each seven writing features is presented. Finally, the overall writing performance of the two groups and writing motivation of the experimental students after the DJW are presented (Please this information in Appendix I).

4.2.1 Nature of the Students during the Journal Writing week

As the researcher observations of the students' behavior during the journal writing training week and practice, the students were found to be more interested to take part in the training at the beginning. It was also observed that the students were enjoying the practice towards the end of the study which could be recognized from their own words from the interview held with the students.

However, one of the biggest problems with writing journals during the training was that some students used them simply as a way to record the day's events. They slip into the routine of writing diary entries without reflection or real purpose, and they forgot to write their reflections on their daily journals. The researcher just reduced this by encouraging students to write about a variety of topics, and take what they feel are better entries and develop them into finished pieces, and let them finish their entries in class till they mastered their scheduled time, as well.

4.2.2 Correlations of the Experimental group (22 students)' post-test score.

Tabel 4.5 Correlation of Experimental Group post-test Score

	r1	r2	N
r1 Pearson Correlation Sig.(2-tailed)	1	.979** .000	22
r2 r Pearson Correlation Sig.(2-tailed)	.979** .000	1	22

Correlation is significant at 0.001 level of significance

As depicted in Table 4.2 the correlation of experimental group (22 students) rater1 against rater2 in the post-test was 0.979. This could clearly indicate that the marking was highly consistent.

Tabel 4.6: Correlations of the Control group (23 students)' post-test score.

	r1	r2	N
r1 Pearson Correlation Sig.(2-tailed)	1	.767** .000	23
r2 r Pearson Correlation Sig.(2-tailed)	.767** .000	1	23

Correlation is significant at 0.001 level of significance

As indicated in the above Table 4.7, the correlation of control group (23 students)' rater1 against rater2 in the post-test was 0.767. This could indicate that the marking was consistent. In general, from the above tables, we could conclude that there was no rater's obvious subjectivity during the marking of the students' written scripts.

4.2.3. The Experimental and Control Groups' Writing Performance after the DJW

In order to find out how the two groups were performing in the seven writing features, the writing scores of the pre- and post-tests were compared using t-test to determine if there was any significant improvement in the students' writing performance after the dialogue journal writing project (Please refer to Appendix I for the post-test writing results of the two groups)

Tabel.4.7: Comparison of the Experimental (22 students) and Control Group (23 students)' writing Features performance after the DJW

Writing Features	Group	Mean	SD	df	t	P
Cont.	Experimental	2.55	0.634	43	5.346	0.000
	Control	1.75	0.319	43		
Org.	Experimental	2.4545	0.69280	43	4.586	0.000
	Control	1.6739	0.42262	43		
Voc	Experimental	1.9773	0.77117	43	3.445	0.001
	Control	1.3587	0.37558	43		
Gra	Experimental	1.9545	0.73044	43	1.693	0.98
	Control	1.5087	0.63883	43		
Pun.	Experimental	1.7955	0.75054	43	1.560	0.126
	Control	1.4891	0.55635	43		
Cap.	Experimental	2.00	0.73193	43	1.958	0.057
	Control	1.5530	0.37393	43		
Sp.	Experimental	1.8636	0.72262	43	1.443	0.156
	Control	1.6190	0.36047	43		

At 0.05 significant level

As depicted in Table 4.8, the DJW treatment effect favored the experimental group of students in some writing features. Some of the writing features which were significantly improved were content ($t=5.346$, $p=0.000$), organization- ($t=4.586$, $p=0.000$), and

vocabulary-($t=3.445$, $p=0.001$) as the observed t-values are greater than the table value of t (2.0167, $df=43$) set at 0.05 level of significance. However, as the t-test table shows that there was no significant difference observed between the control and the experimental groups in the area of grammar ($t=1.693$, $p=0.98$), punctuation ($t=1.560$, $p=0.126$), capitalization($t=1.958$, $p=0.057$), and spelling($t=1.443$, $p=0.156$) all of which are less than the critical value indicated.

