

對話日誌寫作對於寫作動機之效果:成人學習者之個案研究

**The Effects of Dialogue Journal Writing on Writing Motivation:  
A Case Study of EFL Adult Learners**

by

李惠琹 Hui-Ting Greta Li

THESIS

Presented to the Faculty of

the Department of Foreign Languages and Literature of

Tunghai University

In Partial Fulfillment of the Requirements for

The Degree of MASTER of ARTS in

Teaching English as a Foreign Language

TUNGHAI UNIVERSITY

January 2018

中華民國一百零七年一月

## ACKNOWLEDGEMENTS

The warm support and encouragement from my mother, thesis advisor, professors, classmates and friends made me realize that I am very much blessed. In these three and half years, my own diffidence and difficulties led me to the edge of quitting the study in the MA program for several times. However, their words helped me regain my strength again and again. Hence, I would like to seize this opportunity to express my sincere gratitude to them.

First, I would like to give the credit to my mother. When I encountered a number of serious setbacks, her words produced great power and kept me going. Second, I would like to express my gratefulness to my thesis advisor, Dr. Kai-Lin Wu for being so supportive and guiding me with angelic patience while I was learning in her classes and writing my thesis. I have learned tremendously from her. Moreover, I would like to express my thankfulness to the committee members, Dr. Christine Yang and Dr. Yi-Huey Guo. They gave me so much useful advice selflessly. It was really beneficial to me. Then, I would like to show my appreciation to two American friends, Lisa Olmstead and Jason Towns, for helping me with my writing and encouraging me. Finally, I would like to thank my classmates in the graduate school and other friends of mine. I cannot name each of them because there are too many of them. They kept telling me positive and encouraging words, especially when I was upset. These wonderful people made me feel that I am truly blessed.

My intensive and fabulous journey at the MA-TEFL program is about to end. I will always keep their encouragement in mind, and use the knowledge I have learned from Tunghai University to help my students in the future.

*Hui-Ting Great Li*  
Tunghai University  
2018 February

# 對話日誌寫作對於寫作動機之效果:成人學習者之個案研究

研究生：李惠琹

指導教授：吳凱琳 博士

## 中文摘要

本研究調查主要研究對話日誌寫作如何影響 EFL 成人學習者們的寫英文動機。此研究的設計是為了探索 (1) 對話日誌會如何影響 EFL 成人學習者們的寫英文動機，(2) 在對話日誌中指導老師給的回饋會如何影響 EFL 成人學習者們的寫英文動機，以及(3) 他們對於寫對話日誌的認知想法。

為了達到此目的，此實驗性研究包含了八位參與者，他們參加了一個研究者計畫的 12 周讀書會。在讀書會的期間參與者們每週閱讀一篇旅遊書中的文章，並寫兩篇對話日誌，網路社交應用程式(Line)被用來當作寫與交換對話日誌的工具。在參加對話日誌寫作訓練計畫之前，參與者們填寫了有關他們英文學習簡史，以及對於英文學習與寫作態度的背景資料問卷，在對話日誌寫作訓練計畫的第一、六和最後一周，每位參與者都參加了訪談，而所有訪談中的對話內容將會被錄音，並轉為逐字稿。所有參與者的在訪談與背景資料問卷中所取得的回應都會被分析、比較，藉此找出學習者寫作動機的變化，所有資料將會以質性研究的方式呈現。

本研究發現對話日誌寫作增強了大部分成人學習者的寫作動機，由於對話日誌寫作提供他們更多的機會練習英文、讓他們的英文進步，他們也提到老師回饋中的目標語言使用示範，以及針對他們寫作內容所設計的問題，更能激發他們的寫作動機，在使用 Line 寫作與交換日誌方面，因為它的互動功能讓學生能及時收到老師的回饋，而對寫作動機產生正面的影響。最後，所有的參與者對於對話日誌寫作都持有著正面的態度，因為他們把它視為一個讓他們英文進步和讓他們規律練習寫英文的一種方法。

關鍵詞：對話日誌寫作、寫作動機、老師回饋、成人學習者、Line App

**The Effects of Dialogue Journal Writing on Writing Motivation:  
A Case Study of EFL Adult Learners**

Hui-Ting Greta Li

Advisor: Dr. Kai-Lin Wu

**Abstract**

The present study investigated the effects of Dialogue Journal Writing (DJW) on adult EFL learners' writing motivation in English. It was designed to explore (1) how DJW influenced adult EFL learners' writing motivation, (2) how teacher feedback in DJs influenced their writing motivation, and (3) what their perceptions of DJW were.

