



**Using Dialogue Journals to Enhance Students' Writing Ability
and Willingness to Orally Communicate**

Sunai Rattanaintanin

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of Master of Arts in Teaching English as an International Language
Prince of Songkla University
2017
Copyright of Prince of Songkla University**

Thesis Title Using Dialogue Journals to Enhance Students' Writing Ability and Willingness to Orally Communicate
Author Mr. Sunai Rattanaintanin
Major Program Teaching English as an International Language

Major Advisor

.....
 (Assoc. Prof. Dr. Thanyapa Palanukulwong)

Examining Committee :

.....Chairperson
 (Dr. Sirirat Sinprajakpol)

.....Committee
 (Dr. Usa Intharaksa)

.....Committee
 (Assoc. Prof. Dr. Thanyapa Palanukulwong)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as an International Language.

.....
 (Assoc.Prof.Dr. Teerapol Srichana)
 Dean of Graduate School

This is to certify that the work here submitted is the result of the candidate's own investigations. Due acknowledgement has been made of any assistance received.

.....Signature
(Assoc.Prof.Dr. Thanyapa Palanukulwong)
Major Advisor

.....Signature
(Mr. Sunai Rattanaintanin)
Candidate

I hereby certify that this work has not been accepted in substance for any degree, and is not being currently submitted in candidature for any degree.

.....Signature
(Mr. Sunai Rattanaintanin)
Candidate

ชื่อวิทยานิพนธ์	การใช้บันทึกแบบสนทนาเพื่อพัฒนาความสามารถทางการเขียนภาษาอังกฤษและความเต็มใจในการสื่อสารภาษาอังกฤษของผู้เรียน
ผู้เขียน	นายสุณัย รัตนอินทนิล
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2559

บทคัดย่อ

งานวิจัยนี้ได้ศึกษาผลกระทบของการใช้บันทึกแบบสนทนาที่มีต่อการพัฒนาความสามารถในการเขียนของผู้เรียนทั้งทางด้านความคล่องแคล่วและความถูกต้อง ตลอดจนทัศนคติของผู้เรียนที่มีต่อการเขียนบันทึกแบบสนทนา กลุ่มตัวอย่างของงานวิจัยนี้เป็นนักศึกษามหาวิทยาลัยชั้นปี 1 จำนวน 45 คนในมหาวิทยาลัยแห่งหนึ่งในจังหวัดภูเก็ต กลุ่มตัวอย่างเขียนบันทึกแบบสนทนาเป็นระยะเวลา 15 สัปดาห์ โดยมีการแลกเปลี่ยนบันทึกแบบสนทนาทั้งระหว่างเพื่อนร่วมชั้นเรียนและกับครูผู้สอน ข้อมูลในการวิจัยครั้งนี้มาจากผลคะแนนของกลุ่มตัวอย่างจากแบบทดสอบการเขียนทั้งก่อนและหลังการใช้การเขียนบันทึกแบบสนทนา ตลอดจนการตอบแบบสอบถามที่ทัศนคติของกลุ่มตัวอย่างที่มีต่อการเขียนบันทึกแบบสนทนา แบบสอบถามความวิตกกังวลในการเขียนและความเต็มใจในการสื่อสารภาษาอังกฤษ ผลการวิจัยพบว่า ความสามารถทางการเขียนโดยรวมของกลุ่มตัวอย่างเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ตลอดจนกลุ่มตัวอย่างมีทัศนคติเชิงบวกต่อการเขียนบันทึกแบบสนทนา นอกจากนี้ ผลการวิจัยยังพบว่าหลังจากการใช้การเขียนบันทึกแบบสนทนาความวิตกกังวลในการเขียนภาษาอังกฤษของกลุ่มตัวอย่างลดลงขณะที่ความเต็มใจในการสื่อสารภาษาอังกฤษเพิ่มสูงขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 งานวิจัยนี้แนะนำเสนอประโยชน์ในการใช้การเขียนบันทึกแบบสนทนาเพื่อการเรียนการสอนภาษาอังกฤษเป็นภาษาต่างประเทศอย่างมีประสิทธิภาพและเพื่อส่งเสริมการเรียนรู้โดยมีผู้เรียนเป็นศูนย์กลางในบริบทการศึกษาของประเทศไทย

คำสำคัญ: การเขียนบันทึกแบบสนทนา, ความสามารถทางการเขียนในการเรียนภาษาอังกฤษเป็นภาษาต่างประเทศ, ความคล่องแคล่วและความถูกต้องทางการเขียน, ความวิตกกังวลในการเขียนภาษาอังกฤษ, ความเต็มใจในการสื่อสารภาษาอังกฤษ

Thesis Title	Using Dialogue Journals to Enhance Students' Writing Ability and Willingness to Orally Communicate
Author	Mr. Sunai Rattanaintanin
Major Program	Teaching English as an International Language
Academic Year	2016

ABSTRACT

This study investigated the impact of using dialogue journals to enhance students' writing ability in terms of fluency and accuracy. The participants were 45 first-year students at a university in Phuket, Thailand. Each participant was required to write a dialogue journal entry once a week for 15 weeks. Participants then exchanged journals with peers and asked to read and respond to the entries. A pre- and post-writing test and a questionnaire soliciting attitudes toward their use of dialogue journals served as instruments for data collection. The findings indicated the significant difference between the pre- and post-test scores in the participants' overall writing performance ($p < .01$); moreover, the participants reported having positive attitudes toward the use of dialogue journals. In addition, the participants were required to complete the two questionnaires of writing apprehension and willingness to communicate before and after the study. The results showed that the participants' writing apprehension significantly reduced while their willingness to communicate in English significantly increased after the implementation of dialogue journals ($p < .01$). Pedagogical implications for effective EFL writing instruction and promoting learner-centered learning and teaching in the Thai context through the use of dialogue journals are proposed.

Keywords: dialogue journals, EFL writing ability, fluency and accuracy, writing apprehension, willingness to communicate

ACKNOWLEDGMENTS

I would like to gratefully acknowledge my thesis advisor, Assoc. Prof. Dr. Thanyapa Palanukulwong, who kindly and patiently encouraged and supported me through constructive comments, valuable suggestions, and guidance. Not only has her resourceful expertise and strength constantly been a beacon for me to overcome hardship in conducting the research and completing the thesis, she also treated me with great kindheartedness and warm understanding, which always keep me motivated.

In addition, I am also indebted to my thesis and proposal readers, Dr. Sirirat Sinprajakpol, Dr. Usa Intharaksa, Dr. Kathleen Nicoletti, and Asst. Prof. Dr. Prachamon Aksornjarung. I am more than grateful for their time in patiently reading over my thesis and providing insightful comments during the proposal and thesis defense.

My appreciation would be extended to all instructors in the M.A. program in Teaching English as an International Language, Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus for the knowledge to carry out this research.

Last but not least, I really owe a depth of gratitude toward my brother, family, friends and M.A. classmates for incredible understanding and immeasurable support and kindness.

Sunai Rattanaintanin

CONTENTS

Contents	Page
บทคัดย่อ.....	v
ABSTRACT	vi
ACKNOWLEDGMENTS	vii
CONTENTS	viii
LIST OF TABLES	x
LIST OF PAPERS	xi
LETTERS OF ACCEPTANCE	xii
INTRODUCTION	1
1.1 Rationale of the Study	1
1.2 Purposes of the Study	6
1.3 Research Questions	7
1.4 Significance of the Study	7
1.5 Definition of Terms	8
LITERATURE REVIEW	9
2.1 Social Interaction	9
2.2 Dialogue Journals	9
2.2.1 Topics for Dialogue Journals	9
2.2.2 Partners in Dialogue Journals: A Teacher or Peers	10
2.2.3 Responses or Error Correction in Dialogue Journals	12
2.3 Related Studies	12
2.3.1 Related Studies in EFL Contexts	12
2.3.2 Related Studies in Thai EFL Contexts	13
2.4 Willingness to Communicate	14
RESEARCH METHODOLOGY	17
3.1 Participants of the Study	17
3.2 Research Instruments	17
3.2.1 A writing test	17
3.2.2 Journal entries	18

3.2.3 Questionnaire on students' attitudes toward the implementation of dialogue journals.....	18
3.2.4 Questionnaire on students' writing apprehension.....	19
3.2.5 Questionnaire on willingness to communicate.....	19
3.3 Data Collection	19
3.4 Data Analysis	22
FINDINGS AND DISCUSSION.....	24
4.1 Participants' Writing Performance.....	24
4.1.1 Overall Writing Ability.....	24
4.1.2 Writing Fluency	25
4.1.3 Writing Accuracy	26
4.2 Participants' Attitudes toward the Use of Dialogue Journals.....	27
4.3 Writing Apprehension	29
4.4 Willingness to Communicate.....	31
SUMMARY, IMPLICATIONS AND RECOMMENDATIONS	35
5.1 Summary of the Study	35
5.2 Pedagogical Implications	40
5.3 Recommendations for Further Studies	42
REFERENCES.....	44
APPENDICES.....	51
Appendix A Writing Test	52
Appendix B Scoring Rubric	54
Appendix C Questionnaires (English).....	56
Appendix D Questionnaires (Thai).....	61
Appendix E Topics for Dialogue Journal Writing.....	67
Appendix F Writing Form of Dialogue Journals	69
Appendix G Sample of Journal Entries	72
PAPER 1 Using Dialogue Journals to Enhance Students' Writing Ability.....	74
VITAE.....	94

LIST OF TABLES

Table		Page
Table 4.1	Comparison of Writing Scores Before and After the Use of Dialogue Journals.....	24
Table 4.2	Participants' Writing Fluency Before and After the Use of Dialogue Journals.....	25
Table 4.3	Participants' Writing Accuracy Before and After the Use of Dialogue Journals.....	26
Table 4.4	Participants' Attitudes toward the Use of Dialogue Journals.....	27
Table 4.5	Comparison of Participants' WAT Mean Scores Before and After the Study.....	30
Table 4.6	Participants' Level of Writing Apprehension Before and After the Study.....	30
Table 4.7	Comparison of Participants' WTC Mean Scores Before and After the Study.....	31
Table 4.8	Comparison of Participants' WTC Mean Scores of Each Item.....	32

LIST OF PAPERS

Rattanaintanin, S., & Palanukulwong, T. (2017). *Using Dialogue Journals to Enhance Students' Writing Ability*. Manuscript submitted for publication.

LETTERS OF ACCEPTANCE



ที่ ศธ ๐๕๕๘/ว๐๖๕๐

มหาวิทยาลัยราชภัฏภูเก็ต
อ.เมือง จ.ภูเก็ต ๘๓๐๐๐

๒๒ กรกฎาคม ๒๕๖๐

เรื่อง ตอบรับบทความตีพิมพ์วารสารวิชาการ

เรียน คุณสุณัย รัตนอินทนิล

ตามที่ท่านได้ส่งบทความวิชาการเรื่อง “การใช้บันทึกแบบสนทนาเพื่อพัฒนาความสามารถทางการเขียนภาษาอังกฤษของผู้เรียน” เพื่อตีพิมพ์ในวารสารวิชาการมหาวิทยาลัยราชภัฏภูเก็ตนั้น บัดนี้บทความของท่านได้ผ่านการพิจารณาจากผู้ทรงคุณวุฒิเรียบร้อยแล้ว กองบรรณาธิการวารสารขอแจ้งให้ทราบว่าบทความของท่านจะได้รับการตีพิมพ์ในวารสารวิชาการมหาวิทยาลัยราชภัฏภูเก็ต ปีที่ ๑๔ ฉบับที่ ๑ (มกราคม – มิถุนายน ๒๕๖๑) ซึ่งกำหนดควาระการออกวารสารประมาณเดือนมิถุนายน ๒๕๖๑

จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

ร ว

(ผู้ช่วยศาสตราจารย์ศุภณี บุญยอุดมศาสตร์)

บรรณาธิการวารสาร

สำนักงานบัณฑิตศึกษา

โทร. ๐๗๖ ๒๑๑๙๕๙๙ ต่อ ๑๔๐๐

โทรสาร ๐๗๖ ๒๑๑๙๗/๘

CHAPTER 1

INTRODUCTION

1.1 Rationale of the Study

English is a foreign language in Thai context where the English language is mainly used in academic setting and in workplaces. In recent years, there has been increasing recognition of the greater demand for English due to a need to prepare Thai graduates for the ASEAN Economic Community (AEC). As English is used as a medium of communication among ASEAN members, a high command of writing, among the four basic skills of English, is the most essential to pursue success in higher education or secure career path (Santos, 2000; Weigle, 2005). Writing is still the most challenging as it requires learners to obtain specific strategies in order to meet the demands of particular writing contexts and more elaborated writing processes (Hyland, 2003). In addition, the level of writing difficulty prominently increases in EFL contexts where the language is not commonly used and learners rarely assimilate the necessity of English writing (Foley, 2013).

The complexity of the writing skills can generate higher anxiety than the other language skills (Aydin, 2008). Thus, writing is the most challenging skill for Thai learners to acquire when compared to the other three skills (speaking, listening, reading) in English (Pawapatcharandom, 2007). Chaisiri (2010) also pointed out that Thai university students had to encounter high writing apprehension when writing compositions due to the anxiety-provoking complications of writing.

According to Daly and Miller (1975), writing apprehension is defined as “the measure of anxiety about writing that outweighs the projected gain from the situation” (p.11). Writing apprehension is a learner’s anxiety that can greatly affect his or her writing products. Students with higher apprehension levels tend to find writing tasks displeasure and anticipate failure in the outcome (Popovich & Masse, 2003). For example, they incline to avoid writing tasks, ignore a composition course, and produce a short or inefficient written piece during time limits (Wilste, 2006). On the contrary, students perceiving themselves as having a low level of apprehension incline to find writing satisfactory and better quality of their writing is expected (Popovich & Masse,

2003). Thus, learners with higher writing apprehension tend to show more negative behaviors in writing. In depth, Chen and Lin's (2009) study showed the debilitating effects of anxiety onto writing performance. The study found that writing apprehension mainly derived from the students' fear of being negatively evaluated. Furthermore, Clark (2005) illustrated three causes of writing apprehension: (1) students' negative perceptions of their writing competence; (2) lack of clear understanding of the direction or a material used in the writing tasks (3) pessimistic expectation about writing.

Due to anxiety-provoking complications of writing skills, a recent study by Pimsarn (2013) found that the majority of Thai undergraduate students belonged to the high writing apprehension group. The participants with a high level of writing apprehension suffered the most during the pre-writing or outlining stage. It is rather time-consuming for them to initiate or organize ideas into writing proper topic sentences. In addition, anxiety over structural correctness and using accurate grammatical rules were the major problems of the group with the high level of apprehension. The follow-up interview further demonstrated that learners with high apprehension in writing preferred writing assignments in pair work rather than an individual work. Some researchers, therefore, suggested that Thai EFL learners are in need of seeking consultation from the teacher or collaborative support from their peers as adequate scaffolding to lessen their writing apprehension (Pimsarn, 2013; Wilang & Satitdee, 2015).

Moreover, in Thai context, EFL writing classes are much likely to be conducted through teacher-centered instruction (Deveney, 2005; Dhanarattigannon, 2008). The teacher-centered approach in writing pedagogy has been seen as the main obstacle in EFL education. The drawback of the traditional classroom is clearly visible in Thai EFL students who have become passive and dependent in learning; as a result, they lack the ability of critical and creative thinking (Thamraksa, 2003). It also has resulted in students' limited freedom to express themselves through genuine interaction and their lack of engagement in the classroom (Dueraman, 2012). Suwanarak and Phothongsunan (2008) also pointed out Thai EFL students discerned themselves as unsuccessful English learners although they held positive views regarding benefits from English learning. They also perceived that their English literacy couldn't serve

effectively for real-life communication or academic use in higher education after completing several English courses.

Concerns over writing difficulty and writing apprehension in EFL contexts have led to a call for an educational shift from teacher-to-student traditional mode to a student-centered approach in writing classes. This shift can “allow for a depth in the learning process through the students and teachers active participation in the learning process—a participation that allows for an unlimited amount of creativity” (Watanabe, 1999, p. 1). Similarly, Kulprasit and Chiramanee (2012) suggested the use of pair-work collaboration and peer-to-peer interaction as a new instrument in establishing this shift to student-centered approach in Thai EFL teaching and learning context. In spite of a preference for teacher-dominated approaches including conventional corrective feedback in Thailand, the role of learners and teachers are supposed to coexist side by side in EFL classes and both should be promoted as equally valuable to the development of students’ performance (Kulprasit & Chiramanee, 2012).

In the past few decades, the use of dialogue journals, an outgrowth of journal writing, has been one of the new writing approaches widely used to enhance English writing classes and promote student-centered pedagogy in EFL contexts. Dialogue journals serve as an on-going written conversation between an individual student and a teacher or other writing partner (Peyton, 2000; Peyton & Reed, 1990). It utilizes the writing process in which students decide the writing topics and the length of their writing while a teacher gives written responses in order to reflect an insight or initiate new ideas without performing as an evaluator/rater (Peyton, 1986; Peyton, 2000). The main focus of dialogue journal writing is to provide more opportunities and freedom so that learners can explore their interests on a wide selection of topics and in a diversity of writing genres and styles (Peyton, 1986). It is believed that students learn to adopt grammatical forms and structural patterns by reading the teacher’s responses and mimicking them. Dialogue journals can be employed either by having students give and receive immediate responses during class sessions or out of class (Peyton, 2000).

In addition, journal partners can either be a teacher or another learner. The exchanges can be done between classmates or among learners in other classes

(Peyton, 2000). According to Steffensen (1988), the effectiveness of this pairing method is to diminish control over students as well as promote their individuality and ownership in learning. This is consistent with the notion given by Atwell (1987) that the students felt equally respected and supported in both type of pairings due to the fact that "The writer's need for response can come from a variety of sources." (p. 48). Studies have confirmed that students can benefit greatly from having a classmate as their writing partner (Hail & George, 2013; Swain & Tocalli-Beller, 2002). With more relatively equal status, pairings with peers can encourage students to learn how to communicate using their limited English without pressure from the evaluation of the teacher (Bromley, 1995).

The implementation of dialogue journal writing has long proved to be beneficial in assisting students to overcome writing difficulties. Several studies have been carried out to shed light on employing dialogue journals improve students' writing ability (Liao & Wong, 2010; Rokni & Seifi, 2013) and facilitate learners with writing difficulties (Roe & Stallman, 1994). Its focus on meaningful communication over grammar claimed its benefits on fostering their confidence, reducing students' anxiety in writing (Anderson, Nelson, Richardson & Young, 2011; Song, 1997), and promoting student-centered classroom (Crumley, 1998).