As it is clearly seen from the above results, these analyses revealed that DJW had an effect on the writing performance in the following writing features: content, organization, and vocabulary. On the other hand, as these analyses found out dialogue journal does not have a significant effect on grammar, punctuation, capitalization, and spelling. These findings confirm-using journals in educational settings provide opportunities for authentic, meaningful communication that is focused on the message rather than the form. The researcher did a short survey on the students' personal narrative paragraphs after the post-test students' written scripts marked by the two raters. As the researcher found out the students had difficulty in grammar, punctuation, capitalization, especially on spelling. This is due to the fact that students were not concerned about making errors due to the full freedom of making errors they were told during the study. That is why students have difficulty in the low order of features of writing. This can be well perceived by Kreeft (1984) when the students participates in meaningful communication with the native speaker of the target language and with a focus on the message rather than the forms of the language, competence with the forms will follow.

4.2.4. Students' Overall Writing Performance and Writing Motivation after the DJW

This section presents the writing performance (writing features altogether) of the control and experimental group after the experimental group got treated with dialogue journal writing. The mean scores of the post-test personal narrative writing texts of the two groups were compared to test the hypothesis formulated at the beginning.

In the same way, to see if there was a significant intrinsic writing motivation difference between before and after the intervention of the dialogue journal writing in the experimental group was compared.

4.2.5 Students' Overall writing Performance after the DJW

To determine the students' overall writing performance, all the sum total of the seven writing features were put into account. In the following Table, the summary of the mean scores of both groups writing performance are presented as follows.

4.2.6 Control and Experimental Group Students' writing Performance Scores after the DJW.

Table 4.8: Comparison of students' overall writing performance after the DJW

Groups	Post-test scores N	Mean	SD	df	t	P
Experimental	22	14.6	4.2409	43	3.514	0.001
Control	23	11.2	1.5142			

At 0.05 level of significance

In order to find out if the two groups were performing differently or the same way, a comparison was made using t-test.

Now, let us revise the hypothesis raised at the beginning of this study and verify it.

H_0 : There is no significant difference in the writing performance mean scores between the students who write with dialogue journal and those who don't get such treatment.

H_i : There is a significant difference in the writing performance mean scores between the students who write with dialogue journal and those who don't write with such treatment.

In order to test the above hypothesis and verify it, the post-test writing performance mean scores between the students who write with dialogue journal and those who don't write with such treatment.

Table4.9: Comparison of the Post-test writing Mean Scores of the Experimental (22 students) and the Control Group (23 students)

Groups	Post-test scores N	Mean	SD	df	t	P
Experimental	22	14.6	4.2409	43	3.514	0.001
Control	23	11.2	1.5142			

At 0.05 level of significance

As the above analysis revealed in Table 4.2.3 that the critical t-value (df=43) at 0.05 level of significance is 2.0617, and the calculated t-value was found to be 3.514. When the calculated t-value is greater than the critical table value of t, then there is a significant difference between the two means. Here, the observed t-value is greater than the critical t-value showing a significant difference between the mean scores of the two groups. Therefore, the null hypothesis is rejected. From this, it is possible to say that there was a significant difference in writing performance between the two groups.

Table.4.10: Experimental Group (22 Students)' Writing Performance Affective Factors Reflections before and after the Dialogue Journal Writing

Total	N	Mean	SD.	t	P
Pre-study	22	15.95	3.671	12.2	0.000
Post-study	22	29.54	5.002		

P<0.05 level of significance

As the above Table 4.2.3.1 shows the students' overall Reflections of the English writing before and after the dialogue journal writing mean score is (M=29.54> 15.9), it

shows a 13.59 mean difference. This means that, DJW made a significant difference in changing their overall reflective awareness of English writing before and after the study.

4.2.7. Experimental Group of Students' (22) Intrinsic English Writing Motivation

Before and After the Dialogue Journal Writing

The comparison of the mean scores of the experimental group of students (22)' intrinsic English writing motivation was compared using t-test. In the following Table, the summary of the pre- and post-questionnaire intrinsic English writing motivation is presented below. The hypothesis formulated regarding students' intrinsic English writing motivation as follows:

Is there any significant difference on students' intrinsic writing motivation before and after the dialogue journal writing?