To achieve the purpose, the experimental study recruited eight adult learners who participated in a twelve-week reading club organized by the researcher. They read an article about traveling and wrote two dialogue journal entries every week. Line, a social network application, was used as a tool for exchanging and responding to dialogue journals. Before participating in the project, they filled out background information questionnaires about their English learning histories and attitudes towards English learning and writing. Then, each of them was interviewed by the instructor-researcher during the first, the sixth, and the final weeks of the DJW project. All the semi-structured interviews were audio-taped and transcribed. The participants' responses acquired from the interviews and the background information questionnaires were analyzed and cross-compared in order to see the changes of their writing motivation. A thematic analysis was performed on the interview data.

The present study found that DJW enhanced most adult learners' writing motivation. They were motivated to write in English because the DJW project offered them more opportunities to improve and practice English. They also reported that the target language input offered in teacher feedback and the questions based on the content of DJs enhanced

their motivation to write more. In addition, keeping DJs on Line had positive influences on their writing motivation because it allowed them to receive and respond to teacher feedback immediately. Finally, all of the participants held favorable attitudes toward DJW because they perceived DJW as a way of improving their English proficiency and making them practice writing regularly.

*Keywords: dialogue journal writing (DJW), writing motivation, teacher feedback, adult learners, Line application*

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	
ABSTRACT (English).....	
ABSTRACT (Chinese).....	
LIST OF TABLES.....	
LIST OF FIGURES.....	
<b>CHAPTER ONE INTRODUCTION .....</b>	<b>1</b>
Background of the Study .....	1
Statement of the Problem .....	3
Purpose of the Study .....	4
The Definitions of Terms .....	4
Significance of the Study .....	5
<b>CHAPTER TWO LITERATURE REVIEW .....</b>	<b>6</b>
Dialogue Journal Writing .....	6
The Content in a Dialogue Journal .....	6
Teachers' Assistance for Students to Generating Ideas .....	7
Teacher Feedback in Dialogue Journals .....	8
Teachers' Roles in Implementing DJW .....	10
Principles for Executing a DJW Project .....	11
Effects of Dialogue Journal Writing .....	13
Writing Motivation .....	17
Teacher Feedback & Writing Motivation .....	21
<b>CHAPTER THREE METHOD .....</b>	<b>23</b>
Participants .....	23
The Dialogue Journal Writing Project .....	24
Instruments .....	25
Background Information Questionnaire .....	25

Dialogue Journal Entries .....	26
Semi-Structured Interviews .....	28
Data Collection Procedures .....	28
Data Analysis Procedures .....	30
<b>CHAPTER FOUR RESULTS AND DISCUSSION .....</b>	<b>33</b>
Background Information of the Adult Learners .....	33
The Effects of Dialogue Journal Writing on Adult Learners' Writing Motivation .....	35
The Effects of Teacher Feedback in Dialogue Journals on Adult Learners' Writing Motivation .....	39
The Adult Learners' Perceptions of Dialogue Journal Writing .....	52
<b>CHAPTER FIVE CONCLUSION .....</b>	<b>56</b>
Summary of the Major Findings .....	56
Pedagogical Implication .....	56
Limitations of the Study .....	57
Suggestions for Future Research .....	58
<b>REFERENCES .....</b>	<b>59</b>
<b>APPENDICES .....</b>	<b>63</b>
Appendix A Background Information Questionnaire .....	63
Appendix B The Written Guidelines for DJW .....	65
Appendix C The Writing Prompts for the Weekly Articles .....	68
Appendix D The Example of the Handout with the Weekly Writing Prompts .....	71
Appendix E The Questions for the Semi-Structured Interview .....	72

## LIST OF TABLES

Table 3.1	The Participants' Background Information: Age, Career, and Education	24
Table 3.2	Data Collection Procedures	29
Table 4.1	The Total Number of Sentences and Responses to Teacher Feedback in DJs	46

## LIST OF FIGURES

Figure 4.1	Modelling correct language use in natural genuine interactions	40
Figure 4.2	Affirming the Learners' Ideas and Thoughts	41
Figure 4.3	Sharing Related Information or Instructors' Experiences	41
Figure 4.4	Questioning	42
Figure 4.5	The written interaction between the adult learner and the instructor on Line	49
Figure 4.6	The written interaction between another adult learner and the instructor on Line	50



## **Chapter One**

### **INTRODUCTION**

#### **Background of Study**

Dialogue journal (DJ) refers to written conversations which are frequently exchanged between two interactive partners on regular basis (Chan, 2005; Darhower, 2004; Dolly, 1990; Eksi, 2013; Liao & Wong, 2010; Peyton & Reed, 1990; Peyton & Staton, 1993; Reyes, 1991; Yunus & Thevasigamoney, 2014). DJ offers learners an opportunity to explore and practice the target language on topics they desire. A number of previous studies found that Dialogue Journal Writing (DJW) helps learners' target language writing. The findings in those papers also indicated that, with appropriate guidance and encouragement, DJW can enhance learners' confidence (Chan, 2005; Peyton & Reed, 1990; Peyton & Staton, 1993), language proficiency (Liao & Wong, 2010; Peyton & Reed, 1990; Peyton & Staton, 1993), writing fluency (Chan, 2005; Liao & Wong, 2010) and motivation in second language (L2)/ foreign language (FL) writing (Chan, 2005; Liao & Wong, 2010; Peyton & Reed, 1990). Previous studies have shown that DJW is effective in improving ESL/EFL writing. However, how DJW influence learners' writing motivation still needs to be explored.