In the implementation of dialogue journals, the notion of advocating an exchange of ideas with a teacher or between learners through written communication appears to be associated with Vygotsky's views that the use of language and social interaction plays an important role in learning (Gallimore & Tharp, 1990 cited in Garmon, 2001). Leo van Lier (2008) emphasizes that the most important aspect of effective teaching is to understand the learner. Leo van Lier's notion was based on Vygotsky's sociocultural theory that teaching and assessing in the learner's Zone of Proximal Development (ZPD) is as vital as the role of social interaction. The Zone of Proximal Development (ZPD) is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86 cited in Ohta, 1995). When applied to second language acquisition, the sociocultural theory provides new

opportunities for learners to acquire the target language through social interaction (Donato, 1994). Swain, Kinnear and Steinman (2011) propose that social interaction in the learning context can provide scaffolding for learners when one learner finds support from the teacher or other learners, thereby facilitating their linguistic development. More opportunities for learners to engage in learner-learner or collaborative interaction will increase in the L2 classroom when teachers increasingly adopt the use of pair and group work in the classroom (Long & Porter, 1985; Kramsch, 1987; Rivers, 1987 cited in Ohta, 1995). Group and pair work offers learners opportunities to engage in meaningful and authentic interaction with other learners, and to construct L2 meanings to their own social context (Ohta, 1995).

In addition to the lack of writing practice and the problems of writing apprehension, Thai EFL learners lack chances to practice oral communication. They have fewer opportunities to be fully engaged in oral communication within the English classroom or are less likely to be exposed to the spoken language outside the classroom. Thai EFL learners have been found to be unwilling to speak and avoid a risk of losing face in communication (Komin, 1990). Resulting in Thai EFL learners' inhibitions and their hindering struggle to master the speaking skill, the first source of foreign language learning anxiety was communication apprehension and unwillingness to communicate (Paranuwat, 2011). One of the major causes in communication apprehension is a lack of confidence to overcome their own fear and speaking anxiety (Khamkhien, 2010, 2011; Paranuwat, 2011; Trent, 2009). Building up learners' confidence is important in eliminating their speaking anxiety and overcoming their communication difficulties; therefore, learners will become a risk taker in language learning and exhibit more willingness to communicate.

Written communication is one of the main characteristics of dialogue journals where learners are encouraged to use the language in the similar way they can actually communicate in a second language (Staton, Shuy & Kreeft, 1982). Besides its benefits in writing ability improvement, the integration of oral communication and written dialogue journals has also confirmed an improvement in learners' overall speaking proficiency. Lin (2006) has suggested that dialogue journals can be employed as an alternative to enhance oral communication through social interaction and

demonstrated that the achievement of oral-written dialogue journals resulted from learners gradually gaining more confidence in speaking English and more willingness to orally communicate.

Willingness to communicate (WTC) in the foreign language is the intention to communicate in the target language. It is perceived as the vital objective of language learning because a higher level of willingness to communicate in a foreign language (L2WTC) accelerate learners in L2 use (MacIntyre, Clement, Dornyei & Noels, 1998). Although a focus of WTC lays on several situational variables, L2 self-confidence was renowned to be a key factor and one of the most crucial predictors of L2WTC (Peng, 2009).

In addition to the use of dialogue journals to develop learners' writing, this present study incorporates the use of oral communication into dialogue journal writing, not only to enhance the communication focus of the approach itself, but also to see whether learners would develop their willingness to communicate. Although there has been recently a growing trend on conducting research studies on willingness to communicate in EFL classroom contexts (e.g., Effiong, 2015; Liu & Jackson, 2008; Peng & Woodrow, 2010; Zarrinabadi & Tanbakooei, 2016), no studies have been conducted to investigate the relationship between dialogue journal writing and learners' willingness to communicate.

While Thai EFL learners experience writing difficulties and often seek teacher support, as shown in many research studies (e.g., Bennui, 2008; Chiravate 2011; Kaewcha, 2013), there have been very few studies (Kulprasit & Chiramanee, 2012; Puengpipattrakul, 2014) conducted with Thai learners of English. Therefore, this study aimed to investigate the impact of using dialogue journals on undergraduate students' writing ability, writing apprehension and willingness to communicate through the integration of teacher-to-learner and peer-to-peer social interactions.

1.2 Purposes of the Study

The purposes of the study are as follows:

1. To investigate the impact of using dialogue journals on students' writing ability in terms of fluency and accuracy.
2. To examine students' attitudes toward the implementation of dialogue journals.
3. To investigate the impact of using dialogue journals on students' writing apprehension.
4. To investigate the extent to which the incorporation of oral communication into dialogue journal writing can increase students' willingness to orally communicate.

1.3 Research Questions

1. Do dialogue journals enhance students' writing ability in terms of fluency and accuracy?
2. What attitudes have students developed toward the implementation of dialogue journals?
3. Does the use of dialogue journals have any effect on students' writing apprehension?
4. Does the use of oral communication prior to dialogue journal writing promote students' willingness to orally communicate?

1.4 Significance of the Study

The findings of this study provide further confirmation of the effects of dialogue journals on writing improvement. The study gathers additional information of building the relationship between peers. Integration of teacher-to-learner and peer-to-peer interaction is employed as scaffolding to strengthen EFL classroom learning. Thus, the findings of the study are expected to provide pedagogical implications for adopting the socio-cultural theory in the role of social interaction into the writing class in the

Thai context. Furthermore, the use of oral communication as a “kick-off” stage prior to dialogue journal writing is found to help the participants to be more willing to orally communicate; therefore, this approach is likely to be useful for the classroom to get the learners to speak.

1.5 Definition of Terms

1.5.1 Writing Fluency

Writing fluency refers to “writing a steady flow of language for a short period of time without any self- or other correction at all” (Brown, 1994, p. 113). Thus, a greater length of writing and the more words being produced can be an indicator of a writer’s fluency.

1.5.2 Writing accuracy

Accuracy refers to the frequency of problematic grammatical points the subjects produced in their pre- and post- free writing tests. Although many measures of accuracy might have been used, one of the most effective measures is writing accuracy in terms of the error-free T-unit ratio (EFT/T) as described and recommended by Wolfe-Quintero, Inagaki, and Kim (1998). A T-unit is defined as a main clause and nonclausal structures that are embedded in the sentence (Hunt, 1964 cited in Wolfe-Quintero et al, 1998). In the present study, writing accuracy is examined by calculating error-free T-units. Error-free T-units are T-units without grammatical errors including the specifically found errors (e.g., word order, omission of pronouns)

CHAPTER 2

LITERATURE REVIEW

This chapter reviews literature and research on the use of dialogue journals in both ESL and EFL writing pedagogical contexts.

2.1 Social Interaction

In the implementation of dialogue journals, the notion of exchanging information with a teacher or between learners through written communication is consistent with Vygotsky's assertion on the connection between social interaction and language acquisition (Gallimore & Tharp, 1990 cited in Garmon, 2001). According to Vygotsky (1986, cited in Aimin, 2013), the development derived from the phenomenon called the Zone of Proximal Development (ZPD). Language acquisition can be perceived as an outcome of the Zone of Proximal Development (ZPD) when learners interact through social interaction. More opportunities for learners to engage in learner-to-learner or collaborative interaction will increase in the L2 classroom when teachers increasingly adopt the use of pair and group work in the classroom (Long & Porter, 1985; Kramsch, 1987; Rivers, 1987 cited in Ohta, 1995). Group and pair works offer a channel of communication in order for learners' more engagement in meaningful and authentic interaction to construct L2 meanings in their own social context (Khaliliaqdam, 2014).

2.2 Dialogue Journals

2.2.1 Topics for Dialogue Journals

Peyton (1986) emphasized that the prominence of dialogue journal writing is topics and issues of interest to learners. Dialogue journals provide more opportunities and freedom where learners have a selection of diverse topics and writing genres and styles are not fixed. However, Peyton (2000) suggested that topics may be specific to conform to the existing curriculum. To maintain the characteristics and benefits of dialogue journal writing, topics for dialogues journal writing can be shaped

by curriculum topics and goals, yet may be left up to learners elaborating freely. Yoshihara (2008) added that allowing learners to select any topics without limitation may promote full autonomy; however, they tend to write repeatedly about daily events and routine activities and rarely explore other issues of their lives. Alternatively, it is suggested that a list of topics can be developed for learners to select based on their own interest without interrupting the learner-centered process of dialogue journal writing.

2.2.2 Partners in Dialogue Journals: A Teacher or Peers

Traditionally, the audience of students' dialogue journals is the teacher. However, Steffensen (1998) emphasized that, in writing a dialogue journal, students are given the dominant role in leading the interaction. Students are encouraged to describe their own culture and be able to show their expertise in writing and in exchanged information between each student and his/her partner. On the other hand, partners in dialogue journals are not limited to be merely teachers. It is possible that learners can greatly benefit from the approach when pairing with each other or with other classes of learners (Peyton, 2000).

One tool widely used to enhance English writing class instruction is peer-to-peer interaction through peer review. Peer learning or peer reviewing occupied students with an genuine interlocutor, internalized their motivation and confidence in, initiate different insights and perspectives on their own writing (Mittan, 1989 cited in Jahin, 2012). Recently and, a number of writing educators in Thailand have attempted to encourage peer and teachers' feedback in revision of students' writing (e.g., Chaisiri, 2010; Srichanyacho, 2011; Tangpermpoon, 2008 cited in Dueraman, 2012). It has been revealed, particularly in the study of Kulprasit and Chiramanee (2012), that Thai EFL learners show positive attitudes toward peer feedback due to their acceptance of a new technique and their recognition of its benefits. Despite the traditional belief of students that only teachers can give valuable comments (Peyton, Jones, Vincent, & Greenblatt, 1994), peer-to-peer interaction or peer reviewing can represent "a shift from the traditional approach to the student-centered approach in the EFL Asian academic context and it possibly means a great cooperation from both teachers and students." (Kulprasit & Chiramanee, 2012, p.151).

Although dialogue journal is widely used with ESL students, it has drawbacks. According to Peyton (2000), the major drawback that teachers need to encounter is a greatly time-consuming process to read and giving proper responses to student entries. Controversially, dialogue journals represent communication between teachers and students who do not have equal status, so writing may be characterized by a lack of common interest and enthusiasm (Bromley, 1995). It is also evident that standard writing conventions in dialogue journals do not necessarily improve linguistically diverse students' use (de la Luz Reyes, 1991).

Alternatively, in order to enhance the approach, 'Buddy Journals' was first introduced as an outgrowth of dialogue journals. A buddy journal is a written conversation in which two students write back and forth to each other over time (Bromley, 1989). Bromley (1995) strongly proposed that a buddy journal somewhat has more benefits to each student than a traditional dialogue journal. That is, two students feel less anxious and pressure due to more equal status and reciprocal exchange of information and communication through the use of their limited English without fear of being evaluated by the teacher. Additionally, the use of student-to-student journal writing helps speed up the learning process while also allowing the learners to work at his/her own pace (Brown, 1996).

While time-consuming is acknowledged as a major obstacle for a teacher in dialogue journaling, supplementing peer-to-peer interaction to dialogue journals has the feasibility to be an equally effective alternative and can most likely minimize a teacher's burden and maximize its benefits (Peyton, 1993, 2000). This is consistent with the notion given by Atwell (1987) that the students felt equally respected and supported in both pairings due to the fact that "The writer's need for response can come from a variety of sources." (p. 48). Dialogue journals can easily be included in the classroom routine and response can be immediate from both ways; from a teacher giving feedback and from students exchanging their ideas through peer-to-peer interaction. The role of peers and teachers has been proved to be equally crucial to the development of students' performance through interaction (Dueraman, 2012). This integrated method can be assumed to enhance dialogue journaling approach itself by

maximizing its benefits, and most importantly, students would be simultaneously more engaging in writing through peer-to-peer collaborative interaction.

2.2.3 Responses or Error Correction in Dialogue Journals

Dialogue journals are one tool to facilitate students to improve their language ability and master it through meaningful interaction. Peyton (1986) stated that “rather than overt correction of student errors, correct grammatical forms and structures can be modeled in the course of the interaction” (p.27). In other words, the teacher’s role is as a participant or an interlocutor rather than an evaluator. Students learn to correct grammatical forms and structures by reading teachers’ responses and imitating them.

However, a recent study found that some learners showed the need of explicit correction from the teacher (Yoshihara, 2008). Peyton (2000) suggested a number of ways where grammatical correction can be proceeded without interfering the communication-focused process of conveying meaning. For example, a brief instruction or conferences on certain grammatical points can be conducted in prior to dialogue journals based on errors that are commonly found in the journal entries of learners. As Linnell (2010) pointed out, in dialogue journal writing, “Given that meaningful communication is not inhibited, student journal entries can be a springboard for classroom language lessons as well as a vehicle for corrective feedback” (p.27). The teacher can induce a student to give more information in order to clarify their thoughts concerning the misleading message without interrupting the communication flow of the dialogue. Thus, correction may be delivered by the instructor as long as the main focus of the writing is still on communication.

2.3 Related Studies

2.3.1 Related Studies in EFL Contexts

Many research studies have shown that dialogue journals have been effective with diverse participants on a wide range of educational settings in ESL/EFL contexts, and have provided positive evidence of benefits on students’ learning development in EFL contexts. Specifically, in EFL contexts, a study of Liao and Wong

(2010) examined the effects of dialogue journal writing in Taiwan. Forty-one participants were asked to write journal entries and the teacher wrote responses by asking questions or giving comments on the content. The findings of the study showed positive evidence of improvement in the participants' writing fluency and significant improvement in the aspects of content, organization, and vocabulary. In addition, Foroutan, Noordin, Hamzah and Gani (2013) conducted a comparative study between dialogue journal writing and topic-based writing tasks at a university in Malaysia. The participants in the topic-based group received the teacher's conventional writing instruction and explicit corrective feedback while those in the dialogue journal group had dialogue journal writing and received feedback indirectly. The results revealed that the participants in the dialogue journal group outperformed in overall writing performance, particularly in the aspects of content and vocabulary. Most recently, Dabbagh (2017) conducted a six-month study with 84 intermediate Iranian learners. The experimental group was asked to write weekly journals and then received feedback on its content from the instructor while the control group experienced conventional instruction. The results indicated a significant difference between the experimental and control group, which confirmed the benefits of dialogue journals on the participants' improvement in overall writing performance.

2.3.2 Related Studies in Thai EFL Contexts

Although many studies have been conducted to investigate the implementation of dialogue journals in EFL contexts, very little research has been done in Thai EFL contexts. One was a study of 27 voluntary Thai first-year undergraduate students by Puengpipattrakul (2014), utilizing dialogue journals as an alternative assessment of the course. The participants were assigned to write four dialogue journal entries on the given topic. Then, they received comments and feedback from the teacher. The quantitative findings indicated improvement in the participants' writing performance in terms of fluency after the treatment. Most of the participants agreed that the use of dialogue journals encouraged them to communicate in a non-threatening environment.

Kulprasit and Chiramanee (2012) conducted a study of 42 secondary students, incorporating peer feedback to enhance journal writing in the EFL writing

class. All the participants were undergoing the initial training to learn and practice grammatical rules in the first three weeks. Then, each participant was required to write a journal entry on the weekly basis for the next 8 weeks. Each was paired with a partner with higher writing proficiency. The partners exchanged journal entries to give feedback both on content and grammatical points. Besides the statistically significant improvement in the students' overall writing performance, their positive attitudes toward both journal writing and peer feedback were shown. It could be concluded that the incorporation of journal writing with peer feedback into EFL writing instruction facilitated students to foster these new techniques and master writing ability through collaborative learning atmosphere.

2.4 Willingness to Communicate

Willingness to communicate (WTC) first emerged in several research studies in the context of first language communication. WTC is regarded as a trait-like individual construct underlying and showing a learner's tendencies to communicate, which are determined by an individual's personality (McCroskey & Baer, 1985 cited in Zarrinabadi & Tanbakooei, 2016). WTC is defined as "a readiness to enter into discourse, at a particular time with a specific person or persons, using L2" (MacIntyre et al., 1998, p. 547). The higher a learner attains willingness to communicate in a foreign language (L2WTC), the more of L2 use in communication will increase. L2WTC was investigated in Peng's (2009) research study among 118 Chinese university students. Peng identified several factors behind L2WTC which can be categorized into two aspects: the individual context and the social context. One of the most influencing factors in L2WTC is L2 self-confidence. L2 self-confidence comprised of two components. Perceived competence is served as a learner's self-evaluation of his or how own L2 skill while a lack of foreign language results in an increase of L2 self-confidence. Foreign language anxiety or communication apprehension was investigated in several studies (e.g., Effiong, 2015; Pattapong, 2010, 2015) and found to a negative influence to self-perceived competence and overall L2 self-confidence (MacIntyre, Thivierge & MacDonald, 1997 cited in Zarrinabadi & Tanbakooei, 2016).

An important distinguishing feature of EFL learning context is that foreign language is most likely found to be used limitedly in the language classroom and learners lack of ample opportunity to use the language in real-life situations (Oxford & Sherin, 1994 cited in Zarrinabadi & Tanbakooei, 2016). In recent years, several researchers in Asian countries have conducted studies to investigate WTC in EFL classroom contexts (Effiong, 2015; Kamprasertwong, 2010; Liu & Jackson, 2008; Pattapong, 2015; Peng & Woodrow, 2010; Suksawas, 2011; Zarrinabadi & Tanbakooei, 2016). For an instance, in a research study of Japanese learners by Effiong (2015), it was found that the learners failed to develop rapport and gain confidence within the classroom. Teacher personality was perceived as a major predictor of learners' language anxiety, which in turn limited interactional opportunities within the classroom. Peer familiarity, gender, and collaboration were also found to be closely contributed to WTC. It was also suggested that language anxiety can be reduced when learners gain their familiarity with peers and a teacher through social interaction which is authentically promoted early and throughout the course.

The most recent study by Khajavy, Ghonsooly, Hosseini and Choi (2016) examined the interrelationships among WTC in English, motivation, communication confidence, classroom climate, attitudes toward the language learning and their achievement in the Iranian EFL Classroom context. 243 English-major university-level students in Iran were required to complete a questionnaire. The results indicated that classroom environments and communication confidence were two direct indicators of L2WTC. The participants' self-perceptions of their communicative competence increased, yet their anxiety decreased when they are surrounded in supportive classroom environment. As most of the classes in Iran are teacher-centered, teachers are suggested to provide a more non-threatening environment to facilitate interaction with the students as well as to introduce suitable yet challenging activities that require learners to have a meaningful conversation with other students and the authentic use of language.

In Thai EFL classroom contexts, Pattapong (2015) investigated Thai cultural impact on learners' willingness to communicate. The results showed that cultural factors seemed to play an important role in the process of decision-making for

Thai learners to use English. The students' interaction with their teachers was found to be submissive as challenging the teacher would be considered as inappropriate. Regarding the role of classmates, the students were found to express themselves and enjoy the interaction with intimate peers, yet encounter great fear of losing face and making mistakes with less familiar classmates. As a result, some students became inhibited and exhibited low willingness to communicate.

CHAPTER 3

RESEARCH METHODOLOGY

This section describes the methodology utilized in this study including the following subsections: research participants and setting, data collection procedure, and data analysis.