To test the above hypothesis, the intrinsic writing motivation mean scores of the experimental group of students before and after the study were compared.

Tabel.4.11: Comparison of the Experimental Group (22 students)' Intrinsic Writing Motivation before and after the DJW

Total	N	Mean	SD.	T	P
Pre-study	22	16.4	4.98	10.38	0.000
Post-study	22	32.8	5.67		

Note: $p < 0.05$ level of significance

As depicted in Table 4.12, the mean score of the experimental group (22 students)' intrinsic writing motivation on English writing after the intervention is higher than that before the intervention of dialogue journal writing (Mean=32.8>16.4). Therefore, the experimental students' intrinsic writing motivation increased significantly after the implementation of the dialogue journal writing ($t=10.38$, $p=0.000$).

4.2.8 Students' Perceptions towards the Practice of Dialogue Journal Writing

English as second language (ESL) writers might hold more negative and anxious attitudes toward writing than native language writers. Therefore, to know students' perceptions towards journal writing process has a strong bearing on its effectiveness in contributing a lot to students' writing skills development.

In light of this, right at the end of the study, data was gathered from the experimental group of students using a questionnaire and an interview. This was done to find out students' perceptions towards the practice of dialogue journal writing.

4.2.3 Analysis of the Questionnaire

Analysis of the questionnaire was done first for the items in the Likert-Scale. For simplicity the responses with 'strongly agree' and 'agree' were considered together and 'strongly disagree' and 'disagree' together. Note that '**S**' stands for the number of subjects.

4.2.3.1. Importance of dialogue journal writing for students' writing in General

The following Table will present data regarding the reflections of students on the importance of dialogue journal writing.

4.10: Students' Perceptions towards the Importance of Dialogue Journal Writing to their writing in General.

Table 4.12: Students' Perceptions towards the Importance of Dialogue Journal to their writing in General

Items	Responses					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	S	S	S	S	S	Total
1. I like dialogue journals because I can express my ideas at ease.	15	6	-	1	-	22
2. I like dialogue journals because I can decide my own English writing topic.	12	5	4	1	-	22
3. I like dialogue journals because I can focus more on my English writing content.	10	9	1	1	-	22
4. I like dialogue journals Because my English writing content will not be criticized.	14	4	1	1	2	22
5. I like dialogue journals because I know my idea will be respected.	12	6	3	1	-	22

6. I like dialogue journals because I don't have to keep on worrying about grammar errors.	5	14	2	1	-	22
7. I like dialogue journals because they help me understand my thinking better.	15	6	-	1	-	22
8. I like dialogue journals because they promote my English writing motivation.	17	4	1	-	-	22
9. I like dialogue journals because they, as whole, promote my language ability.	5	3	2	7	5	22
10. I like dialogue journals because they make my English writing more meaningful.	10	7	3	1	1	22

According to Table 4.10, almost all of the students have a positive attitude towards the dialogue journal writing they practiced during the study. Among the 22 students, 21 students said that they agree to the fact that they like dialogue journals because they could express their ideas at ease. Only one student said he/she disagrees. Most of the students (17) agreed to the idea that dialogue journals made them to decide their own English writing topic. One student expressed his/her disagreement, while four students refrained from commenting in either way.

Among the 22 students, 19 students said that they agreed to the idea that they like dialogue journals because they could focus more on their English writing content. Only one student said he/she disagrees, while one student didn't comment on in either way.

With respect to item 4, 5, and item 6, the majority of students (18, 18, and 19) said that they agreed to the idea that they like dialogue journals because their content won't be criticized, their idea will be respected, and they didn't getting worried about grammar

errors, respectively. Whereas few students (1, 3, and 2) refrained from commenting in either way, respectively. Only two students, from item 4, expressed their disagreements.

Regarding the helpfulness of journals for their understanding and developing their thinking in a better way, almost 21 students, expressed their agreement, but only one student expressed his/her disagreement.

Concerning journals' promotions to their English writing motivation, 21 students agreed that their English writing motivations increased through journals writing. Only one student didn't comment in either way.