Senior researchers and L2/FL instructors found the following benefits of DJW. First of all, students' confidence increased because the instructors focused on the ideas in the writing instead of scoring their performance based on grammar and spelling (Chan, 2005; Peyton & Reed, 1990; Peyton & Staton, 1993). Secondly, learners' target language proficiency and writing fluency were positively developed due to the plentiful opportunities to practice and exchange DJs (Chan, 2005; Liao & Wong, 2010; Peyton & Reed, 1990; Peyton & Staton, 1993). Thirdly, most students were motivated because DJW allowed them to choose topics freely (Chan, 2005; Liao & Wong, 2010; Peyton & Reed, 1990). Fourthly, a number of researchers discovered that DJW deepened students' learning of course content and critical

thinking when the teachers asked them to write reflections about the course (Abednia et al. 2013; Eksi, 2013; Peyton & Reed, 1990). Furthermore, the continuous exchanges of DJs brought the students and the teachers closer to each other. It enabled the teachers to know more about each student and provide them with appropriate assistances to their learning (Chan, 2005; Peyton & Reed, 1990; Peyton & Staton, 1993). These benefits proved DJW's adoptability and helpfulness to students' writing in L2/FL.

In the field of L2/FL writing motivation, experienced scholars have studied it from different perspectives. They explored writing motivation in relation to intrinsic/extrinsic motivation (Cumming, Kim & Eouanzoui, 2007; Dutta Roy, 2010; Hussein, 2013; Liao & Wang, 2010), integrative/ instrumental orientations (Cumming, et al., 2007; Hashemian & Heidari, 2013) and self-efficacy (Cumming, et al., 2007; Duijnhouwer, Prins & Stokking, 2012; Pajares, 2007; Troia, Harbaugh, Shankland, Wolbers & Lawrence, 2013). Writing motivation refers to an inner drive which makes an individual express thoughts and ideas in writing autonomously (Dutta Roy, 2010). Intrinsic motivation and integrative orientation play an essential part in one's internal strength of writing motivation. A person has intrinsic motivation could enjoy writing for internal satisfaction (Ryan & Deci, 2000). He/She may also have strong integrative orientation which indicates the desire of learning the culture and interacting with the native members from the target language community (Gardner, 1985). On the other hand, an individual's writing motivation can be externally influenced by his/her extrinsic motivation and instrumental orientation. When a person's learning is influenced by extrinsic motivation, it means the desire from external world, such as getting rewards or avoiding punishment, which affects his/her motivation in learning (Ryan & Deci, 2000). He/she may have strong instrumental orientation which means he/she use the foreign language as an instrument to realize his/her goal(s), such as getting promotions or studying abroad, etc. (Dornyei, 1994). The other angle related to writing motivation is self-efficacy belief. It refers how one's self-evaluation on the the performance on a certain task influences

his/her writing motivation (Troia, et al., 2012). These various perspectives show that the construction of writing motivation is multifaceted.

In previous studies of dialogue journal writing, various types of teacher feedback were employed and discussed. These studies showed how the participant-instructors responded to the content of the learner's writing in order to maximize the effects of the attainment in terms of engagement, confidence, language proficiency and writing fluency (Peyton & Reed, 1990; Peyton & Staton, 1993). The instructors demonstrated correct language uses, gave affirmations to students' thoughts and ideas, articulated information and their experiences in order to motivate them to write, and used questions for engaging them in writing. (Chan, 2005; Peyton & Reed, 1990; Peyton & Staton, 1993) in their feedback. The studies suggested that the FL teachers should give teacher feedback based on learners, target language proficiency and the diverse situations shown in the journal entries, such as, their confusion, anxiety, complaints or excitement in lives, etc. (Peyton & Reed, 1990; Peyton & Staton, 1993).

Even though aforementioned studies showed that DJW has positive effects on the development of learners' ESL/EFL writing development, more empirical evidence to show DJW's influence on learners' writing motivation still needs to be discovered.

### **Statement of the Problems**

The following gaps are needed to be closed. First, plenty of studies have uncovered the positive effects of DJW in terms of ESL/EFL learners' L2/FL attainment, writing proficiency and fluency. A number of earlier studies for discovering the relationship among learners' writing motivation, intrinsic motivation, integrative orientation, extrinsic motivation and instrumental orientation were also studied. However, limited studies specifically focused on how DJW changed learners' writing motivation. Second, most earlier studies focused on how to give learners' teacher feedback in DJs but very few of them investigate how teacher

feedback influences learners' writing motivation. Last, majority of the studies of DJW or writing motivation involved the participants of different ages, including elementary, high school and university students in the first language (L1)/ ESL/EFL setting. However, adult learners who graduated from universities in EFL environment were rarely studied.