3.1 Participants of the Study

The present study was conducted in a university in Phuket. The population consisted of 2,081 first-year undergraduate students in the Faculty of Management Sciences in the academic year 2015. The participants, selected using purposive sampling, were 45 non-English majored first-year students. The participants were enrolled in the English preparation course, which was designated for beginners of English proficiency.

3.2 Research Instruments

In order to answer the research questions of the study, four instruments were designed and developed, which included a writing test, journal entries, and the questionnaires on students' attitudes toward the implementation of dialogue journals, writing apprehension and willingness to communicate.

3.2.1 A writing test

A writing test, used as a pre- and post-test, was developed to assess the participants' writing ability before and after the implementation of dialogue journals (See Appendix A). The participants were required to write for one hour on the topic "*My ideal vacation plan*". The test was independently scored by two experienced teachers (a native and a non-native teacher) utilizing scoring rubric (See Appendix B). The scoring rubric was an analytical scale divided into fluency and accuracy aspects. Scores for each aspect was 6; thus the total score was 12. The scoring rubric was based on the analytical scale devised by John Anderson found in Harris (1968, cited in

Hughes, 1989). The agreement between the two raters was measured in order to ensure the inter-rater reliability. The inter-rater reliability between the two raters was strongly correlated ($r = .982, p < .01$).

3.2.2 Journal entries

Initially, a list of topics was given to the participants to write a journal on a weekly basis. The list included several topics previously suggested by the participants. In order to strengthen interaction among the diversity of partners, the participants were randomly put in pairs every two weeks. Each participant was expected to have six different partners throughout the study.

Before beginning a writing activity, each was allowed to choose a topic of his/her own interest. Each participant started taking turns talking to his/her partner about his/her chosen topic. After the oral interaction, the participants started writing their journals. Each was given 30 minutes to perform journal writing on the selected topic. After that, the participants exchanged their entries with their partners in order to read and write responses, questions or comments. The exchange process took about 20 minutes. After that, the owner of the entries wrote replies to his/her partner's questions or comments.

In each week four participants' journal entries were selected and responded by the researcher. This dialogue journal writing activity was run in the weekly classroom session throughout the semester. All the journal entries of the participants were collected by the researcher.

3.2.3 Questionnaire on students' attitudes toward the implementation of dialogue journals

A five-point Likert scale questionnaire aimed to examine the participants' attitudes toward dialogue journals (See Appendix C). The questionnaire was adapted from those of Liao and Wong (2010), and Roe and Stallman (1994), consisted of 8 items of attitudes toward the implementation of dialogue journals and 9 items on its effects. The questionnaire was translated into Thai, reviewed by the experts, and piloted with a group of 30 students who were not in the main study. Cronbach's alpha was performed in order to investigate the internal consistency of the items in the

questionnaire. The overall Cronbach's alpha was 0.92, suggesting that the questionnaire had high internal consistency.

3.2.4 Questionnaire on students' writing apprehension

The Daly-Miller Test or the Writing Apprehension Test (WAT), originally developed for first-language learners (Daly & Miller, 1975), was adapted and used as the pre- and post-questionnaire in the present study (See Appendix C). A 5-point Likert-scale questionnaire consists of 26 items, 13 positive and 13 negative statements of the extent to which the participants responded. The questionnaire was translated into Thai, reviewed by the experts, and piloted with a group of 30 students who were not in the main study. Cronbach's alpha was performed in order to ensure the internal consistency of the items in the questionnaire. The overall Cronbach's alpha was 0.91, suggesting that the questionnaire had high internal consistency.

3.2.5 Questionnaire on willingness to communicate

The questionnaire consists of 15 items to examine the participants' willingness to communicate in English on a scale range from 1 (definitely not willing) to 5 (definitely willing) (See Appendix C). The items assess the extent to which the participants are willing to communicate in certain classroom situations and activities. The items in the questionnaire are adapted from those of Khajavy et al. (2014), Peng and Woodrow (2010), Zarrinabadi and Tanbakooei (2016). The questionnaire was translated into Thai, reviewed by the experts, and piloted with a group of 30 students who are not in the main study. The overall Cronbach's alpha was 0.87, suggesting that the questionnaire had high internal consistency.

3.3 Data Collection

The study was conducted for 15 weeks in the first semester of the academic year 2016 and the data was collected throughout the semester. The details were as follows:

Week 1: A writing test was administered for an hour to initially investigate the participants' writing ability. The pre-test writing was independently scored by two raters based on scoring rubric devised by John Anderson found in Harris

(1968, cited in Hughes, 1989). The pre-test writing was also examined by the two raters for the measures of writing fluency and accuracy. Fluency was determined by the number of words and T-units while accuracy was measured by the number of error-free T-units. Upon the completion of the pre-test, the questionnaires on Writing Apprehension Test (WAT) and Willingness to Communicate (WTC) were administered to examine the participants' writing apprehension: high, moderate or low level of apprehension.

Weeks 2-14: The participants engaged in dialogue journal writing throughout 13 weekly sessions. At the beginning of each session, the participants choose a topic of his/her own interest. The participants were randomly put into pairs and each participant had a new partner every two weeks. The main purpose was to strengthen social interaction within the classroom through the exchanges with different partners as interlocutors. Then, each pair talked about their selected topics.

After the participants performed journal writing for 30 minutes, they exchanged their entries with their partners, reading and writing responses in terms of the content of the journal. They were allowed to ask questions or request clarification related to the misunderstanding. Any error correction in terms of grammatical rules or spelling was also acceptable. However, the participants were informed that error correction was not the main focus of dialogue journal writing. After reading the responses, the owner of the entry wrote back. The exchange process took about 20 minutes. Finally, all the journal entries were collected by the researcher. This activity ran in the weekly classroom session throughout the semester, 13 entries being produced by each participant in 13 weeks.

Each week four journal entries were randomly selected and examined by the researcher. Written responses and comments were given on the content of the entry, not the language points in order to maintain the main feature of dialogue journal writing. The entries were given back to the owners for further replies and exchanges. The exchanges between the researcher and each participant would continue for a few weeks to extend the responses. Additionally, the researcher would choose the most common errors found in these selected entries in order to be presented to the whole

class in a mini-teaching in the following week. Each week four new journal entries went through the same procedure described, so all the entries were viewed and responded by the researcher; 4 entries per week.

Week 15: The writing test with the same topic as the pre-test was administered for an hour. The purpose was to examine whether there was any significant difference in the participants' writing ability after the practice of dialogue journal writing. The post-test writing was scored by the same set of raters and with the same scoring rubrics as in the pre-test. Upon the completion of the post-test, the questionnaire was distributed to the participants to examine their attitudes toward the use of dialogue journals.

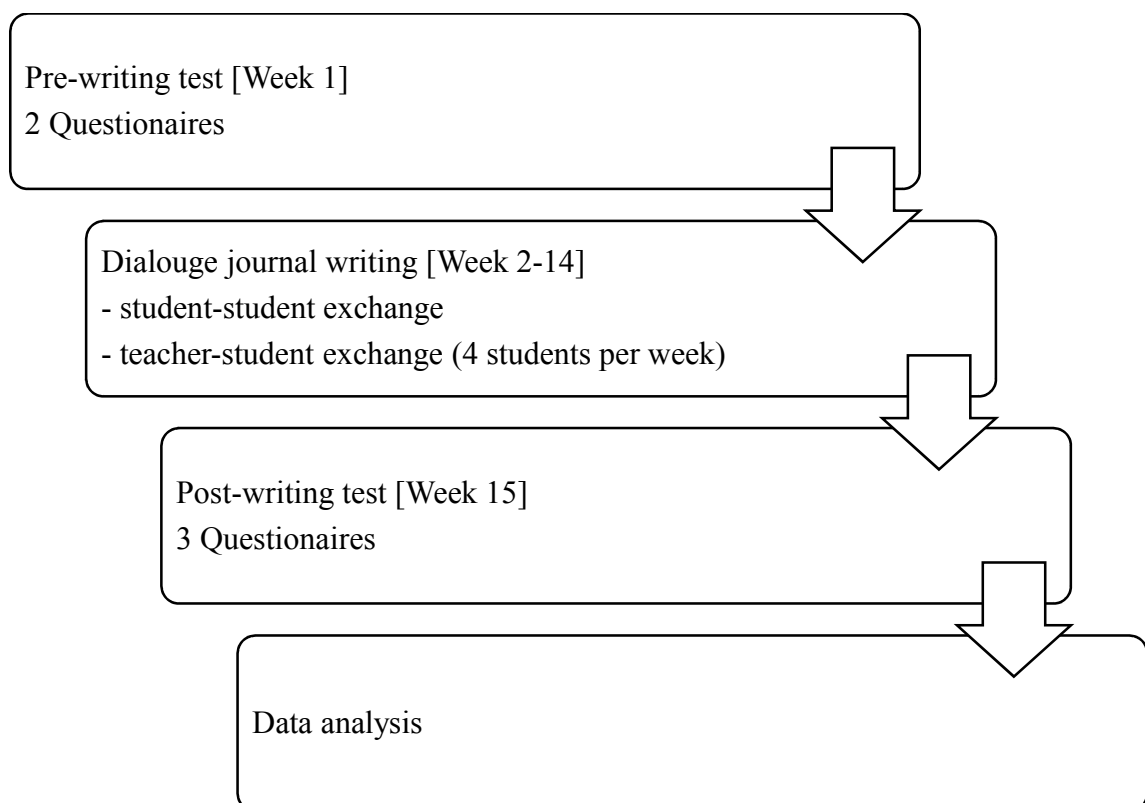


Figure 3.1 Data Collection Procedure

3.4 Data Analysis

Research Question 1:

The scores of the participants' pre- and post-tests were compared by using a paired samples t-test to find out whether there was any significant difference in their writing ability in aspects of fluency and accuracy after the implementation of dialogue journals. In terms of two aspects of writing ability: fluency and accuracy, the number of words, T-units and error-free T-units in the participants' pre- and post-tests were compared by using a paired samples t-test to find out whether there was any significant difference in their writing ability in aspects of fluency and accuracy after the implementation of dialogue journals.

Research Question 2:

In order to examine the participants' attitudes toward the use of dialogue journals, the participants' responses in the questionnaire were analyzed and determined by mean scores. According to Clason and Dormody (1994), the mean scores of their responses were interpreted as follows: 4.21 – 5.00 = strongly agree (highly positive); 3.41 – 4.20 = agree (positive); 2.61 – 3.40 = moderately agree (neutral); 1.81 – 2.60 = disagree (negative); 1.00 – 1.80 = strongly disagree (highly negative)

Research Question 3

To determine the Writing Apprehension Test (WAT) score of the questionnaire (Daly & Miller, 1975), all point values of positive statements (PSV) were added and those of negative statements (NSV) were subtracted. The scores were calculated using the formula in order to find out the total score: $WA = 78 + PSV - NSV$. The total score may vary from 26 – 130 with the mean score at 78. The scores can be interpreted as three levels of writing apprehension: 26 – 59 = a high level, 60 – 96 = a moderate level, 97 – 130 = a low level. The analysis of the pre- and post-questionnaires were compared to see whether there was any change in the participants' writing apprehension.

Research Question 4:

In order to examine whether there is any significant change in the participants' willingness to communicate after being exposed to dialogue journals, their responses to each item in the questionnaire were analyzed and determined by mean scores. According to Clason and Dormody (1994), the mean scores of responses were interpreted as follows: 4.21 – 5.00 = very high; 3.41 – 4.20 = high; 2.61 – 3.40 = moderate; 1.81 – 2.60 = low; 1.00 – 1.80 = very low.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Participants' Writing Performance

4.1.1 Overall Writing Ability

In order to compare the writing performance of the subjects before and after the use of dialogue journals, the pre- and post-tests were scored using a scoring scale. The writing performance was a combination of 2 aspects: fluency and accuracy. Each writing aspect ranged from score 1 to 6 and the total score was 12. The pre- and post-test scores are presented in Table 4.1 below.

Table 4.1: Comparison of Writing Scores Before and After the Use of Dialogue Journals

Writing scores	Pre-test		Post-test		Development	t-value
	Mean	S.D.	Mean	S.D.		
Fluency	1.60	0.78	3.84	0.95	2.24	14.44**
Accuracy	1.88	0.88	2.19	0.95	0.30	2.23*
Total scores (12)	3.48	1.55	6.03	1.73	2.54	9.89**

**p < .01, *p < .05

In Table 4.1, the mean score of the participants' pre-test was 3.48 out of 12, (S.D. = 1.55) and that of their post-test was 6.03 (S.D. = 1.73), indicating that the participants did significantly better in the post-test ($t = 9.89$; $p < .01$). Their performance after the implementation of dialogue journals increased significantly (Development = 2.54; $t = 9.89$; $p < .01$). It can be inferred that the implementation of dialogue journals enhanced the participants' overall writing ability.

Concerning fluency and accuracy, the analysis of the participants' writing scores in the pre- and post-tests also showed significantly better performance in these two aspects. In terms of fluency, the mean score of the participants in the pre-

test was 1.60 out of 6 (S.D. = 0.78) and that in the post-test was 3.84 (S.D. = 0.95). The development of score was 2.24, indicating that their writing fluency significantly improved ($t = 14.44$; $p < .01$). In terms of accuracy, the pre-test score was 1.88 out of 6 (S.D. = 0.88) and the post-test score was 2.19 (S.D. = 0.95). The post-test score was 0.30 significantly higher than the pre-test score ($t = 2.23$; $p < 0.05$). In other words, the participants scored higher in terms of writing accuracy after the treatment.

4.1.2 Writing Fluency

For analysis of the participants' writing performance in the pre- and post-tests, fluency was determined by words counts (Brown, 1994) and the number of T-units (Wolfe-Quintero et al, 1998). A T-unit is defined as a measure of an independent clause including its all embedded dependent clauses. The results are shown in Table 4.2 as follows:

Table 4.2 Participants' Writing Fluency Before and After the Use of Dialogue Journals

Fluency	Pre-test		Post-test		Development	t-value
	Mean	S.D.	Mean	S.D.		
Word counts	33.62	18.10	147.73	75.64	114.11	9.94**
No. of T-units	4.20	2.32	20.22	12.59	16.02	8.53**

** $p < .01$

Table 4.2 presents the mean score of word counts in the pre- and post-tests. The participants were able to produce 33.62 words (S.D. = 18.10) per person in the pre-test and 147.73 words (S.D. = 75.64) per person in the post-test. In other words, the participants were able to write 114.11 more words in the post-test; the length of their writing significantly increased in the post-test ($t = 9.94$, $p < .01$), showing that the use of dialogue journals was effective in enhancing their writing fluency.

In terms of T-unit measurements, the average number of T-units was 4.20 units (S.D. = 2.32) in the pre-test and 20.22 units (S.D. = 12.59) in the post-test. An increase of T-units in the post-test was 20.22, indicating a significant development

of writing fluency ($t = 8.53$, $p < .01$); the participants were able to write an increasing number of clauses and sentences after the treatment. To sum up, the increasing number of words and T-unit confirms the previous results that the participants could produce longer writing in the post-test. This implies that the use of dialogue journals had a significant effect on the length of the participants' writing pieces, a highly positive impact on writing fluency.

4.1.3 Writing Accuracy

Analysis of the participants' writing accuracy was determined by the number of error-free T-unit based on Wolfe-Quintero et al (1998), namely, the number of grammatically correct clauses and sentences written in the pre- and post-tests as shown below.

Table 4.3 Participants' Writing Accuracy Before and After the Use of Dialogue Journals

Accuracy	Pre-test		Post-test		Development	t-value
	Mean	S.D.	Mean	S.D.		
No. of error-free T-units	1.60	1.25	7.60	7.08	6.35	5.20**

** $p < .01$

In the pre-test, the average number of error-free T-units written by the participants was 1.60 (S.D. = 1.25) while that of the post-test was 7.60 units (S.D. = 7.08). The number of error-free T-units increased significantly in the post-test, namely 6.35 units ($t = 5.20$; $p < 0.01$). The participants were able to produce more grammatically correct clauses and sentences in the post-test. It seems that the participants learned to adopt some grammatical rules and structural patterns after the use of dialogue journals; thus, they were more accurate in writing sentences in the post-test.

4.2 Participants' Attitudes toward the Use of Dialogue Journals

In order to examine the participants' attitudes toward the use of dialogue journals, their responses to each item in the Likert-scaled questionnaire (1 = strongly disagree to 5 = strongly disagree) are reported in Table 4.4.

Table 4.4: Participants' Attitudes toward the Use of Dialogue Journals

Item No.	Statement	Mean	S.D.	Level of attitudes
7	I like it when my friend reads and responds to my journal.	4.38	.777	
1	I can choose my own writing topic.	4.31	.701	
17	I enjoy reading my own English writing.	4.29	.626	
8	I like it when my teacher reads and responds to my writing.	4.27	.654	Highly positive
15	I feel closer to my teacher by reading his/her comments.	4.27	.654	
2	I can express my ideas freely and share my opinions.	4.24	.773	
9	I feel more confident in writing.	4.13	.588	
10	I feel my writing has improved.	4.09	.596	
3	I have freedom to write whatever I want.	4.00	.826	Positive
14	I know my friend better by reading his/her journals.	3.98	.866	
11	I feel I can write more fluently.	3.96	.562	
16	I feel my ideas are respected.	3.93	.751	
6	I don't have to worry about my writing being marked.	3.76	1.090	Positive
12	I enjoy writing in English more.	3.69	.763	
13	I look forward to dialogue journal writing in the next class.	3.58	.723	

Item No.	Statement	Mean	S.D.	Level of attitudes
4	I don't have to worry about writing quality.	3.38	.912	Neutral
5	I don't have to worry about grammatical errors.	3.27	1.053	
Average		3.97	.529	Positive

Table 4.4 illustrates the mean scores of the participants' attitudes toward dialogue journals after 15 weeks of practicing dialogue journals. The mean scores ranged from 3.27 to 4.38. The participants' responses to most of the items were positive. The total mean score of all items was 3.97, which could be interpreted that the participants held positive attitudes toward the implementation of dialogue journals and showed their agreement on its benefits.

The highest mean scores of agreement came from 6 out of 17 items (4.24 – 4.38). Specifically, the participants' responses were highly positive to the exchange of dialogue journals with their peers (item 7, $\bar{x} = 4.38$, S.D. = .777). In addition to pair-work and collaboration with their peers, the participants strongly agreed to the importance of responses given by the teacher (item 8, $\bar{x} = 4.27$, S.D. = .654), and that dialogue journals strengthened their relationship with the teacher (item 15, $\bar{x} = 4.27$, S.D. = .654). Their highly positive attitudes toward the writing activity and a strong preference for dialogue journals mainly derived from freedom to decide and choose topics based on their own interests (item 1, $\bar{x} = 4.31$, S.D. = .701). The participants perceived that their own journal entries were more satisfactory to reread (item 17, $\bar{x} = 4.29$, S.D. = .626). The participants also showed strongly agreement on benefits of dialogue journals in providing them with more opportunities to express their ideas and share their own experiences in writing (item 2, $\bar{x} = 4.24$, S.D. = .773).