Regarding item 11, 18 students agreed that dialogue journals promoted their language ability as a whole.

With respect to journals promoting their English ability as a whole, 8 students expressed their agreement, while 12 students said that they disagreed, while two students didn't comment on in either way.

Among 22 students, 18 students said that they like dialogue journals because they made their English writing more meaningful. Only two students disagreed, while one student refrained from commenting on in either way. In general, in this regard, almost all students' responses to all items were positive; thus it can be concluded that generally, they reacted positively to the dialogue journal writing.

Table 4.13 Students' Responses to the Dialogue Journals

	Responses					
No. Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	S	S	S	S	S	S
11. I feel my English writing ability has improved.	10	10	-	-	2	22
12. I feel more confident in my ability to express my ideas in English.	13	7	-	1	1	22
13. I feel my critical thinking ability has improved.	9	10	2	1	-	22
14. I feel that my English writing apprehension is lowered.	9	8	4	1	-	22
15. I feel that I have a more lively interaction with the teacher.	8	7	3	2	2	22

16. I feel that I understand myself better.	15	1	2	2	2	22
17. I feel that I can view things in a more in-depth way	8	11	1	1	1	22
18. I feel that learning English is becoming more meaningful.	14	5	1	1	1	22
19. I feel that I enjoy English writing more.	13	9		-	-	22
20. I feel that I can write more fluently.	10	9	3	-	-	22
21. I feel that as a whole, my language ability has improved.	15	2	5	-	-	22

As the above Table 4.13 clearly shows among the 22 students, 20 students said they agreed to the idea that they felt that their English writing ability has improved, only 2 students expressed their disagreement to this idea.

Regarding confidence, 20 students agreed that dialogue journal helped them to express their ideas in English more confidently. While, 2 students expressed their disagreement to this idea. Concerning critical thinking, 19 students agreed that their critical thinking ability has improved, while 2 students didn't comment on in either way. Only one student expressed his/her disagreement to this idea.

Concerning whether their apprehension is lowered or not, 17 students agreed that their fear in writing is lowered, while 3 students abstained from commenting in either way, 4 students expressed their disagreement to this idea.

Regarding interaction with the teacher, 15 students expressed their agreement to the idea that if they had a more lively interaction with their teacher, while 3 students didn't comment in either way, 4 students disagreed to the idea that they didn't have a lively interaction with their teacher. This was to mean that these students might not want their errors corrected.

With respect to item 16, 16 students expressed their agreement to the idea that they thought they understood themselves better, while 2 students refrained from commenting in either way, 4 students expressed their disagreement to this idea.

Regarding item 17, 19 students said they agreed to the idea that they could view things in a more depth way, 2 students expressed their disagreement to this idea.

Regarding the meaningfulness of their English, 19 students agreed the idea that they felt that learning English is becoming meaningful, while one student didn't comment on in either way. Only one student expressed his/her disagreement with this idea.

Concerning their enjoyment, surprisingly, the 22 students agreed to the idea that they felt that they enjoyed English writing more. This might probably that the students got a stress free environment to express their ideas in their journal.

4.2.4 Analysis of the Interview

An interview was held with the experimental group of students. In the analysis, the students responses were categorized based on whether or not the students liked writing journals in English, what benefits had they got from their journal writing, what difficulties they encountered in writing journals in English, if their journal entries helped them generating ideas whenever they write, if the students thought the purpose of writing in their journal every day, and finally if they recommended the use of journal writing. The analysis of the students' responses is summarized as follows:

1. Regarding whether the students liked the dialogue journal or not, all the interviewees expressed their feelings that they liked the journals. As it can be understood from their responses that they happened to view the importance of dialogue journal. They said that it is a new experience they got. They just feel free when they write their ideas.
2. Regarding the benefits of dialogue journals, the students said that since they wrote different entries based on different issues, they had accumulated different ideas. One of the students said, "They benefits I got from dialogue journal is my vocabulary is increasing, meaning, I try to use different words to describe a single ideas." Another student said, "I used to have some weakness writing proper sentences, using proper punctuation, and spelling. Besides, when writing, I used to think too much time to generate ideas." Therefore, he added, "Through dialogue journals I am able to improve my weaknesses in English writing." From this one can see that the students were much beneficiaries using dialogue journals.
3. The students were asked if they encountered and difficulties in writing journals in English, some students said that at the beginning of the study they forgot writing their daily reflections on their journals though we were made to finish their entries in class.
4. Concerning the helpfulness of journals for generating ideas when writing, the students expressed that they write more easily and quickly their ideas at ease. They also said that they could express their ideas freely since they felt free of making errors, they could easily jot down their ideas freely. This could be perceived by Staton (1985), when students who had used dialogue journals in classes were twice as likely to enroll in subsequent English classes as compared to those students who did not keep journals.
5. Regarding question number 5, students were asked about the purpose of keeping journals. "We get a new understanding that the more we practice the better we write," they said, "It is just to practice writing in a different way as we used to practice before." This was clearly indicated that students seemed to

recognize the purpose of keeping a dialogue journal for their improvement of writing in English.

6. The last question asked the students if they recommend the use of dialogue journals. The students said, "Yes, we would, it is a free environment to express our ideas, as we were told during the training, it is a place where to think on paper instead of in our head."

Based on the students' responses, it could conclude that students have a positive attitude towards a dialogue journal. They recognized that dialogue journals lead to significant change in attitudes that may affect their writing in English. They also understood that they write more easily and quickly, they begin by writing very little in their journals, but that soon increase with ease.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study was designed to investigate the effects of Dialogue Journal Writing on EFL Students' Writing Performance and Writing Intrinsic Motivation.

5.1 Summary

This section presents the main highlights of the whole study by touching up on the objectives, the methodology and the findings of the study. Research and experience show that the teaching and learning ESL/EFL writing has been a sad failure. Almost no one, whether a teacher or a learner is found quite satisfied with the type of teaching/learning experience undergone in second/foreign language settings. However, a research that opens insights for others somehow to improve students' writing ability for our context what initiated this research.

This study was designed to investigate the effects of dialogue journal writing on EFL students' writing performance and writing motivation. It aimed at whether dialogue journal had an impact on students' performance and motivation or not. In other words, it was with the hypothesis that dialogue journal writing can contribute to students writing skills development that this study was designed.

As stated earlier, the main concern of this study was to investigate the effects of dialogue journal writing on the writing performance and writing Motivation of EFL students. The study attempted to find out if there was a significant difference in writing performance and writing motivation between the group treated with dialogue journal writing and the one was not. Similarly, the writing features that could be improved with dialogue journal writing were the concern of this study. Students' perceptions towards dialogue journal writing were also assessed.

The subjects of the study were grade six EFL students who were learning at Andinet International School in 2012/2013 academic year. The subjects were treated in experimental and control groups. The instruments used were pre-and post-tests, pre-and post-questionnaire and interview. Pre-and post-tests based on personal narrative paragraphs produced by students were used to find out the level of the students writing performance before and after the dialogue journal writing. At the same time, pre- and

post-questionnaires were used to find out the level of the students' writing motivation who were treated with dialogue journal. In addition to this, the data obtained from the questionnaire and the interviews were analyzed qualitatively to complete these tools.

The major findings of the study are summarized as follows:

1. There was significant difference in the overall writing performance of the students who were treated with dialogue journal writing and without such treatment.
2. Dialogue journal writing significantly improved the high order of writing features: content, organization, and vocabulary; however, t-test results revealed that dialogue journal didn't make any significant change in grammar, punctuation, capitalization, and spelling.
3. There appeared to be a significant increase in writing motivation by the group that was treated with journal writing.
4. The questionnaire and interview analyses showed that students' attitude towards the dialogue journal practice opened a favorable environment for them to express their ideas freely. That means, more importantly, dialogue journals are also places where students can try out their expressive voices freely without fear of evaluation.
5. Regardless of the overall improvement of the students' writing performance, the students were found to be aware of the benefits of dialogue journal writing.
6. Dialogue journal also gave them an opportunity of helping preserve their previous ideas, insights and memories.

5.2 Conclusions.

In light of the findings, the following conclusions can be made.