### **Purpose of the Study**

The purpose of the present study is to explore how dialogue journal writing affects adult EFL learners in English writing motivation. It also seeks to understand adult learners' perceptions of dialogue journal writing.

The following four research questions are designed for the present study:

1. How does dialogue journal writing affect adult learners' writing motivation?
2. How does teacher feedback in dialogue journals motivate adult learners to write in English?
3. What are the learners' perceptions of dialogue journal writing?

### **The Definitions of Terms**

**Dialogue journal writing (DJW):** Written interactive conversations between a learner and the instructor, which are done and exchanged on a regular basis (Peyton & Reed, 1990). In the present study, a dialogue journal will be exchanged twice a week between the instructor and each participant during the twelve week reading club.

**Writing motivation:** The incentives drive an individual to autonomously express ideas and thoughts in FL/L2 writing (Dutta Roy, 2010). The incentives can be either intrinsic or extrinsic. Considering the participants' English proficiency, current study focuses on how learners' motivation may change in writing English.

**Teacher feedback on dialogue journal:** A response written by a teacher to a student in a dialogue journal entry (Payton & Stanton, 1993). In the current study, the teacher-researcher

gives four types of feedback to dialogue journals: 1. modeling correct language uses in the genuine written conversations, 2. affirming learners' ideas and thoughts, 3. sharing related information or instructors' experiences, 4. asking and answering questions for engaging learners in writing.

### **Significance of the Study**

The researcher hopes that the findings of the study will show foreign language instructors how DJW affects EFL adult learners' writing motivation, what factors have to be taken into account while orchestrating and implementing a DJW project and how to utilize social network applications to facilitating the journal writing. In Taiwan, English is used as foreign language (EFL). Many adults still try to learn more English after graduating from school, and their lives are very different from school students. Besides, using the social network application (Line) has been quite popular in Taiwan. The findings can provide different ideas to instructors when they need to use DJW to motivate adult learners in writing foreign languages.

## **Chapter Two**

### **LITERATURE REVIEW**

#### **Dialogue Journal Writing**

Dialogue journal writing (DJW) has been adopted by language instructors for helping second/foreign language (L2/FL) learners to improve their language proficiency and writing competence. A dialogue journal (DJ) is a private written communication between peers or between a language instructor and a language learner during the DJW process. The two parties exchange journal entries regularly during a school year or semester (Peyton & Reed, 1990, p.3).

#### **The Content in a Dialogue Journal**

The content of a dialogue journal is learner-centered (Liao & Wong, 2010; Peyton & Reed, 1990, p.7; Reed, 1993, p.43-45). The students are the major decision makers who choose the topics for their writing (Liao & Wong, 2010; Reyes, 1991). They can write about various events they encounter in their daily lives, such as problems they face at school, questions about the course content, or complaints about a class, etc. Many non-English-native speakers suffer culture shock after arriving a foreign country and attending a school in a different country. They may feel anxious and homesick. Sharing their feelings and lives in their home countries can help them feel better (Reed, 1993). Teachers focus on the content of writing instead of inevitable grammatical errors when they give students teacher feedback in order to reduce their frustration in writing. DJW includes the four features of good conversations. The first feature is DJW contains various language functions. The two interactive partners can exchange ideas, share feelings, give opinions, ask and respond to questions in the DJs. The second one is that the relevant comments bridge the connections between two people. The instructors must respond to the content in the students' journals to

maintain the conversation flow. Third, comments are given based on students' previous written conversations. Teachers respond to the previous content of the learners' writing while the learners can respond to the teachers' feedback. Hence, the flow of the conversations can be continued. Fourth, it offers frequent opportunities for learners to take turns to talk (Staton, 1993, p. 109). These features ensure that the desirable qualities of the interactions can be maintained and be helpful in terms of developing students' language proficiency and writing competence.

### **Teachers' Assistance for Students to Generate Ideas**

Some students find it easy to create topics for their journal entries, while for others it is difficult to think of new ideas. Some students can lose motivation and become less productive in these situations, especially less proficient learners. Therefore, teachers can help them generate ideas via different ways.