The participants held positive attitudes toward dialogue journals in 9 out of 17 items with the mean scores from 3.58 to 4.13. The participants felt more confident in writing (item 9, $\bar{x} = 4.13$, S.D. = .588); thus perceived that they improved their writing skill (item 10, $\bar{x} = 4.09$, S.D. = .596) and were able to write more fluently (item 11, $\bar{x} =$

3.96, S.D. = .562) after practicing dialogue journals. Dialogue journals did not only provide them with more freedom in writing but also their ideas were respected and valued (item 3, \bar{x} = 4.00, S.D. = .826; item 16, \bar{x} = 3.93, S.D. = .751). The participants also agreed that English writing tasks became more enjoyable (item 12, \bar{x} = 3.69, S.D. = .763; item 13, \bar{x} = 3.58, S.D. = .723), and they developed a better relationship with their peers (item 14, \bar{x} = 3.98, S.D. = .866). Finally, they felt less anxious in writing dialogue journals because their journal entries were not marked (item 6, \bar{x} = 3.76, S.D. = 1.090).

The participants' moderately positive attitudes were reflected in their moderate agreement to two items of their concerns over writing quality (item 4, \bar{x} = 3.38, S.D. = .912) and grammatical accuracy (item 5, \bar{x} = 3.27, S.D. = 1.053). It can be inferred that while most of the participants exhibited more confidence and less fear in meaning-focused dialogue journal practice, they did not abandon the importance of improving their writing accuracy and producing fewer grammatical errors.

4.3 Writing Apprehension

The Writing Apprehension Test (WAT) was used to examine the participants' writing apprehension. The total score ranges from 26 to 130, calculated from points of all the items which are added to or subtracted from a mean score of 78. According to Daly and Miller (1975), the scores can be interpreted and categorized into three levels of writing apprehension: 26 – 59 = a high level, 60 – 96 = a moderate level and 97 – 130 = a low level. The analyzed results of the pre- and post-questionnaires on writing apprehension are presented in Table 4.5 and 4.6.

Table 4.5: Comparison of Participants' WAT Mean Scores Before and After the Study

Writing apprehension	Pre-study			Post-study			Mean Diff	t-value
	Mean	S.D.	Level	Mean	S.D.	Level		
	40.20	13.38	High	97.55	15.70	Low	57.35	26.23**

**p < .01

Table 4.5 shows the mean scores of the participants' writing apprehension before the implementation was 40.20 which is considered as a high level of writing apprehension while that of the post-study was 97.55 which indicated a low level. Their level of writing apprehension reduced from high to low; a significant reduction of writing apprehension was found ($t = 26.23$, $p < .01$). To sum up, the implementation of dialogue journals is significantly beneficial in reducing the participants' writing apprehension.

Table 4.6: Participants' Level of Writing Apprehension Before and After the Study

Writing apprehension	Low apprehension (scores 97-130)		Moderate apprehension (scores 60-96)		High apprehension (scores 26-59)	
	N = 45	%	N = 45	%	N = 45	%
Pre-study	0	0	5	11.1	40	88.9
Post-study	32	71.1	9	20.0	4	8.9

Table 4.6 shows levels of writing apprehension of the participants before and after the study. In the pre-study WAT results, the majority of 45 participants (40, 88.9%) were found to have a high level of writing apprehension while the rest (5, 11.1%) showed a moderate level of writing apprehension. However, none of the participants were found to possess a low level of writing apprehension. In the post-study, 32 participants (71.1%) were categorized into the low-apprehension group while there were only 9 participants (20%) with moderate apprehension and only 4

participants (8.9%) with high apprehension. It can be inferred that the implementation of dialogue journals had a positive impact because it helped reduce the participants' writing apprehension.

4.4 Willingness to Communicate

The participants were required to complete the 15-item questionnaires of willingness to communicate before and after the treatment. The mean scores of the responses were analyzed using paired t-test to determine whether a significant difference was found between the two results, as reported in Table 4.7 and 4.8 below.

Table 4.7: Comparison of Participants' Willingness to Communicate Mean Scores Before and After the Study

Pre-study				Post-study				Mean Diff	t-value
Mean	S.D.	Range	Level	Mean	S.D.	Range	Level		
2.53	.586	1.81 – 2.60	Low	3.81	.518	3.41 – 4.20	High	1.28	10.42**

**p < .01

In Table 4.7, the pre-study mean score of the participants' willingness to communicate was 2.53 out of 5 (S.D. = .586); the participants exhibited low willingness to communicate before the use of dialogue journals. For the post-study, their willingness to communicate mean scores was 3.81 (S.D. = .518), which showed a high level. To sum up, the mean score of the participants' willingness to communicate significantly increased after the study ($t = 10.42$, $p < .01$). It can be said that the use of dialogue journals helped the participants to be more willing to orally communicate.

Table 4.8: Comparison of Participants' Willingness to Communicate Mean Scores of Each Item

Item No.	Statement	Pre-study			Post-study			t-value
		Mean	S.D.	Level	Mean	S.D.	Level	
7	I am willing to answer the question when the teacher asks in the class.	2.42	.965	Low	4.38	.684	Very High	10.40**
9	I am willing to interview my friend for personal information in English.	2.71	.869	Moderate	4.22	.704	Very High	9.39**
13	I am willing to practice my English speaking.	3.36	1.048	Moderate	4.24	.933	Very High	4.58**
2	I am willing to introduce myself in English without notes.	2.38	.806	Low	3.60	.939	High	6.25**
4	I am willing to speak in a role-play with my friends in English in front of the class.	2.42	.839	Low	3.44	.967	High	5.73**
5	I am willing to give a short speech in English in front of the class.	2.38	1.029	Low	3.47	.968	High	5.18**
6	I am willing to talk to my English teacher in English.	2.29	.991	Low	4.18	.716	High	10.64**
1	I am willing to introduce myself in English with notes.	3.04	1.242	Moderate	3.96	.952	High	4.06*
3	I am willing to speak in a role-play with my friends in English at the desk	2.67	1.087	Moderate	3.80	1.014	High	4.62*
8	I am willing to greet my friends in English.	2.64	.957	Moderate	3.60	.720	High	5.49**
10	I am willing to talk about my routine activities in English.	2.11	.935	Moderate	4.09	1.041	High	8.35**

Item No.	Statement	Pre-study			Post-study			t-value
		Mean	S.D.	Level	Mean	S.D.	Level	
11	I am willing to talk about my holiday trips in English.	2.11	.832	Moderate	3.76	.773	High	9.27**
14	I am willing to greet my English teachers in English outside the class.	2.62	.984	Moderate	3.64	.908	High	4.77**
12	I am willing to speak in English as a representative of my group work.	2.24	.981	Low	3.40	.915	Moderate	5.82*
15	I am willing to ask for and give directions in English.	2.56	.893	Low	3.40	.863	Moderate	4.20*
Average		2.53	.586	Low	3.81	.518	High	10.42**

**p < .01, *p < .05

Table 4.8 illustrates the WTC mean scores of the participants' responses to each item of the questionnaire before and after the implementation of dialogue journals. The pre-study mean scores ranged from 2.11 to 3.36, which showed that the low to moderate level of the participants' willingness to communicate in English before the implementation of dialogue journals. The post-study results indicated the score range from 3.40 to 4.38; the participants showed the moderate to high level of willingness to communicate after practicing dialogue journals.

Specifically, the comparison of the results found one item having the highest gain from the low to very high level in the participants' willingness to communicate, their willingness to cooperate and engage in classroom activities with the teacher (item 7, $t = 10.407$, $p < 0.01$). Besides, two of the items indicated a very high level of willingness regarding speaking activities and the exchange of information with their friends after the use of dialogue journals (item 9, $t = 9.39$, $p < 0.01$; item 13, $t = 4.58$, $p < 0.01$). Hence, it can be inferred that being exposed to dialogue journals helped the participants gain their willingness to communicate with both the teacher and their peers. Four of the items with the significant increase from the low to high level of willingness to communicate were giving self-introduction (item 2, $t = 6.25$, $p < 0.01$), giving short speech (item 4, $t = 5.72$, $p < 0.01$), responding to questions (item 5, $t = 5.18$, $p < 0.01$), and doing the role-play in English (item 6, $t = 10.64$, $p < 0.01$) during class sessions.

In the post-study, the only two of the items with a moderate level of willingness communicate were item 12 ($t = 5.82$, $p < 0.05$) and item 15 ($t = 4.20$, $p < 0.05$). These items involved the participants' willingness in such speaking tasks as being a speaker/representative for the group-work presentation and the use of English outside the classroom.

CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

5.1 Summary of the Study

This research study aimed to investigate the impact of using dialogue journals on students' writing ability in terms of fluency and accuracy as well as to examine their attitudes' toward the implementation of dialogue journals. The main findings based on the four research questions can be summarized as follows.

Research Question 1:

The results have demonstrated a significant improvement of the participants' overall writing fluency and accuracy after the use of dialogue journals.

Analysis of the participants' writing performance scores revealed significant improvement in terms of writing fluency; they scored significantly higher in the post-test. The findings support those of Liao and Chen (2010) as well as Rokni and Seifi (2013) who confirmed a similar impact of using dialogue journals on EFL learners' writing fluency. Rokni and Seifi (2013) pointed out that the students tended to write more fluently without interruption because they experienced less fear of having others read their writing and gain more confidence from not being evaluated.

In addition, dialogue journal writing succeeded in providing more freedom and encouraging the participants to generate more ideas and reflect themselves in meaningful writing. In other words, fluency is the first priority in writing development as long as communication can deliver its contents and meaning effectively. The development of the participants' writing accuracy also seemed to be evident. The participants' writing accuracy score increased significantly in the post-test and the further evidence was found in the significant increase of error-free T-units which separately inspected grammatically correct clauses and sentences. Thus, it may be possible to say that the use of dialogue journals helped increase the subjects' writing performance in both fluency and accuracy.

It is worth noting that, in the present study, although the participants were told to mainly focus on meaning rather than form while writing in dialogue journals, they learned to write more grammatically correct clauses and sentences throughout the implementation of dialogue journals. This might be the result of continuous practice of writing and formal instruction on common grammatical errors. It should be pointed out that, in addition to practicing dialogue journals, certain common grammatical points were selected from the journal entries by the researcher and presented to the participants in a subsequent week. This might have helped the participants learn more grammatical patterns and structures; thus they produced fewer grammatical errors. The significant gain of accuracy score in the post-test demonstrated that the participants learned to adopt some certain grammatical rules and structural patterns. This is in line with previous studies (Crumley, 1998, Fellner & Apple, 2006) which reported that once dialogue journal writing keeps on and learners steadily progress their writing fluency, their grammatical errors will continue to decrease

Research Question 2:

The results revealed that the participants' attitudes toward the implementation of dialogue journals were positive. The participants showed agreement to the implementation and a strong preference for dialogue journals.

The highly positive attitudes were evident in the items regarding the exchanges of dialogue journals both with their peers and the teacher, indicating that the students' highly positive attitude toward social interaction with their peers and the teacher. This integration of teacher-to-student with peer-to-peer interaction in dialogue journals demonstrated that the role of teachers and peers was crucial to students' development.

The findings of the present study support those of Anderson et al. (2011) and Dressler and Tweedie (2016) that students put more efforts into their own learning when a solid relationship with a teacher is formed through their exchange of dialogue journals. Dressler and Tweedie also discovered that the use of dialogue journals accelerated and stabilized the relationship between an instructor and students even during shorter periods of time. Regarding peer-to-peer interaction, the findings of the

study were consistent with Vacca and Vacca's (1993) as well as Atwell (1987)'s notions that learners need opportunities to confer with peers and writing skills require responses from a variety of sources. Peer-to-peer interaction among a diversity of learners has been found to be an important tool of instruction in EFL writing classes. While aiming to maintain students' individuality, the implementation of dialogue journals can effectively promote collaborative learning rather than competition within the classroom (Spada & Lightbown, 2008). These findings of the study are in line with previous studies (Dressler & Tweedie, 2016; Foroutan et al., 2013; Mirhosseini, 2009), which reported that most students expressed positive attitudes toward dialogue journal writing as well as the writing course and preferred dialogue journals over other writing tasks.

Research Question 3:

The results have revealed the positive impact of using dialogue journals on the participants' writing apprehension. The majority of the participants (88.9%) were classified as having a high level of writing apprehension at the beginning of the study and eventually 71.1% of the participants were found to exhibit a low level of writing apprehension after the implementation of dialogue journals. It can be inferred that the use of dialogue journals is beneficial in boost students' writing confidence and reducing their writing apprehension. These findings were in line with those of Kose's (2005) report of the positive impact on overall language anxiety. Thevasigamoney and Yunus (2014) also claimed the success of using dialogue journals as a tool to lessen learners' writing anxiety. This is because dialogue journals advocate independence in learning and thrive on a learner's freedom to express his opinions and navigate his or her learning process without feeling the pressure to conform to a traditional writing class.

Thus, for students with high writing apprehension who have a tendency to avoid writing due to their fear of negative evaluations (Daly & Miller, 1975), dialogue journals can create an anxiety-free writing context and encourage their risk-taking willingness to express their ideas, which will gradually contribute to their writing confidence. Moreover, a fear of making errors such as spelling and misuse of grammatical rules, which is another possible cause of writing apprehension (Smith, Cheville & Hillocks, 2006), has been reduced through the implementation of dialogue

journals. Its meaning-focused communication provides learners with an environment where their ideas are more cherished than corrective feedback merely on misspelling and grammatical misuse (Watters & Diezmann, 2003).

Interestingly, some empirical evidence emerged during the present study. In the first few weeks of practicing dialogue journals, some of the participants who seemed less enthusiastic wrote on the same topic as their partners and copy their content. However, over time, the participants tended to generate their own ideas and gave different details in their writing after the exchanging process. This might be because reading the responses from their peers was successful in stimulating the participants to write more.

In brief, it can be concluded that dialogue journals can empower students' individuality, foster their confidence and cherish their personal growth through collaboration with peers. Peer interaction has been found to be an important facet of this implementation. The exchanges allowed the participants to build rapport with peers. Following is the excerpt of one of the participants' responses in the latter weeks of the implementation.

*Next time you go to shopping at Jungceylon again, please invite me. I would love to spend more time with you. It must be fun.
(Participant 22, Week 10)*

The exchanges also helped the participants to develop their interactional ability by encouraging them to share opinions, giving suggestions or showing their agreement and disagreement. A few participants were found to imitate the teacher's comment or question; subsequently, they were able to apply or adapt it properly when responding to their peers in the following weeks. The following excerpts of the entries' responses in the latter weeks of the implementation illustrate the evidence:

What is the most special thing about it?

What is your inspiration behind this?

It's a very good idea. I'm happy and excited for you.

There are so many useful details here. Thank you.

Additionally, the more the participants continued to practice dialogue journal writing, the more sophisticated their vocabulary was. Those newly found vocabulary included *fascinated*, *atmosphere*, *fabulous*, *struggle*, *chaotic* and *courage* as shown in the following excerpts.

I am fascinated by the romantic atmosphere. (Participant 4, Week 11)

The surrounding is very fabulous. (Participant 11, Week 11)

He had to struggled his whole life and come to chaotic situation but he was courage [sic] (Participant 22, Week 12)

Research Question 4:

The findings of the study indicated a significant increase of the participants' willingness to communicate after the implementation of dialogue journals; the participants exhibited a higher level of willingness to communicate in English after the study. It can be concluded that being involved in the oral interaction with peers during dialogue journals practice throughout the study could foster the participants' communication confidence and cause them to feel more willing to communicate in English. This phenomenon can be explained by what MacIntyre (2007) has pointed out that the role of interlocutors which can generating either *affiliation* or *control* motives toward learners, is a greatly influencing factor of L2WTC. This is consistent with the study of Pattapong (2015) who found that classroom affiliation seemed to promote more willingness to communicate in English when the participants were more relaxed to speak with their familiar classmates.

In the present study, dialogue journal writing is a channel for learners to convey meaning and develop fluency through communication regardless of their English competence, rather than to achieve grammatical precision. Therefore, the participants seemed to be less concerned about losing face so that they were able to feel free to explore their thoughts and express them in English. The process of communication-focused dialogue journals is successful in providing a more non-threatening space for learners to adjust themselves with their peers. Moreover, unlike the conventional classroom environment, this group of participants was more likely to

be willing to take risks and give contributions in class through dialogue journals when their confidence both in writing and communicating with their peers is fortified. The use of dialogue journals helped facilitate the participants to adjust better among the diversity of their peers. As a result, the implementation had a positive impact on students' beliefs and attitudes toward pair work and they learned to realize the important role of peer interaction in learning. In essence, when learners cultivate positive attitudes and perceptions toward language learning, their willingness to communicate in English increases.

5.2 Pedagogical Implications

1. Based on the main findings of the study, the use of dialogue journals had a significant impact on the participants' overall writing ability and they possessed positive attitudes toward the implementation. Pedagogical implications for effective EFL writing instruction can be proposed. Dialogue journals can be incorporated into EFL university-level classes, even when learners are at very beginning levels of writing fluency and have little previous experience in writing. Mirhosseini (2009) confirmed that dialogue journals can be "employed at almost all proficiency levels and in all educational contexts" (p.43).

Since EFL learners are not surrounded by an English language-rich environment, this meaning-focus communication can serve as a substitute for authentic conversation (Mansor, Mustaffah & Saleh, 2011). Specifically, in Thailand where learners view English as irrelevant (Glass, 2008), dialogue journals are most likely to help Thai EFL learners gain more familiarly with the language. Moreover, as learners' writing apprehension can have either a facilitating or debilitating effect on their writing performance. It is recommended that EFL writing courses can be incorporated with dialogue journals as preceding tasks in order to create more non-threatening and less stressful atmosphere in EFL writing classes.

One noteworthy aspect of dialogue journal writing is that its implementation can completely turn the traditional classroom completely into a learner-centered activity (Morini, 1995). As opposed to traditional classroom context, dialogue

journals allow teachers to better understand their learners' Zone of Proximal Development and to provide more individually tailored input to each learner's need (Chisea & Bailey, 2015). Therefore, social interaction through dialogue journals reflects implications which would encourage students' development of their interactional ability and ownership in learning. This can potentially establish a shift from traditional teacher-centered setting into learner-centered learning where students will no longer be passive learners and be able to find their own ways of controlling the learning process.

2. The participants in the present study held positive attitudes toward the implementation of dialogue journals; indeed, they were enthusiastic about selecting writing topics based on their own interest and expressing their own ideas freely. As a result, the participants exhibited more confidence in writing and no concerns over marking. This reflects a pedagogical implication that instructors can initiate dialogue journals as the basis for all writing activities inside EFL classes. The implementation can also assist EFL learners in gaining more familiarity and engagement in writing in the most non-threatening, anxiety-free and enjoyable manner which is long lost in a traditional classroom context. In particular, some participants were found to select more challenging or social-interest topics for their journal writing in the latter weeks (e.g., Facebook addiction, advice to tourists in Phuket, traffic problems). At the same time, some used dialogue journal writing as a channel to reflect their own learning or more personal issues. (e.g., ways to improve my English).