1. Writing dialogue journals improved the students' writing performance.
2. Dialogue journals not only open a new channel of communication, but they also provide correct language ability and literacy development.
3. Students have the opportunity to use English in a non-threatening atmosphere. That means, it is a place where students can try out their expressive voices freely without fear of evaluation.

4. There is a strong relationship between students' journal, writing performance, especially the high order of writing features (content, organization, and vocabulary), and writing motivation. This is to mean that dialogue journal enhances students' writing performance in the specified high order of writing features and increases writing motivation.
5. Dialogue journal enhances students' writing is demonstrably better in improving writing quality in terms of content, organization, and vocabulary.

5.3. Recommendations

In light of the findings and conclusions, the following recommendations are made.

- As different research works, experiences, and scholars show that teaching and learning ESL/EFL writing has been a sad failure. Almost no one, whether a teacher or a learner, is found quite satisfied with the type of teaching/learning experience undergone in second/foreign language settings. Therefore, in order to decrease and can grow out the difficulties students have writing in English, students should be engaged by in journal writing. Because writing is a skill, it makes sense that the more you practice writing the better you will write. One excellent way to get practice writing is to keep a daily or almost daily journal. As it was found out by the findings, keeping a daily journal is to help students explore subjects to write about, it is also to help them preserve their previous ideas, insights, and memories.
 - Motivation is also another factor which hinders students from learning successfully even when the students have the potential to learn. As the findings of this study shows dialogue journal increases students' intrinsic motivation. Hence, teachers are strongly advised to use dialogue journal as a means of helping their students to grow out from their writing difficulties.
 - Writing teachers should concentrate on students' motivation by designing journal writing programs for their classroom to attract students' interest in the writing lesson.

- For students to be actively engaged in the dialogue journal writing, they should learn to value learning writing very interestingly as long as they are provided with the opportunity to use English in a non-threatening atmosphere, expressing their ideas freely without fear of evaluation.
- Finally, though it is difficult to generalize the effects of dialogue journal writing on the students' writing performance and writing motivation based on this limited study, hopefully it opens a new insight for further study to the area, especially to our country's teaching and learning English writing contexts.

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Appendix A: Guidelines of Writing dialogue journals (For training students)

Definition of Dialogue Journal: A Dialogue journal is a written conversation in which a student and teacher communicate regularly (daily, weekly, etc., depending on the educational setting) over a semester, school year, or course. Students write as much as they choose and the teacher writes back regularly, responding to students' questions and comments, introducing new topics, or asking questions. The teacher is a participant in an ongoing, written conversation with the student, rather than an evaluator who corrects or comments on the student's writing.

When you write journals, you can record such things as ideas and feelings, special words and expressions you have heard, interesting things that you have happened to them or information about interesting people. Based on the hints, we can follow the following guidelines.

What we are to write about in our journals.

- ❖ As look back on the day, what were the most significant events
- ❖ In what ways was this day unique, different from other days?
- ❖ Did I have any particularly meaningful conversation?
- ❖ Did I do any reading? What were my reactions to it?
- ❖ Did I find myself worrying about anything today?
- ❖ How did I feel during the day? What were the emotional highs and lows?
- ❖ What were the chiefs joys of the day? What did I accomplish?
- ❖ Did I fail at anything? What can I learn from this?

Note: It is important to be honest when writing in journals. Write how you really feel and not how you think you should feel.

Time: Approximately 10 to 20 minutes daily with additional time needed when revising, editing and rewriting assignments are given.

writing and keeping journals

http://www.infed.org/research/keeping_a_journal.htm

Appendix B: Sample Student Journal Entry

Sample Journal Entry

January 5, 2011

These are things that I am curious about, but I would not get involved in them. I remember last year when I got back to my country after 10 months of staying in the U.S. Every time I heard something I kept saying “why?” One of my friends told me: “What is the matter with you? Didn’t you know?” Know what? I wasn’t there! How could I know? After a while I felt that I was almost a stranger in my home town because I went away 10 months. I didn’t expect that things would change that way. Even my family they changed the place where they usually sit in the afternoons drinking tea. I knew the old place that I always loved it. What I did was take my tea and go sit in my lovely old place. After a while, the whole family came and sat with me underneath the peach tree in our beautiful garden. Anyway, I can’t change my habit of drinking my tea in my old place because I’m so used to it.