First, teachers can ask them to write reflections based on the course content (Abednia, et al., 2013; Denemes, 2011; Eksi, 2013; Lo & Hyland, 2007) , questions and difficulties about the course (Darhower, 2004). Secondly, a teacher can provide a list which includes different topics (Reyton & Reed, 1990). Providing a list of writing prompts is another similar way to help learners. The teacher can design the writing prompts which include five to six questions or narrative sentences. These prompts are designed based on the order and the content of the textbook or the course (Chan, 2005; Lo & Hyland, 2007). Thirdly, brainstorming ideas for writing DJs during class can also help students to write. Instructors can have students to think of ideas freely, help them to form their ideas during the process, write the ideas on the blackboard and have them to write the ideas down. Another option is to provide a list which contains a number of questions for a brainstorming activity (Chan, 2005; Peyton & Reed). The questions can be designed according to the course content or the current events in the school. The purpose of providing questions is not only giving hints for students

to find possible topics, but also keeping them focusing without turning the whole process into aimless chat (Hussein, 2013).

Occasionally, it is possible that learners still write very little if they are not interested in the topics that the instructors provide or the topics suggested in the class. It is important to remind them that the writing prompts and the topics are optional. They are still free to choose any topic they want. It entirely depends on their choices.

### **Teacher Feedback in Dialogue Journals**

A number of previous studies exposed that teacher feedback in dialogue journal entries plays a critical role in maintaining written conversations between the teacher and students. In order to maintain the flow of the interaction, Reed (1993) suggested the following four principles: (1) The topics of writing should be learner-centered. The teachers' responses should be based on the content of the students' writing. (2) The feedback should continuously prompt learners thinking. (3) The responses must be positive and encouraging. Sometimes students may show less confidence, high level of anxiety or problems in their writing. The teachers' responses should support them in overcoming their difficulties. (4) L2 teachers should not ask too many questions in their responses. Asking questions can be a good way to engage learners in writing. However, too many questions will make them feel annoyed or anxious. ESL/EFL instructors can give the learners the most helpful feedback for improving their English writing competence and proficiency by following these principles.

Peyton & Reed (1990) and Peyton & Staton (1993) suggested that the following four types of feedback could be tailored into the teacher feedback. These types are models of correct language use, affirmations for students' ideas and thoughts, information or instructor's experiences, and questions for maintaining the students' engagement in writing, asking for clarification or checking comprehension.

First, although teacher feedback should focus on the content of the journal, not on



grammatical or spelling errors, under this prerequisite, the instructor can provide correct models of the language uses when a learner obviously needs the instructor to help him/her to find right words for describing something or is continuously making the same grammatical errors. Lower proficient or insecure students who concern about making grammatical mistakes especially need this kind of teacher feedback. In the practice of DJW, teachers usually blend the correct models into the sentences they write in the feedback in order to keep the authenticity of natural conversation. For example, if an individual always forgets to switch the present tense of a verb to the past tense, the instructor can use the past tense of that verb in the teacher feedback once (or more than once) in order to remind the individual of using the correct tense in the future. For keeping the genuine nature of authentic conversations as it is in real life, encouraging students to write more and maintaining the non-threatening environment are very important in the implementation of DJW. This type of teacher feedback must be carefully and thoughtfully given to students. Instructors must be careful with the wording and avoid unnecessary misunderstanding or intimidation which may demotivate learners in writing in the future.

Second, affirming students' ideas and thoughts can make the relationship between an instructor and a learner close. Moreover, this type can also encourage learners to write more and give them more confidence in writing. If the teacher can also show more interests to the content of students' writing in the feedback, they will be encouraged as well. Furthermore, after starting a DJW project, the awkwardness in interactions will be gradually reduced when the teachers respond with affirmations and interests. Real communications will then begin to emerge.

Third, the teacher makes contribution in the written communications by sharing related information, experiences or thoughts. This type of teacher feedback can generate more discussions, build closer connections and solicit more writing in students' journal entries. According to Peyton & Staton (1993), giving this kind of feedback to a newly arrived

student, who is still adjusting to a new culture, can be very helpful to his/her life and learning.

Fourth, using questions for maintaining the students' engagement in writing, asking for clarification or checking comprehension have been readily used by L2 instructors in DJWs. The instructors need to bear three considerations in mind when they want to create questions in teacher feedback. The first consideration is to control the number of questions contained in one journal entry. Using more questions is good for elementary learners because they can practice asking and answering questions in the target language. However, it can be quite intimidating and less helpful in their comprehension by asking a lot of questions which related to different topics in a row. The second consideration is to avoid asking several questions in a row about different topics. Thus, the students' foci can be maintained and it will be less intimidating for them. The last consideration is the target language proficiency of each individual. When a less proficient learners' utterance in journal entries is limited by their L2 proficiency, the teacher can continue the discussion or ask for clarifications based on the previously vague content they wrote. In this case, the teacher can understand the students better and in parallel, the students acquire the correct terms. If this kind of feedback is applied appropriately, the learners will be benefited greatly.

Providing comprehensible, interesting and suitable teacher feedback related to an individual student's writing can increase the quality of written communications. Moreover, teacher feedback with authentic target language is facilitative of developing writing competence (Krashen, 1982 as cited in Staton, 1993; Long, 1990, Schmidt, 1990, 1992 as cited in Perez, et al, 2013).