3. Dialogue journals can be successfully implemented in Thai EFL writing classes. Renowned as a less-complicated writing task, dialogue journals can be used to facilitate students' learning individually, customize the curriculum, and provide new solutions for existing challenges in writing classes. To get the students to write, it is suggested that a list of few topics can be provided for students to choose in the first few weeks of practicing dialogue journals in order to increase their motivation to write. Specifically, in the first session of introducing dialogue journals, one topic can be selected by the teacher for the whole class; however, the scope of writing may be loosely guided so that the students still have opportunities to elaborate the details of the topic by themselves. The use of general or personal topic is suggested for this

introduction session and the complete list of topics including those suggested by the students can be given in the following weeks. As a supplement, the teacher can write a sample journal, show it to the whole class and elicit each student's opinions or suggestions. This procedure aims to ensure that ample scaffolding is given to students with low proficiency or writing difficulties. This is also to have the students prepare and develop their interactional skill to communicate with their writing partners in the following weeks. Moreover, the students can internalize positive attitudes toward writing and gain a clearer perception of dialogue journals, which is a free writing with an emphasis on fluency over accuracy.

In essence, adaptation of dialogue journals is possible as long as its focus is still on its meaningful communication. The students, who are used to conventional EFL classes, tend to be passive learners and completely rely on the teacher's supervision. Through the use of dialogue journals, students will be encouraged to learn to identify the area of their difficulties and then make use of their own strength to overcome their weaknesses. Furthermore, dialogue journals have the potential to equip students with a sense of autonomy in learning. For example, some participants in the present study found the use of learning tools such as online bilingual dictionaries or picture dictionaries more meaningful and helpful while striving to make their messages clearer and more comprehensible. Obviously, dialogue journals can solve a more important issue that has constantly been a challenge in writing pedagogy. Its implementation can increase students' confidence in writing and allow them to take charge of their own learning, which is the major goal of learners-centered education.

5.3 Recommendations for Further Studies

The present study makes an important contribution to the EFL writing context. The study was one of the very few studies conducted to enhance writing ability by employing dialogue journals and the integration of teacher-to-student and student-to-student interaction. Some recommendations for further studies include:

1. The implementation of dialogue journal writing typically has its focus on fluency rather than accuracy. Participants were asked to focus on content, not

grammar and the partners were asked to comment on contents, not forms. Further research should be carried out to investigate the impact of using dialogue journals on both writing fluency and accuracy. In future research, dialogue journals partners can possibly be asked not only to read journal entries and give responses on the contents but also to give feedback on grammatical points to see whether this can help students develop their accuracy as effectively as their fluency.

2. In the present study, the implementation of dialogue journals was conducted within the weekly classroom sessions. In order to strengthen and broaden social interaction through the use of dialogue journals and maximize its benefits, further studies should be conducted to determine the impact of dialogue journals that are written and exchanged outside the classroom. Chiesa and Bailey (2015) emphasized that dialogue journals can function effectively as “out-of-class resources in making the communication between the teacher and the learners systematically dialogic” (p. 20)

REFERENCES

- Anderson, D. H., Nelson, J. A. P., Richardson, M., Webb, N., & Young, E. L. (2011). Using dialogue journals to strengthen the student-teacher relationship: A comparative case study. *College Student Journal, 45*(2), 269.
- Aimin, L. (2013). The study of second language acquisition under sociocultural theory. *American journal of educational research, 1*(5), 162-167.
- Atwell, N. (1987). *In the middle: Writing, reading and learning with adolescents*. Portsmouth, NH: Heinemann.
- Aydin, S. (2008). An investigation on the language anxiety and fear of negative evaluation among Turkish EFL learners. *Asian EFL Journal*. Retrieved from <https://eric.ed.gov/?id=ED512266>
- Bennui, P. (2008). A study of L1 interference in the writing of Thai EFL students. *Malaysian Journal of ELT Research, 4*, 72-102.
- Bromley, K. D. A. (1989). Buddy journals make the reading-writing connection. *The Reading Teacher, 43*(2), 122-129.
- Bromley, K. (1995). Buddy journals for ESL and native-English-speaking students. *TESOL Journal, 4*(3), 7-11.
- Brown, H. D. (1994). *Teaching by principles: An interaction approach to language pedagogy*. Upper Saddle River, NJ: Prentice Hall.
- Chaisiri, T. (2010a). Implementing a genre pedagogy to the teaching of writing in a university context in Thailand. *Language Education in Asia, 1*, 181-199.
- Chen, M. C., & Lin, H. J. (2009). Self-efficacy, foreign language anxiety as predictors of academic performance among professional program students in a general English proficiency writing test. *Perceptual and Motor Skills, 109*(2), 420-430.
- Chiesa, D. L., & Bailey, K. M. (2015). Dialogue Journals. In Nunan, D., & Richards, J. C. (Eds.). (2015), *Language learning beyond the classroom* (pp.53). Routledge.
- Chiravate, B. (2011). The role of narrative structure in the acquisition of English tense-aspect morphology by Thai learners. *Journal of Pan-Pacific Association of Applied Linguistics, 15*(2), 27-43.
- Chuenchaichon, Y. (2015). A review of EFL writing research studies in Thailand In the past 10 years. *Journal of Humanities, 11*(1), 13-30.
- Clason, D. L., & Dormody, T. J. (1994). Analyzing data measured by individual Likert-type items. *Journal of agricultural education, 35*, 4.

- Clark, Diane C. (2005). *Explorations into writing anxiety: Helping students overcome their fears and focus on learning*. Paper presented at ISSOTL Conference. 15 October.
- Crumley, H. (1998). *Dialogue journals as a tool in the introduction of a more student-centered approach in the ESL classroom*. Paper presented at the conference on language for specific purposes, Varna Medical University, Varna, Bulgaria.
- Dabbagh, A. (2017). The effect of dialogue journal writing on EFL learners' descriptive writing performance: a quantitative study. *International Journal of Applied Linguistics and English Literature*, 6(3), 71-80.
- Daly, J. A., & Miller, M. D. (1975). Apprehension of writing as a predictor of message intensity. *The Journal of Psychology*, 89(2), 175-177.
- de la Luz Reyes, M. (1991). A process approach to literacy using dialogue journals and literature logs with second language learners. *Research in the Teaching of English*, 291-313
- Denne-Bolton, S. (2013). The dialogue journal: A tool for building better writers. *English Teaching Forum*, 51(2), 2-11.
- Deveney, B. (2005). An investigation into aspects of Thai culture and its impact on Thai students in an international school in Thailand. *Journal of Research in International Education*, 4(2), 153-171.
- Dhanarattigannon, J. (2008). *Thai college students' response to non-traditional writing instruction in a Thai university* (Doctoral dissertation), University of Florida.
- Donato, R. (1994). Collective scaffolding in second language learning. In Lantolf, J. P., & Appel, G. (Eds.). *Vygotskian approaches to second language research* (pp.33-55). Greenwood Publishing Group.
- Dressler, R., & Tweedie, M. G. (2016). Dialogue journals in short-term study abroad: "Today I Wrote My Mind". *TESOL Journal*, 7(4), 939-967.
- Dueraman, B. (2012). Teaching EFL Writing: Understanding and re-thinking the Thai experience. *Journal of Alternative Perspectives in Social Sciences*, 4(1), 255-275.
- Effiong, O. (2016). Getting them speaking: Classroom social factors and foreign language anxiety. *TESOL Journal*, 7(1), 132-161.
- Fellner, T., & Apple, M. (2006). Developing writing fluency and lexical complexity with blogs. *The Jalt Call Journal*, 2(1), 15-26.
- Foley, J. A. (2013). Developing academic writing in a business-oriented university. *Indonesian Journal of Applied Linguistics*, 2(2), 168-186.

- Foroutan, M., Noordin, N., Hamzah, M., & Gani, S. (2013). How can dialogue journal writing improve learners' writing performance in the English as a second language context? *IOSR Journal of Humanities and Social Science*, 7(2), 35-42.
- Garmon, M. A. (2001). The benefits of dialogue journals: What prospective teachers say. *Teacher Education Quarterly*, 28(4), 37-50.
- Ghahremani-Ghajar, S., & Mirhosseini, S.A. (2005). English class or speaking about everything class? Dialogue journal writing as a critical EFL literacy practice in an Iranian high school. *Language, Culture, and Curriculum*, 18(3), 286-299.
- Glass, T. (2009). Why Thais write to other Thais in English. *World Englishes*, 28(4), 532-543.
- Hail, C., George, S., & Hail, J. (2013). Moving beyond journaling to dialogues in writing. *Critical Questions in Education*, 4(1), 42-51.
- Hughes, A. (1989). *Testing for Language Teachers*. New York: Cambridge University Press
- Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of second language writing*, 12(1), 17-29.
- Jahin, J. H. (2012). The Effect of Peer Reviewing on Writing Apprehension and Essay Writing Ability of Prospective EFL Teachers. *Australian Journal of Teacher Education*, 37(11), 11.
- Kaewcha, N. (2013). Problems with coherence in writing in the Thai context. *Manusats Paritat: Journal of Humanities*, 31(2), 29-40.
- Kamprasertwong, M. (2010). Willingness to communicate in English speech as a second language: A study of Thai, Chinese, and Dutch samples. *University of Groningen, Netherland*.
- Khaliliaqdam, S. (2014). ZPD, scaffolding and basic speech development in EFL context. *Procedia-Social and Behavioral Sciences*, 98, 891-897.
- Khajavy, G. H., Ghonsooly, B., Hosseini Fatemi, A., & Choi, C. W. (2014). Willingness to communicate in English: A microsystem model in the Iranian EFL Classroom Context. *TESOL Quarterly*. doi: 10.1002/tesq.204
- Khamkhien, A. (2010). Teaching English speaking and English speaking tests in the Thai context: A reflection from Thai perspective. *English Language Teaching*, 3(1), 184.
- Komin, S. (1990). *The Psychology of Thai People*. Bangkok: Research Institute of Development Administration.
- Köse, E. (2005). *Impact of dialogue journals on language anxiety and classroom affect* (Doctoral dissertation). Bilkent University.

- Kulprasit, W., & Chiramane, T. (2012). Boosting EFL students' positive attitudes toward writing in English: The role of journal writing with peer feedback. *ABAC Journal*, 32(3).
- Liao, M. T., & Wong, C. T. (2010). Effects of dialogue journals on L2 students' writing fluency, reflections, anxiety, and motivation. *Reflections on English Language Teaching*, 9(2), 139-170.
- Lin, Y. F. (2006). The effect of oral-written dialogue journals on speaking in EFL students. *Taiwan Journal of TESOL*, 3(1), 51-92.
- Linnell, K. M. (2010). Using dialogue journals to focus on form. *Journal of Adult Education*, 39(1), 23.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71-86.
- MacIntyre, P. D., Clement, R., Dornyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal*, 82, 545-562. doi:10.2307/330224
- MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal*, 91(4), 564-576.
- Mansor, Z. D., Mustaffa, M., & Salleh, L. M. (2015). Motivation and willingness to participate in knowledge sharing activities among academics in a public university. *Procedia Economics and Finance*, 31, 286-293.
- Mirhosseini, S. A. (2009). For our learn of English: Dialogue journal writing in EFL education. Retrieved from <https://www.researchonline.mq.edu.au/vital/access/manager/Index>
- Morini, E. (1995). Student-teacher dialogue journals as a tool for developing interactional ability. *Tesi di Laurea in Lingua Inglese*. Retrieved from <https://eric.ed.gov/?id=ED393294>
- Nassaji, H., & Cumming, A. (2000). What's in a ZPD? A case study of a young ESL student and teacher interacting through dialogue journals. *Language Teaching Research*, 4(2), 95-121.
- Ohta, A. S. (1995). Applying sociocultural theory to an analysis of learner discourse: Learner-learner collaborative interaction in the zone of proximal development. *Issues in Applied Linguistics*, 6(2), 93-121.
- Paranuwat, J. (2014). *A study of foreign language learning anxiety of the first year students at Srinakharinwirot University* (Doctoral dissertation).

- Pattapong, K. (2010). *Willingness to communicate in a second language: A qualitative study of issues affecting Thai EFL learners from students' and teachers' point of view* (Doctoral dissertation). Retrieved from <http://hdl.handle.net/2123/9244>
- Pattapong, K. (2015). Complex interactions of factors underlying Thai EFL learners' willingness to communicate in English. *PASAA: Journal of Language Teaching and Learning in Thailand*, 49, 105-136.
- Pawapatcharaudom, R. (2007). An investigation of Thai students' English language problems and their learning strategies in the international program at Mahidol University. *Case study, English for Business and Industry*, King Mongkut's Institute of Technology North Bangkok.
- Peng, J. (2009). *Exploring willingness to communicate (WTC) in English in Chinese EFL university classrooms: A mixed methods approach* (Unpublished doctoral dissertation). Sydney, Australia: Sydney University.
- Peng, J. E., & Woodrow, L. (2010). Willingness to communicate in English: A model in the Chinese EFL classroom context. *Language Learning*, 60(4), 834-876.
- Peyton, J.K. (1986). Dialogue journal writing and the acquisition of English grammatical morphology. Retrieved from <https://eric.ed.gov/?id=ED276257>
- Peyton, J.K. (1987). Dialogue journal writing with limited English proficient students. Retrieved from <https://eric.ed.gov/?id=ED287308>.
- Peyton, J.K. (1993). Dialogue journals: Interactive writing to develop language and literacy. Retrieved from <https://eric.ed.gov/?id=ED354789>.
- Peyton, J.K. (2000). *Dialogue Journals: Interactive writing to develop language and literacy*. ESL Resources: Digests. National Center for ESL Literacy Education.
- Peyton, J.K., Jones, C., Vincent, A., & Greenblatt, L. (1994). Implementing writing workshop with ESOL students: Visions and realities. *TESOL Quarterly*, 28(3), 469-487.
- Peyton, J.K., & Reed, L. (1990). Dialogue journal writing with non-native English speakers: A handbook for teachers. In Alexandria, V.A.: *Teachers of English to Speakers of Other Languages*.
- Pimsarn, P. (2013). EFL students' writing apprehension. *International Journal of Arts & Sciences*, 6(4), 99.
- Popovich, M., Massé, M., & Pitts, B. (2003). Revisiting student writer apprehension: A new interpretation of the rife and stacks writing apprehension measure. *Opérant Subjectivity*, 26, 88-111.
- Puengpipattrakul, W. (2014). L2 learner's-instructor's win-win tactics through alternative assessment of writing. *NIDA Development Journal*, 54(4), 1-16.

- Roe, M. F., & Stallman, A. C. (1994). A comparative study of dialogue and response journals. *Teaching and Teacher Education*, 10(6), 579-588.
- Rokni, S. J. A., & Seifi, A. (2013). The effect of dialog journal writing on EFL learners' grammar knowledge. *Journal of Language and Linguistic Studies*, 9(2), 57.
- Santos, T. (2000). On the future of second language writing: The EFL/ESL split. *Journal of Second Language Writing*, 9(1), 8-10.
- Song, M. (1997). The effect of dialogue journal writing on writing quality, reading comprehension, and writing apprehension of EFL college students. Retrieved from <https://eric.ed.gov/?id=ED410766>.
- Smith, M., Chevillie, J., & Hillocks Jr, G. (2006). I guess I'd better watch my English. *Handbook of writing research*, 263-274.
- Spada, N., & Lightbown, P. M. (2008). Form-focused instruction: Isolated or integrated?. *TESOL Quarterly*, 42(2), 181-207.
- Staton, J., Shuy, R., & Kreeft, J. (1982). *Analysis of Dialogue Journal Writing as a Communicative Event: Final Report to the National Institute of Education*. Center for Applied Linguistics.
- Steffensen, M. S. (1988). The dialogue journal: A method of improving cross-cultural reading comprehension. *Reading in a Foreign Language*, 5(1), 193-203.
- Suksawas, W. (2011). A sociocultural study of EFL learners' willingness to communicate.
- Suwanarak, K., & Phothongsunan, S. (2008, November). Attributions of high achieving Thai university students perceiving themselves as failures in English usage. Paper presented in 8th Annual SEAIR conference on institutional capacity building toward higher education competitive advantage. *STIE Perbanas Surabaya*, 4(6).
- Swain, M., Brooks, L., & Tocalli-Beller, A. (2002). 9. Peer-peer dialogue as a means of second language learning. *Annual Review of Applied Linguistics*, 22, 171.
- Swain, M., Kinnear, P., & Steinman, L. (2011). *Sociocultural theory in second language education: An introduction through narratives*. Bristol, England: Multilingual Matters.
- Thamraksa, C. (2003). Student-centered learning: Demystifying the myth. *Studies in Language and Language Teaching*, 12, 59-70. Trent, J. (2009). Enhancing oral participation across the curriculum: Some lessons from the EAP classroom. *Asian EFL Journal*, 11(1), 256-270.
- Thevasigamoney, A. F., & Yunus, M. M. (2014). A glimpse into e-mail dialogue journal writing (EDJW) and writing anxiety among gifted learners. *Procedia-Social and Behavioral Sciences*, 123, 266-271.

- Trent, J. (2009). Enhancing oral participation across the curriculum: Some lessons from the EAP classroom. *Asian EFL Journal*, 11(1), 256-270.
- Vacca, R.T., & Vacca, J.L. (1993). *Content Area Reading* (4th ed.). Glenview, Illinois: Scott Foresman.
- van Lier, L. (2008). Ecological-semiotic perspectives on educational linguistics. In B. Spolsky & F. Hult (Eds.), *The handbook of educational linguistics* (pp. 596–605). Malden, MA: Blackwell.
- Watanabe, Y. (1999). Second language literacy through student-centered learning. *The Internet TESL Journal*, 5(2).
- Watters, J. J., & Diezmann, C. M. (2003). The gifted student in science: Fulfilling potential. *Australian Science Teachers Journal*, 49(3), 46.
- Weigle, S. C. (2005). Second language writing expertise. In Johnson, K. (Ed.). *Expertise in the second language* (pp. 128-149). Palgrave Macmillan UK.
- Wilang, J. D., & Satitdee, A. (2015). Decreasing anxiety among communication arts EFL students through peer teaching and activities. *Catalyst*, 12(2), 2015.
- Wilste, Eric M. (2006). Using Writing to predict Students' Choice of Majors. *Journalism & Mass Communication Educator*. 179-194.
- Wolfe-Quintero, K., Inagaki, S., & Kim, H. (1998). *Second language development in writing: Measures of fluency, accuracy, and complexity*. Manoa, HI: University of Hawaii Press.
- Yoshihara, R. (2008). The bridge between students and teachers: The effect of dialogue journal writing. *Language Teacher*, 32(11), 3-7.
- Zarrinabadi, N., & Tanbakooei, N. (2016). Willingness to communicate: Rise, development, and some future directions. *Language and Linguistics Compass*, 10(1), 30-45

APPENDICES

Appendix A
Writing Test

Appendix B
Scoring Rubric

Analytic Scoring Scale Devised by John Anderson based on an oral ability scale found in Harris (1968) (as cited in Hughes, 1989)

Accuracy:

- __6. Few (if any) noticeable errors of grammar or word order
- __5. Some errors of grammar or word order which do not, however, interfere with comprehension.
- __4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
- __3. Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
- __2. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
- __1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

Fluency:

- __6. Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
 - __5. Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
 - __4. 'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.
 - __3. Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
 - __2. Communication often impaired by completely inappropriate or misused structures or vocabulary items.
 - __1. A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication almost impossible.
-

Appendix C
Questionnaires (English)

Questionnaire I: Attitudes toward the Implementation of Dialogue Journals

Directions: Please circle the number to indicate the degree to which statement applied to you whether you (1) strongly disagree, (2) disagree, (3) neutral, (4) agree or (5) strongly agree with the statement.