Appendix C: Student's Journal Entry

Appendix D: Topics for Personal Narrative Paragraphs

Thinking as a writer

Analyzing a personal narrative: A personal narrative gives the story of a true event in the writer's own life from the writer's point of view. The narrative has a beginning, a middle, and ending. In personal narratives, writers usually describe their feelings about their subjects.

Strategies Good writers' use

- set a purpose
- focus on your audience
- list your main ideas
- use an organization that makes sense
- use your own personal voice
- choose exact, vivid words
- use a variety of effective sentences
- elaborate with facts and details
- group your ideas in paragraphs
- proofread to check for errors

Topics for personal narrative paragraphs

1. **[An important friend]** Think about a friend who has been an important part of your life. How did you become friends with this person? Think about when you met, what you did, and how your friendship grew. Write a story about this friendship. Give enough details to tell the reader about this friendship.
2. **[People I've met]** A change in the weather can be wonderful. Sometimes we are surprised at how a snowy, rainy, windy, or sunny day can change the way we feel. The weather can bring chances for fun, creativity, time alone, time with your family, or something out of the ordinary. Write a story about a day in which the weather made the day special for you. Give enough details to show the reader what happened on this day.
3. **[Favorite place]** All of us have a favorite place where we get to do what we want. It could be an indoor place, an outdoor place, or even an imaginary place. What is your favorite place? Write a story about what you get to do in your favorite place. Give enough details in your story to show your favorite place and what you get to do there.
4. **[Special adventure]** All of us have had a special time or adventure in our lives. It could be anything such as a visit with a friend or relative, a party you went to, or a game you watched or played. Or it could be something completely different. Write a story about a special time or adventure that you have had. Give enough details in your story to show what it was like and what made it so special.
6. **[First Day of School]** Think about your first day of school. Write a story to a friend telling about that day. Be sure to describe the atmosphere including three distinct details and identify what impressed you most about your experience.

Appendix E: Analytic Scale Marking for Elementary classes

Marks	Basic writing features
	Content
0	Lacks focus and development
1	Attempts focus, ideas not fully developed
2	Develops a focus- use some descriptive language; details support idea, communicates original ideas.
3	Establishes a clear focus Uses descriptive languages Provides relevant information; communicates ideas clearly
	Organizations
0	Little or no organization Relies on single ideas
1	Some evidence of a beginning , middle, and end Sequence is attempted
2	Attempts an adequate introduction and ending Evidence of logical sequencing
3	Establishing a strong beginning, middle and end Demonstrates and orderly flow of ideas
	Vocabulary
0	No sense of sentence structure & run-on sentence structures repeatedly
1	Limited word choice, Basic sentence structure
2	Diverse word choice Uses descriptive words; sentence variety
3	Uses effective language Uses high-level vocabulary Uses of sentence variety
	Grammar
0	Little or no evidence of correct grammar ,or almost all grammatical patterns inaccurate
1	Has some difficulty in grammar
2	Some errors in grammar
3	Few or no errors in grammar
	Punctuation
1	Ignorance of conventions of punctuations
2	Low standard of accuracy of punctuations
3	Some inaccuracies of punctuations.
4	Few or no errors in punctuations.
	Capitalization
0	Ignorance of conventions of punctuations
1	H as some difficulty in punctuations
2	Some inaccuracies of punctuations
3	Few or no errors in punctuations
	Spelling
0	Little or no evidence of correct spelling
1	Has some difficulty in spelling
2	Some errors in spelling
3	Few or no errors in spelling

Appendix F:

Part one: Pre- questionnaire English writing Affective Factors

Dear students,

The purpose of the questionnaire is to explore grade six students' English writing affective factors. The questionnaire is for the use of the study, and thus your responses will not be graded. Please answer all of the questions. There are no right or wrong answers

Thank you for your participation.