### **Teachers' Roles in Implementing DJW**

A teacher has three roles in a DJW project, a thoughtful instructor, a considerate supporter, and a passionate interaction maintainer, based on the findings of Abednia, Teimoumezhad, & Ghanbri (2013) and Peyton & Reed (1990). As a thoughtful instructor,

he/she clearly explains the purpose and the procedures of conducting the DJW project in the beginning of the implementation, and keeps students' language proficiency and interests in mind. Thus, the students have less confusion while writing DJs or responding to the instructor's feedback. Otherwise, they would be discouraged by extra burdens caused by the incomprehensible parts in teacher feedback. As a considerate supporter, when students express their frustrations, confusion, problems, questions or anxiety, **the teacher** gives appropriate support and encouragement (Chan, 2005; Peyton & Reed, 1990; Peyton & Staton 1993). As a passionate interaction maintainer, keeping the conversation flow by applying different kinds of teacher feedback and initiating new topics based on his/her knowledge of students' former entries are utterly important (Peyton & Reed, 1990). When the L2 instructor carefully takes on these three roles with adequate and practical consideration, DJW will have greater chance to be carried out more smoothly and successfully.

### **Principles for Executing a DJW Project**

The wide adaptability of DJW allows foreign language instructors to apply it under various circumstances with students of different age, language proficiency, cultural background, educational background, and school subjects, etc. (Peyton & Reed, 1990; Reed, 1993). However, the following principles are keys to the success of DJW.

The assistance of generating topics for writing, the material for the writing, the minimum length of each journal entry and the interval between each exchange of journal entries are the four principles which must be cautiously planned (Peyton & Reed, 1990; Reed, 1993). The first principle is deciding whether the instructor will help students to generate topics for DJW. If the L2 instructor decides to use certain way to assist them, he/she can adopt the methods from the aforementioned section, "Teachers' Assistance for Generating Ideas" (p. 9). Moreover, if the instructor would use writing prompts or questions for the brainstorming process, he/she can also design the prompts or questions which are related to

the course content of the class. The second principle is choosing a suitable material for DJW. In previous studies, the following materials had been chosen by the L2/FL instructors, notebooks, portable storage devices, oral recording storage devices, software, or emails. The teacher can choose any of them as long as it is suitable for all the participants (Chan, 2005; Yunus & Thevasigamoney, 2014; Peyton & Reed, 1990; Reed, 1993).

The other two principles are interrelated. Because students' target language proficiency and writing competence are needed to be built up through a plenty of writing practice and the frequency of writing during the period of DJW, the details cannot be overlooked. The third principle refers to an important decision to make. It is the minimum length that every individual learner has to produce in every dialogue journal entry, such as 5 to 10 sentences. Thus, a certain quantity of writing practice can be ensured. The fourth principle is that the length of intervals between the exchanges of journal entries should be considered. If the interval is too short, it will become the big pressure for teachers. Some teachers have busy teaching schedules and big class size (probably ten to twenty-five). Responding all the students' entries every day will result in a sizable increase of workload to them. If the interval is too long, the whole DJW will be turned into another short essay-writing assignment for the class which may be tedious and demotivating to them (Chan, 2005; Peyton & Reed, 1990; Peyton & Staton, 1993). In previous studies, Peyton & Reed (1990) suggested that writing DJs twice or three times a week is the best choice for both the teacher and the students.

These crucial principles must be told to the learners in the very beginning of a DJW project. Consequently, the L2 learners will be less confused and be more willing to write the interactive journals. They will be continuously benefited from the writing and the exchanges while the DJW is implemented.

## **Effects of Dialogue Journal Writing**

Previous studies have shown that DJW can have positive effects on improving L2 proficiency and writing skills (Liao & Wong, 2010; Peyton & Reed, 1990; Peyton & Staton, 1993), increasing learners' confidence upon using the target language (Chan, 2005; Peyton & Reed, 1990; Peyton & Staton, 1993), motivating students' to write in a second language (Chan, 2005; Liao & Wong, 2010; Peyton & Reed, 1990), broadening learners' knowledge and critical thinking (Abednia et al. 2013; Eksi, 2013; Peyton & Reed, 1990), making teachers' future lesson plan better (Peyton & Reed, 1990) and strengthening the relationship between the teacher and learners (Chan, 2005; Darhower, 2004; Peyton & Reed, 1990; Peyton & Staton, 1993).