No.	Items	5	4	3	2	1
<i>What do you think of dialogue journal activities?</i>						
1.	I can choose my own writing topic.	5	4	3	2	1
2.	I can express my ideas freely and share my opinions.	5	4	3	2	1
3.	I have freedom to write whatever I want.	5	4	3	2	1
4.	I don't have to worry about writing quality.	5	4	3	2	1
5.	I don't have to worry about grammatical errors.	5	4	3	2	1
6.	I don't have to worry about my writing to be marked.	5	4	3	2	1
7.	I like it when my friend reads and responds my journal.	5	4	3	2	1
8.	I like it when my teacher reads and responds my writing.	5	4	3	2	1
<i>After the use of dialogue journals, ...</i>						
9.	I feel more confident in writing.	5	4	3	2	1
10.	I feel my writing has improved.	5	4	3	2	1
11.	I feel I can write more fluently.	5	4	3	2	1
12.	I enjoy writing in English more.	5	4	3	2	1
13.	I look forward to dialogue journal writing in the next class	5	4	3	2	1
14.	I know my friend better by reading his/her journals.	5	4	3	2	1
15.	I feel closer to my teacher by reading his comments.	5	4	3	2	1
16.	I feel my ideas are respected.	5	4	3	2	1
17.	I enjoy reading my own English writing.	5	4	3	2	1

Questionnaire II: Writing Apprehension

Directions: Please circle the number to indicate the degree to which statement applied to you whether you (1) strongly disagree, (2) disagree, (3) neutral, (4) agree or (5) strongly agree with the statement.

Items	5	4	3	2	1
1. I avoid writing.	5	4	3	2	1
2. I have no fear of my writing's being evaluated.	5	4	3	2	1
3. I look forward to writing down my ideas.	5	4	3	2	1
4. I am afraid of writing essays when I know they will be evaluated.	5	4	3	2	1
5. Taking a composition course is a very frightening experience.	5	4	3	2	1
6. Handing in a composition makes me feel good.	5	4	3	2	1
7. My mind seems to go blank when I start to work on my composition.	5	4	3	2	1
8. Expressing ideas through writing seems to be a waste of time.	5	4	3	2	1
9. I would enjoy submitting my writing to magazines for evaluation and publication.	5	4	3	2	1
10. I like to write down my ideas.	5	4	3	2	1
11. I feel confident in my ability to express my ideas clearly in writing.	5	4	3	2	1
12. I like to have my friends read what I have written.	5	4	3	2	1
13. I'm nervous about writing.	5	4	3	2	1
14. People seem to enjoy what I write.	5	4	3	2	1
15. I enjoy writing.	5	4	3	2	1
17. Writing is a lot of fun.	5	4	3	2	1
18. I expect to do poorly in composition classes even before I enter them.	5	4	3	2	1
19. I like seeing my thoughts on paper.	5	4	3	2	1
21. I have a terrible time organizing my ideas in a composition course.	5	4	3	2	1
22. When I hand in a composition, I know I'm going to do poorly.	5	4	3	2	1

Items	5	4	3	2	1
23. It's easy for me to write good compositions.	5	4	3	2	1
24. I don't think I write as well as most other people.	5	4	3	2	1
25. I don't like my compositions to be evaluated.	5	4	3	2	1
26. I'm not good at writing.	5	4	3	2	1

Questionnaire III: Willingness to Communicate in English

Directions: Please circle the number to indicate the degree to which statement applied to you whether you (1) strongly unwilling, (2) unwilling, (3) neutral, (4) willing or (5) strongly willing to proceed in each given situation.

No.	Items	5	4	3	2	1
1.	I am willing to introduce myself in English with notes.	5	4	3	2	1
2.	I am willing to introduce myself in English without notes.	5	4	3	2	1
3.	I am willing to speak in a role-play with my friends in English at the desk	5	4	3	2	1
4.	I am willing to speak in a role-play with my friends in English in front of the class.	5	4	3	2	1
5.	I am willing to give a short speech in English in front of the class.	5	4	3	2	1
6.	I am willing to talk to my English teacher in English.	5	4	3	2	1
7.	I am willing to answer the question when the teacher asks in the class.	5	4	3	2	1
8.	I am willing to greet my friend in English.	5	4	3	2	1
9.	I am willing to interview my friend for personal information in English.	5	4	3	2	1
10.	I am willing to talk about my routine activities in English.	5	4	3	2	1
11.	I am willing to talk about my holiday trips in English.	5	4	3	2	1
12.	I am willing to speak in English as a representative of my group work.	5	4	3	2	1
13.	I am willing to practice my English speaking.	5	4	3	2	1
14.	I am willing to greet my English teacher in English outside the class.	5	4	3	2	1
15.	I am willing to ask for and give directions in English.	5	4	3	2	1

Appendix D
Questionnaires (Thai)

แบบสอบถามทัศนคติและการรับรู้ที่มีต่อการเขียนบันทึกแบบสนทนา

คำชี้แจง: กรุณาทำเครื่องหมาย O ให้ตรงตามความเป็นจริง ตามความคิดเห็นในประเด็นดังต่อไปนี้

(5) เห็นด้วยอย่างยิ่ง, (4) เห็นด้วย, (3) ปานกลาง, (2) ไม่เห็นด้วย, (1) ไม่เห็นด้วยอย่างยิ่ง

ตอนที่ 1 การเรียนการสอนโดยใช้การเขียนบันทึกแบบสนทนา

ข้อ	ประเด็น	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
		5	4	3	2	1
ความคิดเห็นที่มีต่อการเรียนการสอนโดยใช้การเขียนบันทึกแบบสนทนา						
1.	ฉันสามารถเลือกหัวข้อในงานเขียนที่ตัวเองสนใจได้	5	4	3	2	1
2.	ฉันสามารถแสดงความคิดเห็นหรือถ่ายทอดประสบการณ์ส่วนตัวของตนเองได้	5	4	3	2	1
3.	ฉันมีอิสระที่จะเขียนและถ่ายทอดในสิ่งที่ตนเองต้องการ	5	4	3	2	1
4.	ฉันไม่ต้องกังวลเรื่องคุณภาพของงานเขียนตนเอง	5	4	3	2	1
5.	ฉันไม่ต้องกังวลเรื่องข้อผิดพลาดในงานเขียน	5	4	3	2	1
6.	ฉันไม่ต้องกังวลเรื่องคะแนนในงานเขียน	5	4	3	2	1
7.	ฉันชอบให้เพื่อนอ่านและตอบกลับงานเขียนของฉัน	5	4	3	2	1
8.	ฉันชอบให้ครูอ่านและตอบกลับงานเขียนของฉัน	5	4	3	2	1
ความคิดเห็นหลังจากทำกิจกรรมการเขียนบันทึกแบบสนทนา						
9.	ฉันรู้สึกมั่นใจมากขึ้นในการเขียนภาษาอังกฤษของตนเอง	5	4	3	2	1
10.	ฉันรู้สึกว่าความสามารถในการเขียนของตนเองพัฒนามากขึ้น	5	4	3	2	1
11.	ฉันสามารถเขียนได้คล่องแคล่วและรวดเร็วมากขึ้น	5	4	3	2	1
12.	ฉันรู้สึกสนุกกับการเขียนภาษาอังกฤษมากขึ้น	5	4	3	2	1
13.	ฉันรอคอยที่จะเข้าเรียนวิชาการเขียนภาษาอังกฤษในครั้งต่อไป	5	4	3	2	1

ข้อ	ประเด็น	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
		5	4	3	2	1
14.	ฉันรู้จักและเข้าใจเพื่อนมากขึ้นโดยการอ่านงานเขียนของเขา	5	4	3	2	1
15.	ฉันรู้สึกใกล้ชิดกับครูมากขึ้น โดยการอ่านความเห็นและการตอบกลับจากครู	5	4	3	2	1
16.	ฉันรู้สึกว่าความคิดเห็นของฉันได้รับการรับฟังและความเคารพจากผู้อื่น	5	4	3	2	1
17.	ฉันรู้สึกสนุกกับการอ่านงานเขียนของตัวเองมากขึ้น	5	4	3	2	1

ตอนที่ 2: แบบสอบถามความวิตกกังวลในการเขียนภาษาอังกฤษ

คำชี้แจง: กรุณาทำเครื่องหมาย O ให้ตรงตามความเป็นจริง ตามความคิดเห็นในประเด็นดังต่อไปนี้

(5) เห็นด้วยอย่างยิ่ง, (4) เห็นด้วย, (3) ปานกลาง, (2) ไม่เห็นด้วย, (1) ไม่เห็นด้วยอย่างยิ่ง

ประเด็น	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1. ฉันหลีกเลี่ยงการเขียนภาษาอังกฤษ	5	4	3	2	1
2. ฉันไม่มีความรู้สึกกลัวเมื่องานเขียนของฉันถูกตรวจ	5	4	3	2	1
3. ฉันรอคอยที่จะได้เขียนถ่ายทอดความคิดของฉัน	5	4	3	2	1
4. ฉันรู้สึกกลัวที่จะเขียนเรียงความเมื่อรู้ว่าจะมีการตรวจให้คะแนน	5	4	3	2	1
5. การเข้าเรียนวิชาการเขียนเป็นสิ่งที่น่ากลัว	5	4	3	2	1
6. ฉันรู้สึกดีเมื่อต้องส่งเรียงความ	5	4	3	2	1
7. สมองของฉันมักว่างเปล่าเมื่อต้องเริ่มต้นเขียนภาษาอังกฤษ	5	4	3	2	1
8. การแสดงความคิดเห็นเป็นสิ่งที่เปล่าประโยชน์	5	4	3	2	1
9. ฉันรู้สึกยินดีที่จะส่งงานเขียนของฉันสำหรับการตีพิมพ์ในนิตยสาร	5	4	3	2	1
10. ฉันชอบเขียนบันทึกสิ่งที่ฉันคิด	5	4	3	2	1
11. ฉันรู้สึกมั่นใจในความสามารถการถ่ายทอดสิ่งที่ฉันคิดได้อย่างชัดเจนผ่านทาง การเขียน	5	4	3	2	1
12. ฉันชอบที่จะให้เพื่อนอ่านงานเขียนของฉัน	5	4	3	2	1
13. ฉันรู้สึกวิตกกังวลเกี่ยวกับการเขียน	5	4	3	2	1
14. ทุกๆ คนดูเหมือนจะสนุกกับการเขียน	5	4	3	2	1
15. ฉันสนุกกับการเขียนภาษาอังกฤษ	5	4	3	2	1
17. การเขียนเป็นกิจกรรมที่สนุก	5	4	3	2	1
18. ฉันรู้ว่าฉันจะทำได้ในวิชาการเขียน แม้แต่ก่อนที่ฉันจะเข้าเรียน	5	4	3	2	1

ประเด็น	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
19. ฉันชอบที่ได้เห็นความคิดของฉันถูกถ่ายทอดลงบนกระดาษ	5	4	3	2	1
21. ฉันรู้สึกยุ่งยากมากในการเรียบเรียงความคิดตัวเอง ในวิชาการเขียน	5	4	3	2	1
22. เมื่อถึงเวลาส่งงานเขียน ฉันรู้ว่าจะได้คะแนนน้อย	5	4	3	2	1
23. มันง่ายมากสำหรับฉันที่จะเขียนงานเขียนดีๆ สักชิ้นหนึ่ง	5	4	3	2	1
24. ฉันไม่คิดว่าฉันสามารถเขียนได้ดีเท่าคนอื่น ๆ	5	4	3	2	1
25. ฉันไม่ชอบให้งานเขียนของฉันถูกตรวจสอบ	5	4	3	2	1
26. ฉันไม่เก่งในการเขียนภาษาอังกฤษ	5	4	3	2	1

ตอนที่ 3: แบบสอบถามความเต็มใจในการสื่อสารภาษาอังกฤษ

คำชี้แจง: กรุณาทำเครื่องหมาย O ให้ตรงตามความเป็นจริง ตามความคิดเห็นในประเด็นดังต่อไปนี้

(5) เห็นด้วยอย่างยิ่ง, (4) เห็นด้วย, (3) ปานกลาง, (2) ไม่เห็นด้วย, (1) ไม่เห็นด้วยอย่างยิ่ง

ข้อ	ประเด็น	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
		5	4	3	2	1
1.	ฉันเต็มใจที่จะพูดแนะนำตัวเป็นภาษาอังกฤษ โดยมีบทพูด	5	4	3	2	1
2.	ฉันเต็มใจที่จะพูดแนะนำตัวเองเป็นภาษาอังกฤษโดยไม่มีบทพูด	5	4	3	2	1
3.	ฉันเต็มใจที่จะพูดบทสนทนาภาษาอังกฤษกับเพื่อนที่โต๊ะเรียน	5	4	3	2	1
4.	ฉันเต็มใจที่จะพูดบทสนทนาภาษาอังกฤษกับเพื่อนหน้าชั้นเรียน	5	4	3	2	1
5.	ฉันเต็มใจที่จะพูดบรรยายหน้าชั้นเรียนเป็นภาษาอังกฤษ	5	4	3	2	1
6.	ฉันเต็มใจที่จะพูดภาษาอังกฤษกับครูในชั้นเรียน	5	4	3	2	1
7.	เมื่อครูถามคำถามในชั้นเรียน ฉันเต็มใจที่จะตอบคำถามเป็นภาษาอังกฤษ	5	4	3	2	1
8.	ฉันเต็มใจที่จะทักทายเพื่อนเป็นภาษาอังกฤษ	5	4	3	2	1
9.	ฉันเต็มใจที่จะสนทนากับเพื่อนแลกเปลี่ยนข้อมูลส่วนตัวเป็นภาษาอังกฤษ	5	4	3	2	1
10.	ฉันเต็มใจที่จะบอกเล่ากิจวัตรประจำวันของตนเองโดยใช้ภาษาอังกฤษ	5	4	3	2	1
11.	ฉันเต็มใจที่จะบอกเล่าการท่องเที่ยววันหยุดของตนเองโดยใช้ภาษาอังกฤษ	5	4	3	2	1
12.	ฉันเต็มใจที่จะเป็นตัวแทนกลุ่มเพื่อออกไปแสดงผลงานกลุ่มหน้าชั้นเรียนเป็นภาษาอังกฤษ	5	4	3	2	1
13.	ฉันเต็มใจเมื่อต้องฝึกฝนการสนทนาภาษาอังกฤษ	5	4	3	2	1
14.	ฉันเต็มใจที่จะทักทายกับครูเป็นภาษาอังกฤษ นอกชั้นเรียน	5	4	3	2	1
15.	ฉันเต็มใจที่จะตอบและอธิบายเป็นภาษาอังกฤษ เมื่อถูกถามเรื่องทิศทาง	5	4	3	2	1

Appendix E
Topics for Dialogue Journal Writing

PERSONAL / FAVORITE

- My family
- My favorite movie
- My favorite artist
- My favorite subjects / teacher
- People I admire
- My biggest passion
- My favorite hobbies
- My old habits
- 2017 New Year's resolution
- My future plan / my future self
- My goals in 5 years
- Things to do when I'm stressed out
- What made me proud of myself?
- My university life
- Advice to tourists in Phuket



Appendix F
Writing Form of Dialogue Journals

TOPIC:

IDEASTARTER:

- 1.
- 2.
- 3.

YOUR PHOTO:

TITLE:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

YOUR FRIEND'S COMMENTS OR QUESTIONS

YOUR REPLY:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of writer

Nickname Class No

Name of reader

Nickname Class No

Appendix G
Sample of Journal Entries

My future plan

ตั้งชื่อเรื่อง / เขียนเรื่อง ในหัวข้อที่ตัวเองเลือก (เขียนภาษาอังกฤษ มีสองหน้า)

~~My~~ future plan is important in my life & everyone have dream. ~~Some~~ ^{one} body want to be billionaire. ~~Some~~ ~~body~~ want to be doctor someone ~~was~~ just want to be good person only but I'm ~~different~~. My future plan is before 30 years old I must graduate in Phd and maybe I will be Professor in University and I have a future plan one more is I want to be Owner's barbershop because I interest barbering, I like make men hair cut, when I do it I'm very happy to do it. So barbering is a lot of men hair fashions. This is make me happy everytime.

PAPER 1
Using Dialogue Journals to Enhance Students' Writing Ability

Using Dialogue Journals to Enhance Students' Writing Ability

Sunai Rattanaintanin*

Assoc. Prof. Dr. Thanyapa Palanukulwong**

การใช้บันทึกแบบสนทนาเพื่อพัฒนาความสามารถทางการเขียนภาษาอังกฤษของผู้เรียน

สุนัย รัตนอินทนิล*

รศ.ดร.ธัญภา พลานุกุลวงศ์**

ABSTRACT

This study investigated the impact of using dialogue journals to enhance students' writing ability in terms of fluency and accuracy. The participants were 45 first-year students at a university in Phuket, Thailand. Each participant was required to write a dialogue journal entry once a week for 15 weeks. Participants then exchanged journals with peers and were asked to read and respond to the entries. A pre- and post-writing test and a questionnaire soliciting attitudes toward their use of dialogue journals served as instruments for data collection. The findings indicated a significant difference between the pre- and post-test scores in the participants' overall writing performance ($p < .01$) as well as the participants reported having positive attitudes toward the use of dialogue journals. In addition, the participants were required to complete the two questionnaires of writing apprehension and willingness to communicate before and after the study. The results showed that the participants' writing apprehension reduced while their willingness to communicate in English increased after the implementation of dialogue journals. Pedagogical implications for effective EFL writing instruction using dialogue journals are proposed.