1. Strongly Disagree
2. Disagree
3. Have no idea
4. Agree
5. Strongly Agree

Please circle the number that matches your situation

1. I will generate sufficient Information before writing.
5 4 3 2 1
2. I will give examples to support my argument when writing.
5 4 3 2 1
3. .I will arrange the ideas from the most important to the least important.
5 4 3 2 1
4. My writing has a clear introduction, body and conclusion
5 4 3 2 1
5. I will give each paragraph a topic sentence when writing.
5 4 3 2 1
6. In my, writing, each topic sentence in each paragraph will be supported by supporting ideas.
5 4 3 2 1

7. My writing always has a specific topic

5 4 3 2

Part Two: Pre questionnaire - Intrinsic writing motivation

Please circle the number that matches your situations.

8. I want to write down what I observe in my daily life in English.

5 4 3 2 1

9. I want to keep a diary in English.

5 4 3 2 1

10. When I have questions in writing, I will actively ask my teachers for help.

5 4 3 2 1

11. I write my English composition carefully.

5 4 3 2 1

12. I think I am an active writer.

5 4 3 2 1

13. If teachers do not give any English essay assignments, I will actively do it.

5 4 3 2 1

14. I enjoy writing in English.

5 4 3 2 1

15. When I get my English essays back, I will correct my mistakes.

5 4 3 2 1

Appendix G: Pre-Questionnaire

Experimental Group of Students' Writing Affective Factors, and Intrinsic Writing Motivation Results Before the Study

Experimental Students' writing affective factors results

	NO	Items							
Subjects		1	2	3	4	5	6	7	Sum
	1	2	4	3	2	4	3	2	20
	2	3	3	2	3	5	2	5	23
	3	2	2	2	2	5	2	4	19
	4	2	2	2	1	4	4	4	19
	5	2	2	1	1	2	3	2	13
	6	1	2	2	2	4	2	2	15
	7	2	3	2	2	5	2	1	17
	8	2	2	1	2	3	2	3	15
	9	4	4	2	5	2	3	4	24
	10	2	2	1	2	2	3	1	13
	11	1	1	2	3	2	1	4	14
	12	2	1	2	2	3	1	5	16
	13	2	1	1	1	2	1	2	10
	14	2	2	1	1	2	2	4	14
	15	1	2	3	1	4	2	4	17
	16	1	2	1	2	3	3	1	13
	17	1	3	1	3	5	5	2	20
	18	1	2	2	2	2	2	2	13
	19	3	2	2	2	2	2	2	15
	20	4	2	2	2	2	3	2	17
	21	2	1	2	2	2	2	2	13
	22	2	1	2	2	1	1	2	11
	sum	44	46	39	45	66	51	60	351
	Avg.							15.95	

Experimental Group of students' intrinsic writing motivation results before the Study

	NO	Items								
Subjects		8	9	10	11	12	13	14	15	Sum
	1	1	1	5	1	4	1	1	5	19
	2	2	1	4	1	2	2	1	4	17
	3	2	2	3	1	2	3	1	3	17
	4	1	2	2	1	1	2	1	2	12
	5	2	2	2	2	1	2	1	2	14
	6	3	2	5	2	1	1	2	1	17
	7	2	2	5	5	2	1	3	1	21
	8	1	2	2	2	2	5	4	2	20
	9	2	1	2	2	2	1	2	2	14
	10	2	1	2	3	1	1	2	1	13
	11	1	1	2	2	2	1	1	1	11
	12	1	2	1	4	1	2	1	1	13
	13	2	2	2	2	2	2	3	2	17
	14	2	2	2	2	2	3	4	4	21
	15	2	3	2	2	2	21	2	4	38
	16	1	2	2	1	1	1	2	3	13
	17	1	2	2	1	1	2	2	2	13
	18	2	3	1	1	2	2	1	2	14
	19	2	2	1	3	2	2	1	2	15
	20	1	2	1	2	2	2	1	1	12
	21	2	2	1	5	2	2	1	1	16
	22	2	2	1	2	2	2	1	1	13
	sum	37	41	50	47	39	61	38	47	360
	Avg.								16.4	