First, the ongoing exchanges of dialogue journals provide plenty of opportunities for each student to read and freely interact with their peer or teacher. He/she must often read the interactive partner's response in order to give proper responses (Peyton & Reed, 1990). More opportunities for L2 acquisition appear in the feedback especially when the partner is a more proficient L2 user. On the other hand, he/she can write anything interested himself/herself. Some learners check dictionaries, books or websites in order to find appropriate words to express their meaning (Chan, 2005). During the process of exchanging DJs, they may acquire more knowledge of vocabulary, sentence structures or grammatical usages. This gives them more resources to write the things they want to express. Hence, after a period of time, considerable improvement on the students' L2 proficiency and writing skill is ultimately made (Liao & Wong, 2010; Peyton & Reed, 1990; Peyton & Staton, 1993).

Second, student's confidence in using the target language will be increased. Some students are not confident when they speak or write in L2. Some others have problems with face-to-face communication during the class. These students are often shy or reluctant to produce foreign/second language in front of other people. The previous studies found that DJW can enhance learners' confidence because the teachers focus on the content of their

writing instead of their grammatical and spelling errors (Chan, 2005; Peyton, 1993, p. 75-81). In addition, the written communications are only allowed to be read by the two partners. The students can write whatever they want in their journal and they will not receive negative comments about their writing from teachers. In the end, their writing anxiety can be reduced (Liao & Wong, 2010; Yunus & Thevasignmoney, 2014). Thus, a non-threatening DJW environment will be created, and their confidence is increased (Chan, 2005; Morrel, 2010; Peyton & Reed, 1990; Peyton & Staton, 1993).

Third, a few previous studies also found that DJW motivated L2 learners in writing because students had complete freedom to choose their topics, and were free from worrying grammatical errors and spelling mistakes. In Chan's qualitative study (2005), she involved 38 high school students who participated in a DJW project for ten weeks. The majority of the nineteen participants in the experimental group stated that they were more motivated during the DJW project than in learning English compositions. They thought DJW was interesting and helpful in studying English and it motivated them in learning English composition writing. Similarly, Liao & Wong (2010) found that the student's intrinsic motivation towards English writing was significantly increased after they involved 41 tenth graders in their experimental study. Their findings demonstrated more evidence which corresponded to Peyton & Reed's study (1990). In the study, they mentioned the students were motivated but they did not have sufficient empirical evidence to explain how DJW motivate them exactly. Yet, more scientific evidence was needed to support the statement. Chan's (2005) and Liao & Wong's (2010) findings proved that DJW can motivate learners to write, in the aspect of composition writing and intrinsic motivation.

Fourth, DJW can deepen learners' knowledge about the course content and critical thinking. L2 instructors can suggest students to find topics based on the course content, tell what they have learned during the class, reflect on their assigned reading materials, the discussions of course content in the class or the practicums (Abednia et al. 2013; Eksi, 2013;

Peyton & Reed, 1990). Peyton & Reed (1990) mentioned that teachers can use the above mentioned ways to ask students to write in order to strengthen their learning and critical thinking. The more recent studies also found the evidence to correspond to their statements. A qualitative study conducted by Abednia et al. (2013) employed reflective journal writing which was almost the same like DJW, except that the content of writing mainly focused on the participants' reflections on their reading and class discussions. Every week for fourteen weeks the six university students, who were EFL pre-service and in-service teachers, were required to focus on writing the comparisons of their own or their classmates' experiences and ideas with the course content, selected reading materials, and course discussions in the journals. The teacher-educator wrote the interactive feedback in each student's journal entry. To summarize, the researchers of the study found that writing reflective journal helped the students in the following four aspects: (1) The journal writing helped them to identify their strengths and areas of improvement. As the result, their teaching perspective and practice were also improved. (2) Writing the journals made them form meaningful connections between their real-life experiences and the course content. They had to truly reflect on the issues covered during the class and construct their own opinions. (3) The participants stated that they would carefully write their ideas and started to be more productive in the writing in order to catch every opportunity to communicate with the teacher effectively. (4) They had to justify their points of view because whatever the personal ideas they wrote were challenged by the teacher-educator's questions and comments. During the process of writing, they gradually learned more about how to reflect on different issues, present and support their opinions. Eksi (2013) conducted a qualitative study to discover 25 student-teachers' perspectives on their experience in schools through writing e-dialogue journals and reported the similar findings. The researcher also found the advantages of using e-dialogue journal writing are: (1) getting immediate feedback from the instructor, (2) having more opportunities to share ideas, and (3) prompting their reflection upon the course content in the university and

the practicums at the schools. Their finding proved that adapting DJW as a tool to deepen students' learning and critical thinking can be very facilitative for them.

Fifth, DJW can provide plenty of resource for teachers' lesson plan in the future which would be more suitable for the students. DJW gives the complete freedom to learners to write anything they want, including the problems about learning and questions or doubts from the course content. The private DJW interactions with the teacher open a channel for the learners to talk, especially for those who are shy or reluctant to say anything in front of others. On the other hand, the teacher may also detect an individual learner's problems, questions or misunderstanding toward the course content through his/her writing. The teacher can write down the problematic issues, blend them into the lesson plan and help learners to fix them during the class. Moreover, learners may also talk about their hobbies, interests in the writing. Connecting the course with something that match students' interests can enhance their engagement and concentration during the class. The resource from the learners' entries helps a L2 instructor to plan lessons which are better and more suitable for them (Peyton & Reed, 1990).