Keywords: dialogue journals, EFL writing ability, fluency and accuracy, attitudes toward the implementation of dialogue journals

* Master of Arts Program in Teaching English as an International English Language, Faculty of Liberal Arts Prince of Songkla University, Thailand

** Assoc. Prof. Dr. Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Thailand

บทคัดย่อ

งานวิจัยนี้ได้ศึกษาผลกระทบของการใช้การเขียนบันทึกแบบสนทนาที่มีต่อการพัฒนาความสามารถในการเขียนของผู้เรียนทั้งทางด้านความคล่องแคล่วและความถูกต้อง ตลอดจนศึกษาทัศนคติของผู้เรียนที่มีต่อการเขียนบันทึกแบบสนทนา กลุ่มตัวอย่างของงานวิจัยนี้เป็นนักศึกษามหาวิทยาลัยชั้นปี 1 จำนวน 45 คนในมหาวิทยาลัยแห่งหนึ่งในจังหวัดภูเก็ต กลุ่มตัวอย่างเขียนบันทึกแบบสนทนาเป็นระยะเวลา 15 สัปดาห์ โดยมีการแลกเปลี่ยนบันทึกแบบสนทนาทั้งระหว่างเพื่อนร่วมชั้นเรียนและกับครูผู้สอน ข้อมูลในการวิจัยครั้งนี้มาจากผลคะแนนของกลุ่มตัวอย่างจากแบบทดสอบการเขียนทั้งก่อนและหลังการใช้การเขียนบันทึกแบบสนทนา ตลอดจนการตอบแบบสอบถามทัศนคติของกลุ่มตัวอย่างที่มีต่อการเขียนบันทึกแบบสนทนา แบบสอบถามความวิตกกังวลในการเขียนและความเต็มใจในการสื่อสารภาษาอังกฤษ ผลการวิจัยพบว่า ความสามารถทางการเขียนโดยรวมของกลุ่มตัวอย่างเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ตลอดจนกลุ่มตัวอย่างมีทัศนคติเชิงบวกต่อการเขียนบันทึกแบบสนทนา นอกจากนี้ ผลการวิจัยยังพบว่าความวิตกกังวลในการเขียนภาษาอังกฤษของกลุ่มตัวอย่างลดลง ขณะที่ความเต็มใจในการสื่อสารภาษาอังกฤษเพิ่มสูงขึ้นอย่างมีนัยสำคัญทางสถิติ หลังจากการใช้การเขียนบันทึกแบบสนทนา บทความนี้มุ่งนำเสนอประโยชน์ในการใช้การเขียนบันทึกแบบสนทนาเพื่อการเรียนการสอนภาษาอังกฤษเป็นภาษาต่างประเทศอย่างมีประสิทธิภาพและเพื่อส่งเสริมการเรียนการสอนโดยมีผู้เรียนเป็นศูนย์กลางในบริบทการศึกษาของประเทศไทย

คำสำคัญ: การเขียนบันทึกแบบสนทนา, ความสามารถทางการเขียน, ความคล่องแคล่วและความถูกต้องทางการเขียน, ทัศนคติที่มีต่อการเขียนบันทึกแบบสนทนา

INTRODUCTION

English is a foreign language in the Thai context where the English language is mainly used in the academic setting and in workplaces (Chuenchaichon, 2015). In recent years, the increasing importance of English has been emphasized due to a need to prepare Thai students for the ASEAN Economic Community (AEC), in which English will be used for communication among ASEAN-members. While all four basic skills of English are essential to convey effective communication, writing is one of the skills Thai people need to acquire. Writing ability can be a predictor of learners' future academic and career success (Weigle, 2005). Yet, it is challenging as it requires learners to acquire specific strategies in order to meet the demands of particular writing contexts (Hyland, 2003). The level of writing difficulty prominently increases in EFL contexts where the language is not commonly used, learners rarely assimilate the necessity of English writing (Foley, 2013) and writing classes are conducted using traditional teacher-centered instruction (Deveney, 2005).

English writing has been found troublesome and has become the most prevailing English language problem that Thai EFL learners encounter (Chuenchaichon, 2015). Writing difficulties in Thailand have been reported by several researchers. According to Pawapatcharaudom (2007), Thai learners view writing as the most challenging skill when compared to the other three skills (speaking, listening, reading) in English. This is in line with a study by Chaisiri (2010) which pointed out the anxiety-provoking complications Thai university students face when writing compositions. It has been suggested that Thai EFL learners are in need of seeking consultation from the teacher or academic support from their peers so as to lessen their writing difficulties (Pimsarn, 2013; Wilang & Satitdee, 2015).

In the Thai context, EFL writing classes are likely to be conducted through teacher-centered instruction (Deveney, 2005; Dhanarattigannon, 2008). The teacher-centered approach in writing pedagogy has been seen as the main obstacle in EFL education. The drawback of the traditional classroom is clearly visible in Thai EFL students who have become passive and dependent in learning; as a result, they lack the ability of critical and creative thinking (Thamraksa, 2003). It also has resulted in students' limited freedom to express themselves through genuine interaction and their lack of engagement in the classroom (Dueraman, 2012). Suwanarak and Phothongsunan (2008) also pointed out Thai EFL students discerned themselves as unsuccessful English learners although they held positive views regarding benefits from English learning. They also perceived that their English literacy couldn't serve effectively for real-life communication or academic use in higher education after completing several English courses.

Concerns over writing difficulty in EFL contexts have led to a call for an educational shift from teacher-to-student traditional instruction to a student-centered approach in writing classes. This shift can "allow for a depth in the learning process through the students and teachers active participation in the learning process—a participation that allows for an unlimited amount of creativity" (Watanabe, 1999, p. 1). Similarly, Kulprasit and Chiramanee (2012) suggested that the use of pair-work collaboration and peer-to-peer interaction as a new instrument in establishing this shift to a student-centered approach in Thai EFL teaching and learning context. In spite of a

preference for teacher-dominated approaches including conventional corrective feedback in Thailand, the role of learners and teachers are supposed to coexist side by side in EFL classes and both should be promoted as equally valuable to the development of students' performance (Kulprasit & Chiramanee, 2012).

In the past few decades, the use of dialogue journals, an outgrowth of journal writing, has been one of the new writing approaches widely used to enhance English writing classes and promote student-centered pedagogy in EFL contexts. Peyton (1993) defines a written dialogue journal as “a written conversation in which a student and teacher communicate regularly 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” (p.1). Dialogue journals serve as an on-going written conversation between an individual student and a teacher or other writing partner (Peyton, 2000; Peyton & Reed, 1990). It utilizes the writing process in which students decide the writing topics and the length of their writing while a teacher gives written responses in order to offer insights or initiate new ideas without performing as an evaluator/rater (Peyton, 1986; Peyton, 2000). The main focus of dialogue journal writing is to provide more opportunities and freedom so that learners can explore their interests on a wide selection of topics and in a diversity of writing genres and styles. (Peyton, 1983). It is believed that students learn to adopt grammatical forms and structures by reading the teacher's responses and mimicking them. Dialogue journals can be employed either by having students give and receive immediate responses during class sessions or out of class (Peyton, 2000). In addition, journal partners can either be a teacher or another learner. The exchanges can also be done between classmates or among learners in other classes (Peyton, 2000). According to Steffensen (1988), the effectiveness of the method is due to diminishing control over students as well as promoting their individuality and ownership in learning. This is consistent with the notion given by Atwell (1987) that the students felt equally respected and supported in both pairings due to the fact that “The writer's need for response can come from a variety of sources” (p. 48).

Studies have confirmed that students can benefit greatly from having a classmate as their writing partner (e.g., Hail & George, 2001) With more relatively equal status, pairings with peers can encourage students to learn how to communicate using their limited English without pressure from evaluation of the teacher (Bromley, 1995). Regarding the efficacy of dialogue journals on students' learning, positive effects have been confirmed in several empirical studies. Benefits of using dialogue journals include improved writing ability (e.g., Liao & Wong, 2010; Rokni & Seifi, 2013), reduced language anxiety (Song, 1997), and the promotion of student-centered classrooms (Crumley, 1998).

The implementation of dialogue journal writing has long proved to be beneficial in assisting students to overcome writing difficulties. While Thai EFL learners experience writing difficulties and often seek teacher support, as shown in numerous research studies (e.g., Bennui, 2008; Chiravate 2011; Kaewcha, 2013), there have been very few studies conducted with Thai learners of English (e.g., Kulprasit & Chiramanee, 2012; Puengpipattrakul, 2014). Therefore, this study aimed to investigate

the impact of dialogue journals on undergraduate students' writing ability through the integration of teacher-to-learner and peer-to-peer social interactions.

PURPOSE OF THE STUDY

The purpose of the study was to investigate the impact of dialogue journals on students' writing ability in terms of fluency and accuracy as well as their attitudes toward the implementation.

LITERATURE REVIEW

Social Interaction

In the implementation of dialogue journals, the notion of exchanging information with a teacher or between learners through written communication is strongly correlated with Vygotsky's assertion on the connection between social interaction and language acquisition (Gallimore & Tharp, 1990 cited in Garmon, 2001). According to Vygotsky (1986, cited in Aimin, 2013), the development derived from the phenomenon which is called the Zone of Proximal Development (ZPD). The Zone of Proximal Development (ZPD) is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86 as cited in Ohta, 1995). Likewise, language acquisition can be perceived as an outcome of the Zone of Proximal Development (ZPD) when learners interact through social interaction. More opportunities for learners to engage in learner-to-learner or collaborative interaction will increase in the L2 classroom when teachers increasingly adopt the use of pair and group work in the classroom (Long & Porter, 1985 as cited in Ohta, 1995). Group and pair work offer a channel of communication in order for learners to engage in meaningful and authentic interaction to construct L2 meanings in their own social context (Khaliliaqdam, 2014).

Related Studies in EFL Contexts

Many research studies have shown that dialogue journals have been effective with diverse participants on a wide range of educational settings in ESL/EFL contexts, and have provided positive evidence of benefits on students' learning development in EFL contexts. Specifically in EFL contexts, a study of Liao and Wong (2010) examined the effects of dialogue journal writing in Taiwan. Forty-one participants were asked to write journal entries and the teacher wrote responses by asking questions or giving comments on the content. The findings of the study showed positive evidence of improvement in the participants' writing fluency and significant improvement in the aspects of content, organization and vocabulary. In addition, Foroutan et al. (2013) conducted a comparative study between dialogue journal writing and topic-based

writing tasks at a university in Malaysia. The topic-based group received conventional writing instruction and explicit corrective feedback on the participants' writing while the dialogue journal group had dialogue journal writing and received feedback indirectly. The results revealed that the participants in the dialogue journal group outperformed in overall writing performance, particularly in the aspects of content and vocabulary. Most recently, Dabbagh (2017) conducted a six-month study with 84 intermediate Iranian learners. The experimental group was required to write weekly journals, and then the instructor gave feedback on its content from the instructor while the control group experienced conventional instruction. A significant difference was found between the experimental and control group, which confirmed the positive impact of dialogue journals on the participants' overall writing performance.

Related Studies in Thai EFL Contexts

Although many studies have been conducted to investigate the implementation of dialogue journals in EFL contexts, very little research has been done in Thai EFL contexts.

One was a study of 27 voluntary Thai first-year undergraduate students by Puengpipattrakul (2014), utilizing dialogue journals as an alternative assessment of the course. The participants were assigned to write four dialogue journal entries on the course-related topics. Then, they received comments and feedback from the teacher. The quantitative findings indicated improvement in the participants' writing performance in terms of fluency after the treatment. Most of the participants agreed that the use of dialogue journals encourage them to communicate in a non-threatening environment.

Kulprasit and Chiramanee (2012) conducted a study of 42 lower secondary students, incorporating peer feedback to enhance journal writing in the EFL writing class. All the participants were undergoing the initial training to learn and practice grammatical rules in the first three weeks. Then, each participants was required to write a journal entry on the weekly basis on the weekly basis for the next 8 weeks. Each was paired with a partner with higher writing proficiency. The partners exchanged journal entries to give corrective feedback on grammatical points. Besides the statistically significant improvement in the students' overall writing performance, their positive attitudes toward both journal writing and peer feedback were shown. It could be concluded that the incorporation of journal writing with peer feedback into EFL writing instruction facilitates students to foster these new techniques and master writing ability through collaborative learning atmosphere.

Although some significant benefits of using dialogue journals have been shown in both Asian EFL and Thai EFL contexts, the participants in those studies are mostly young learners receiving responses from their teacher or dialogue journals were used as merely an alternative assessment or a supplement to the existing course. Therefore, this study examines the impact of fully incorporating dialogue journals into a Thai EFL classroom through the integration of both teacher-to-student and student-to-student interaction.

RESEARCH QUESTIONS

Do dialogue journals enhance university-level students' writing ability in terms of fluency and accuracy?

Methodology

Population / Participants

The present study was conducted in a university in Phuket. The population consisted of 2,081 first-year undergraduate students in the faculty of Management Sciences in the academic year 2015. The participants, 45 non-English major first-year students who were enrolled in the English preparation course, Foreign Language Development Project 2, were selected using purposive sampling. The study was conducted using dialogue journals within weekly class sessions of the course, which was designated to increase English literacy of students who are beginners of English proficiency, and to boost their confidence in using English. Simultaneously, the participants were attending regular courses including English for General Communication 1 which were allocated by the university.

Instruments

In order to answer the research questions of the study, four instruments were designed and developed, which included dialogue journal entries, a writing test, journal entries and a questionnaire on students' attitudes toward the implementation of dialogue journals.

1) A writing test

A writing test, used as a pre- and post-test, was developed to assess the participants' writing ability before and after the implementation of dialogue journals. The participants were required to write for one hour on the topic "My ideal vacation plan". The test was independently scored by two experienced teachers utilizing a scoring rubric. The scoring rubric was an analytical scale divided into fluency and accuracy aspects. Scores for each aspect was 6; thus the total score was 12. The scoring rubric was based on the analytical scale devised by John Anderson found in Harris (1968, cited in Hughes, 1989). The agreement between the two raters (a native and a non-native teacher) was measured in order to ensure the inter-rater reliability. The inter-rater reliability between the two raters was strongly correlated ($r = .982, p < .01$).

2) Questionnaire on students' attitudes toward the implementation of dialogue journals

A five-point Likert scale questionnaire aimed to examine the participants' attitudes toward dialogue journals. The questionnaire was adapted from those of Liao

and Wong (2010), and Roe and Stallman (1994), consisted of 8 items of attitudes toward the implementation of dialogue journals and 9 items on its effects. The questionnaire was translated into Thai and piloted with a group of 30 students who were not in the main study. Cronbach's alpha was performed in order to investigate the internal consistency of the items in the questionnaire. The overall Cronbach's alpha was 0.92, suggesting that the questionnaire had high internal consistency.

Data Collection

The study was conducted for 15 weeks in the first semester of the academic year 2016 and the data was collected throughout the semester. The details were as follows.

Week 1: a writing test was administered for an hour to initially investigate the participants' writing ability. The pre-test writing was independently scored by two raters based on scoring rubric devised by John Anderson found in Harris (1968, cited in Hughes, 1989).

Weeks 2-14: The participants engaged in dialogue journal writing throughout 13 weekly sessions. At the beginning of each session, the participants choose a topic of their own interest. The participants were randomly put in pairs and each participant had a new partner every two weeks. The main purpose was to strengthen social interaction within the classroom through the exchanges with different partners as interlocutors. Then, each pair talked about their selected topics before starting their journal writing.

After the participants performed journal writing for 30 minutes, they exchanged their entries with their partners, reading and writing responses in terms of the content of the journal. They were allowed to ask questions or request clarification related to the misunderstanding. Any error correction in terms of grammatical rules or spelling was also acceptable. However, the participants were informed that error correction was not the main focus of dialogue journal writing. After reading the responses, the owner of the entry wrote back. The exchange process took about 20 minutes. Finally, all the journal entries were collected by the researcher. This activity ran in the weekly classroom session throughout the semester, approximately 13 entries by each participant in 13 weeks.

Each week four journal entries were randomly selected and examined by the researcher. Written responses and comments were given on the content of the entry, not the language points in order to maintain the main feature of dialogue journal writing. The entries were given back to the owners for further replies and exchanges. Additionally, the researcher would choose the most common errors found in these selected entries in order to be presented to the whole class in a mini-teaching in the following week. Each week four new journal entries went through the same procedure described, so all the entries were viewed and responded by the researcher; 4 entries per week.

Week 15: The writing test with the same topic as the pre-test was administered for an hour. The purpose was to examine whether there was any significant difference in the participants' writing ability after the practice of dialogue journal writing. The

post-test writing was scored by the same set of raters and with the same scoring rubrics as in the pre-test. Upon the completion of the post-test, the questionnaire was distributed to the participants to examine their attitudes toward the use of dialogue journals.

Data Analysis

1. The scores of the participants' pre- and post-tests were compared by using a paired samples t-test to find out whether there was any significance difference in their writing ability in aspects of fluency and accuracy after the implementation of dialogue journals.

2. In order to examine the participants' attitudes toward the implementation of dialogue journals, the participants' responses in the questionnaire were analyzed and determined by mean scores. The mean scores of their responses were interpreted as follows: 4.21 – 5.00 = strongly agree; 3.41 – 4.20 = agree; 2.61 – 3.40 = moderately agree; 1.81 – 2.60 = disagree; 1.00 – 1.80 = strongly disagree.

FINDINGS

1. Participants' Writing Performance

In order to compare the writing performance of the subjects before and after the use of dialogue journals, the pre- and post-tests were scored using scoring scale. The writing performance was a combination of 2 aspects: fluency and accuracy. Each writing aspect ranged from score 1 to 6 and the total score was 12. The pre- and post-test scores were presented in Table 1 below.

Table 1: Comparison of Writing Scores Before and After the Use of Dialogue Journals

Writing scores	Pre-test		Post-test		Development	t-value
	Mean	S.D.	Mean	S.D.		
Fluency	1.60	0.78	3.84	0.95	2.24	14.44**
Accuracy	1.88	0.88	2.19	0.95	0.30	2.23*
Total scores (12)	3.48	1.55	6.03	1.73	2.54	9.89**

**p < .01, *p < .05

In table 1, the mean score of the participants' pre-test was 3.48 out of 12, (S.D. = 1.55) and that of their post-test was 6.03 (S.D. = 1.73), indicating that the participants did significantly better in the post-test ($t = 9.89$; $p < .01$). Their performance

after the implementation of dialogue journals increased significantly (Development = 2.54; $t = 9.89$; $p < .01$). It can be inferred that the implementation of dialogue journals enhanced the participants' overall writing ability.

Concerning fluency and accuracy, the analysis of the participants' writing scores in the pre- and post-tests also showed significantly better performance in these two aspects. In terms of fluency, the mean score of the participants in the pre-test was 1.60 out of 6 (S.D. = 0.78) and that in the post-test was 3.84 (S.D. = 0.95). The development of score was 2.24, indicating that their writing fluency significantly improved ($t = 14.44$; $p < 01$). In terms of accuracy, the pre-test score was 1.88 out of 6 (S.D. = 0.88) and the post-test score was 2.19 (S.D. = 0.95). The post-test score was 0.30 significantly higher than the pre-test score ($t = 2.23$; $p < 0.05$). In other words, the participants scored higher in terms of writing accuracy after the treatment.

2. Participants' Attitudes toward the Use of Dialogue Journals

In order to examine the participants' attitudes toward the use of dialogue journals, their responses to each item in the Likert-scaled questionnaire (1 = strongly disagree to 5 = strongly agree) are reported in Table 4.

Table 2: The Participants' Attitudes toward the Use of Dialogue Journals

Statement	Mean	S.D.	Level of agreement
1. I like it when my friend reads and responds to my journal.	4.38	.777	Strongly agree
2. I can choose my own writing topic.	4.31	.701	Strongly agree
3. I enjoy reading my own English writing.	4.29	.626	Strongly agree
4. I like it when my teacher reads and responds to my writing.	4.27	.654	Strongly agree
5. I feel closer to my teacher by reading his/her comments.	4.27	.654	Strongly agree
6. I can express my ideas freely and share my opinions.	4.24	.773	Strongly agree
7. I feel more confident in writing.	4.13	.588	Agree

Statement	Mean	S.D.	Level of agreement
8. I feel my writing has been improved.	4.09	.596	Agree
9. I have freedom to write whatever I want.	4.00	.826	Agree
10. I know my friend better by reading his/her journals.	3.98	.866	Agree
11. I feel I can write more fluently.	3.96	.562	Agree
12. I feel my ideas are respected.	3.93	.751	Agree
13. I don't have to worry about my writing being marked.	3.76	1.090	Agree
14. I enjoy writing in English more.	3.69	.763	Agree
15. I look forward to dialogue journal writing in the next class.	3.58	.723	Agree
16. I don't have to worry about writing quality.	3.38	.912	Moderately agree
17. I don't have to worry about grammatical errors.	3.27	1.053	Moderately agree
Average	3.97	.529	Agree

Table 2 illustrates the mean scores of the participants' attitudes towards dialogue journals after 15 weeks of practicing dialogue journals. The mean scores ranged from 3.27 to 4.38. The participants' responses to most of the items were positive. The total mean score of all items was 3.97, which could be interpreted that the participants held positive attitudes toward the implementation of dialogue journals and showed their agreement on its benefits.

The highest mean scores of agreement came from 6 out of 17 items (4.21 – 5.00 = strongly agree). Specifically, the participants' responses were highly positive to the exchange of dialogue journals with their peers (item 1, \bar{x} = 4.38). In addition to pair-work and collaboration with their peers, the participants strongly agreed to the importance of responses given by the teacher (item 4, \bar{x} = 4.27), and that dialogue journals strengthened their relationship with the teacher (item 5, \bar{x} = 4.27). Their highly positive attitudes toward the writing activity and a strong preference for dialogue

journals mainly derived from freedom to decide and choose topics based on their own interests (item 2, $\bar{x} = 4.31$). The participants perceived that their own journal entries were more satisfactory to reread (item 3, $\bar{x} = 4.29$). The participants also showed strongly agreement on benefits of dialogue journals in providing them with more opportunities to express their ideas and share their own experiences in writing (item 6, $\bar{x} = 4.24$).

The participants held positive attitudes toward dialogue journals (3.41 – 4.20 = agree) in 9 out of 17 items. The participants felt more confident in writing (item 7, $\bar{x} = 4.13$); thus perceived that they improved their writing skill (item 8, $\bar{x} = 4.09$) and were able to write more fluently (item 11, $\bar{x} = 3.96$) after practicing dialogue journals. Dialogue journals did not only provide them with more freedom in writing but also their ideas were respected and valued (item 9, $\bar{x} = 4.00$; item 12, $\bar{x} = 3.93$). The participants also agreed that English writing tasks became more enjoyable (item 14, $\bar{x} = 3.69$; item 15, $\bar{x} = 3.58$), and they developed better relationship with their peers (item 10, $\bar{x} = 3.98$). Finally, they felt less anxious in writing dialogue journals because their journal entries were not marked (item 13, $\bar{x} = 3.76$).

The participants' moderately positive attitudes (2.61 – 3.40 = moderately agree) were reflected in their moderate agreement to two items of their concerns over writing quality (item 16, $\bar{x} = 3.38$) and grammatical accuracy (item 17, $\bar{x} = 3.27$). It can be inferred that while most of the participants exhibited more confidence and less fear in meaning-focused dialogue journal practice, they did not abandon the importance of improving their writing accuracy and producing fewer grammatical errors.

SUMMARY AND DISCUSSION

This research study aimed to investigate the impact of using dialogue journals on students' writing ability in terms of fluency and accuracy as well as to examine their attitudes' toward the implementation of dialogue journals. The main findings based on the two research questions can be summarized as follows.

1. The results have demonstrated a significant improvement of the participants' overall writing ability in terms of fluency and accuracy after the use of dialogue journals.

Analysis of the participants' writing performance scores revealed significant improvement in terms of writing fluency; they scored significantly higher in the post-test. The findings support those of Liao and Chen (2010) as well as Rokni and Seifi (2013) who confirmed a similar impact of using dialogue journals on EFL learners' writing fluency. Rokni and Seifi pointed out that the students tended to write more fluently without interruption because they experienced less fear of having others read their writing and gain more confidence from not being evaluated. In addition, dialogue journal writing succeeded in providing more freedom and encouraging the participants to generate more ideas and reflect themselves in meaningful writing. In other words, fluency is the first priority in writing development as long as communication can deliver its contents and meaning effectively.

The development of the participants' writing accuracy also seemed to be evident. The participants' writing accuracy score increased significantly in the post-test. Thus, it may be possible to say that the use of dialogue journals helped increase the subjects' writing performance in both fluency and accuracy.

Interestingly, in spite of the fact that the participants were told to mainly focus on meaning rather than form while writing in dialogue journals, they learned to write more grammatically correct clauses and sentences throughout the implementation of dialogue journals. This might be the result of continuous practice of writing and formal instruction on common grammatical errors. It should be pointed out that, in addition to practicing dialogue journals, certain common grammatical points were selected from the journal entries by the researcher and presented to the participants in a subsequent week. This might have helped the participants learn more grammatical patterns and structures; thus they produced fewer grammatical errors. The significant gain of accuracy score in the post-test demonstrated that the participants learned to adopt some certain grammatical rules and structural patterns. Previous studies reported that once dialogue journal writing keeps on and learners steadily progress their writing fluency, their grammatical errors will continue to decrease (Crumley, 1998)

2. The results revealed that the participants' attitudes toward the implementation of dialogue journals were positive. The participants showed agreement to the implementation and a strong preference for dialogue journals.

The highly positive attitudes were evident in the items regarding the exchanges of dialogue journals both with their peers and the teacher, indicating that the students' highly positive attitude toward social interaction with their peers and the teacher. This integration of teacher-to-student with peer-to-peer interaction in dialogue journals demonstrated that the role of teachers and peers was equally crucial to students' development.

The findings of the present study support those of Anderson et al. (2011) and Dressler and Tweedie (2016) that students put more efforts into their own learning when a solid relationship with a teacher is formed through their exchange of dialogue journals. Dressler and Tweedie also discovered that the use of dialogue journals accelerated and stabilized the relationship between an instructor and students even during shorter periods of time. Regarding peer-to-peer interaction, the findings of the study was consistent with Vacca and Vacca's (1993) as well as Atwell (1987)'s notions that learners need opportunities to confer with peers and writing skills requires responses from a variety of sources. Peer-to-peer interaction among a diversity of learners has been found to be an important tool of instruction in EFL writing classes. While aiming to maintain students' individuality, the implementation of dialogue journals can effectively promote collaborative learning rather than competition within the classroom (Spada & Lightbown, 2008). These findings of the study are in line with previous studies (Dressler & Tweedie, 2016; Foroutan et al., 2013; Mirhosseini, 2009), which reported that most students expressed positive attitudes toward dialogue journal writing as well as the writing course and preferred dialogue journals over other writing tasks.

PEDAGOGICAL IMPLICATIONS

1. Based on the study's main findings, the use of dialogue journals had significant impact on the participants' overall writing ability and they possessed positive attitudes toward the implementation. Pedagogical implications for effective EFL writing instruction can be proposed. The findings of the present study have supported the notion that dialogue journals can be incorporated into EFL university-level classes, even when learners are at very beginning levels of writing fluency and have little previous experience in writing. Mirhosseini (2009) confirmed that dialogue journals can be "employed at almost all proficiency levels and in all educational contexts" (p.43).

One noteworthy aspect of dialogue journal writing is that its implementation can completely turn the traditional classroom completely into a learner-centered activity (Morini, 1994). As opposed to traditional classroom context, dialogue journals allow teachers to better understand their learners' ZPD and to provide more individually tailored input to each learner's need (Chisea & Bailey, 2015). Therefore, social interaction through dialogue journals reflects implications which would encourage students' development of their interactional ability and ownership in learning. This can potentially establish a shift from traditional teacher-centered setting into learner-centered learning where students will no longer be passive learners and be able to find their own ways of controlling the learning process.

2. The participants in the present study held positive attitudes toward the implementation of dialogue journals; indeed, they were enthusiastic about selecting writing topics based on their own interest and expressing their own ideas freely. As a result, the participants exhibited more confidence in writing and no concerns over marking. This reflects a pedagogical implication that instructors can initiate dialogue journals as the basis for all writing activities inside EFL classes. The implementation can also assist EFL learners in gaining more familiarity and engagement in writing in the most non-threatening, anxiety-free and enjoyable manner which is long lost in traditional classroom context. In particular, some participants were found to select more challenging or social-interest topics for their journal writing in the latter weeks (e.g., facebook addiction, advice to tourists in Phuket, traffic problems). At the same time, some used dialogue journal writing as a channel to reflect their own learning or more personal issues. (e.g., ways to improve my English).

LIMITATIONS AND RECOMMENDATIONS FOR FURTHER STUDIES

The present study makes an important contribution to the EFL writing context. The study was one of very few studies conducted to enhance writing ability by employing dialogue journals and the integration of teacher-to-student and student-to-student interaction. However, this study is limited in some aspects. In relation to the limitations of the study, some recommendations for further studies include

1. 45 participants in the present study were selected using purposive sampling and a control group was not included in the research design, which limits the

generalizability of the results. Further investigation between an experiment and a control group is needed in order to determine the true impact of using dialogue journals and to isolate other feasible factors affecting the outcomes of the intervention.

2. The implementation of dialogue journal writing typically has its focus on fluency rather than accuracy. Participants were asked to focus on content, not grammar and the partners were asked to comment on contents, not forms. Further research should be carried out to investigate the impact of using dialogue journals on both writing fluency and accuracy. In future research, dialogue journals partners can possibly be asked not only to read journal entries and give responses on the contents but also to give feedback on grammatical points to see whether this can help students develop their accuracy as effectively as their fluency.

3. In the present study, the implementation of dialogue journals was conducted within the weekly classroom sessions. In order to strengthen and broaden social interaction through the use of dialogue journals and maximize its benefits, further studies should be conducted to determine the impact of dialogue journals that are written and exchanged outside the classroom. Chiesa and Bailey (2015) emphasized that dialogue journals can function effectively as “out-of-class resources in making the communication between the teacher and the learners systematically dialogic” (p. 20)

REFERENCES

- Anderson, D. H., Nelson, J. A. P., Richardson, M., Webb, N., & Young, E. L. (2011). Using dialogue journals to strengthen the student-teacher relationship: A comparative case study. **College Student Journal**, 45(2), 269.
- Aimin, L. (2013). The study of second language acquisition under sociocultural theory. **American journal of educational research**, 1(5), 162-167.
- Atwell, N. (1987). **In the Middle: Writing, reading and learning with adolescents**. Portsmouth, NH: Heinemann.
- Bennui, P. (2008). A study of L1 interference in the writing of Thai EFL students. **Malaysian Journal of ELT Research**, 4, 72-102.
- Bromley, K. (1995). Buddy journals for ESL and native-English-speaking students. **TESOL Journal**, 4(3), 7-11.
- Kulprasit, W., & Chiramane, T. (2012). Boosting EFL students' positive attitudes toward writing in English: the role of journal writing with peer feedback. **ABAC Journal**, Vol. 32 No. 3. Assumption University.
- Chaisiri, T. (2010). Implementing a genre pedagogy to the teaching of writing in a university context in Thailand. **Language Education in Asia**, 1, 181-199.
- Chiesa, D. L., & Bailey, K. M. (2015). Dialogue Journals. *Language Learning Beyond the Classroom*, 53.
- Chiravate, B. (2011). The role of narrative structure in the acquisition of English tense aspect morphology by Thai learners. **Journal of Pan-Pacific Association of Applied Linguistics**, 15(2), 27-43.
- Chuenchaichon, Y. (2015). A review of EFL writing research studies in Thailand In the past 10 years. **Journal of Humanities**, Naresuan University.
- Crumley, H. (1998). Dialogue journals as a tool in the introduction of a more student centered approach in the ESL classroom. **Paper presented at the conference on language for specific purposes**, Varna Medical University, Varna, Bulgaria.
- Dabbagh, A. (2017). The effect of dialogue journal writing on EFL learners' descriptive writing performance: a quantitative study. **International Journal of Applied Linguistics and English Literature**, 6(3), 71-80.
- Denne-Bolton, S. (2013). The dialogue journal: A tool for building better writers. **English Teaching Forum**, 51(2), 2-11.
- Deveney, B. (2005). An investigation into aspects of Thai culture and its impact on Thai students in an international school in Thailand. **Journal of Research in International Education**, 4(2), 153-171.

- Dhanarattigannon, J. (2008). Thai college students' response to non-traditional writing instruction in a Thai university. **PhD dissertation**, University of Florida.
- Dressler, R., & Tweedie, M. G. (2016). Dialogue journals in short-term study abroad: "Today I Wrote My Mind". **TESOL Journal**, 7(4), 939-967.
- Dueraman, B. (2012). Teaching EFL Writing: Understanding and re-thinking the Thai experience. **Journal of Alternative Perspectives in Social Sciences**, 4(1), 255-275.
- Foley, J. A. (2013). Developing academic writing in a business-oriented university. **Indonesian Journal of Applied Linguistics**, 2(2), 168-186.
- Foroutan, M., Noordin, N., Hamzah, M., & Gani, S. (2013). How can dialogue journal writing improve learners' writing performance in the English as a second language context. **IOSR Journal of Humanities and Social Science**, 7(2), 35-42.
- Garmon, M. A. (2001). The benefits of dialogue journals: What prospective teachers say. **Teacher Education Quarterly**, 28(4), 37-50.
- Ghahremani-Ghajar, S., & Mirhosseini, S.A. (2005). English class or speaking about everything class? Dialogue journal writing as a critical EFL literacy practice in an Iranian high school. **Language, Culture and Curriculum**, 18(3), 286-299.
- Hail, C., George, S., & Hail, J. (2013). Moving beyond journaling to dialogues in writing. **Critical Questions in Education**, 4(1), 42-51.
- Hughes, A. (1989). **Testing for language teachers**. Cambridge and New York: Cambridge University Press
- Hyland, K. (2003). **Second Language Writing**. Cambridge: Cambridge University Press.
- Jahin, J. H. (2012). The effect of peer reviewing on writing apprehension and essay writing ability of prospective EFL teachers. **Australian Journal of Teacher Education**, 37(11), n11.
- Kaewcha, N. (2013). Problems with coherence in writing in the Thai context. **Manusat Paritat: Journal of Humanities**, 31(2), 29-40.
- Khaliliaqdam, S. (2014). ZPD, scaffolding and basic speech development in EFL context. **Procedia-Social and Behavioral Sciences**, 98, 891-897.
- Komin, S. (1990). **The Psychology of Thai People**. Bangkok Research Institute of Development Administration.
- Liao, M. T., & Wong, C. T. (2010). Effects of dialogue journals on L2 students' writing fluency, reflections, anxiety, and motivation. **Reflections on English Language Teaching**, 9(2), 139-170.

- Linnell, K. M. (2010). Using dialogue journals to focus on form. **Journal of Adult Education**, 39(1), 23.
- Mirhosseini, S. A. (2009). For our learn of English: Dialogue journal writing in EFL education.
- Morini, E. (1995). Student-teacher dialogue journals as a tool for developing interactional ability. **Tesi di Laurea in Lingua Inglese**.
- Ohta, A. S. (1995). Applying sociocultural theory to an analysis of learner discourse: Learner-learner collaborative interaction in the zone of proximal development. **Issues in applied linguistics**, 6(2), 93-121.
- Pawapatcharaudom, R. (2007). An investigation of Thai students' English language problems and their learning strategies in the international program at Mahidol University. **Case study, English for Business and Industry**, King Mongkut's Institute of Technology North Bangkok.
- Peyton J.K. (2000). **Dialogue journals: Interactive writing to develop language and literacy**. ESL Resources: Digests. National Center for ESL Literacy Education.
- Peyton, J.K., & Reed, L. (1990). **Dialogue journal writing with nonnative English speakers: A handbook for teachers**. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Pimsarn, P. (2013). EFL students' writing apprehension. **International Journal of Arts & Sciences**, 6(4), 99.
- Puengpipattrakul, W. (2014). L2 learner's-instructor's win-win tactics through alternative assessment of writing. **NIDA Development Journal**, 54(4), 1-16.
- Roe, M. F., & Stallman, A. C. (1994). A comparative study of dialogue and response journals. **Teaching and Teacher Education**, 10(6), 579-588.
- Rokni, S. J. A., & Seifi, A. (2013). The effect of dialog journal writing on EFL learners' grammar knowledge. **Journal of Language and Linguistic Studies**, 9(2), pp-57.
- Spada, N., & Lightbown, P. M. (2008). Form focused instruction: Isolated or integrated?. **TESOL Quarterly**, 42 (2), 181-207.
- Steffensen, M. S. (1988). The dialogue journal: A method of improving cross-cultural reading comprehension. **Reading in a Foreign Language**, 5(1), 193-203.
- Suwanarak, K., & Phothongsunan, S. (2008). Attributions of high achieving Thai university students perceiving themselves as failures in English usage. In 8th annual SEAIR conference on institutional capacity building toward higher education competitive advantage. **STIE Perbanas Surabaya**, 4(6).
- Thamraksa, C. (2003). Student-centered learning: Demystifying the myth. *Studies in Language and Language Teaching*, 12, 59-70. Trent, J. (2009). Enhancing oral

participation across the curriculum: Some lessons from the EAP classroom. **Asian EFL Journal**, 11(1), 256-270.

Vacca, R.T., & Vacca, J.L. (1993). **Content Area Reading** (4th ed.). GlenviewDL: Scott Foresman.

Watanabe, Y. (1999). Second language literacy through student-centered learning. **The Internet TESL Journal**, 5(2).

Weigle, S. C. (2005). Second language writing expertise. In expertise in second language.

Wilste, Eric M. (2006). Using Writing to predict Students' Choice of Majors. **Journalism & Mass Communication Educator**. Summer: 179-194.

VITAE

Name Sunai Rattanaintanin

Student ID 5811121030

Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts (Sociology and Anthropology)	Prince of Songkla University, Pattani Campus	2002

List of Publication and Proceeding

Rattanaintanin, S., & Palanukulwong, T. (2017). *Using Dialogue Journals to Enhance Students' Writing Ability*. Manuscript submitted for publication.