Last, in earlier literature, Peyton & Reed (1990) revealed that DJW can make the relationship between the teacher and students closer. Then, the same effect was demonstrated and verified again by the cases and excerpts of DJW in Peyton & Staton's book (1993). When learners are close to the teacher, they may trust him/her more and write more. They would talk more about their personal feelings, issues or frustrations in the lives and learning. Thus, the teacher can understand them more, sense potential problems or give help, supports and encouragement whenever they need. Furthermore, the closer relationship also encourages a number of school students to write more. Similar findings were found in the following two studies. Darhower (2004) discovered that, through the use of DJW, teachers gain more understanding of individuals, such as their personal goals, interests and experiences. This corresponds with Chan's (2005) studies. The teacher-researcher learned more about students'



interests and ideas through the journal writing. These findings demonstrated DJW can improve the teacher-student relationship significantly which is very helpful for L2 students' writing development and target language learning.

Through a thorough plan and the implementation, a DJW project can be very beneficial to L2/FL learners. Their target language proficiency, writing skills, confidence, motivation, knowledge, and critical thinking will be noticeably improved. As an instructor is getting to understand each individual learner more and more, the messages written by the students and the closer teacher-student relationship will assist the instructor to maximize the effects of the DJW project.

### **Writing Motivation**

Writing motivation, as defined by Dutta Roy (2010), refers to a process of an inner impetus drives an individual to autonomously express ideas in writing. The motivation crucially influences one's success or failure on a second language (L2)/foreign language (FL) learning (Hashemian & Heidari, 2013), including writing. The previous studies investigated the relationship among writing and language learning motivation from different perspectives, such as intrinsic motivation (e.g. Lo & Hyland, 2007), integrative orientation (e.g. Hashemian & Heidari, 2013), extrinsic motivation (e.g. Dutta Roy, 2010) and instrumental motivation (e.g. Coming, Kim & Eouanzouki, 2007).

Earlier studies have shown that intrinsic motivation plays a noticeable role in motivating learners to write. Intrinsic motivation means the impetus from a person who is engaged in learning and writing tasks for personal inner enjoyment and satisfaction (e.g. Liao & Wong, 2010; Ryan & Deci, 2000). Liao & Wong (2010) discovered that dialogue journal writing (DJW) can significantly increase ESL/EFL students' intrinsic motivation in writing because the learner-centered nature allowed them to choose the topics. Gradually, the writing became more meaningful to them and their confidence grew. The finding corresponded to

Dutta Roy's (2010) study. He found that the 200 primary school students in his quantitative study were more motivated to write because they enjoyed expressing creative ideas, emotions and events that happened in their lives, and because they thought they could master the writing. Therefore, he categorized the topics of their writing into four domains, creative expression, emotional expression, documentation and mastery over writing. Moreover, among all the participants, the students who had higher intrinsic writing motivation would only write for enjoyment. His findings showed that DJW has the potential of enhancing students' writing motivation because it covers these four domains.

Relatedly, a number of limited studies disclosed that integrative orientation in L2 learning noticeably influence L2 learners' intrinsic motivation in writing. Integrative orientation refers to an inner drive caused by an individual's favorable interest to the culture or the members of the community in target language (Dornyei, 1994, 1998, 2003; Gardner, 1985; Tremblay & Gardner, 1995). Hashemian & Heidari (2013) found that L2 learners' writing skill was highly correlated to the strength of their integrative motivation. Relatively, Cumming et al. (2007) discovered that, although the international pre-university and university students mainly focus on improving writing skills for the study at the school or in the future career development, integrative orientation also played a role on their willingness on improving L2 writing while studying abroad because of the desire of building friendship with native speakers from local communities. The previous studies disclosed that intrinsic motivation and integrative orientation bring inner satisfaction to L2 students and motivate them to write.

A strong correlation between writing motivation and extrinsic motivation were also revealed by previous studies (Coming, et al., 2007; Dutta Roy, 2010). Extrinsic motivation is the impetus that drives a person to engage in something for external reason, for instance, getting rewards, gaining higher scores or avoiding punishment (e.g. Ryan & Deci, 2000). Cumming et. al. (2007) discovered that ESL learners improve their writing in English

because they want to study in foreign universities or to attain the writing skill for career purpose. Most of them perceived improving English writing as their responsibility instead of bettering the skill for integrative orientation. Furthermore, they found that an individual who was intrinsically motivated also had extrinsic motivation, such as trying to impress the teachers with good L2 writing performance. However, for an individual who is not motivated for the writing only had extrinsic motivation, his/her performance on writing tasks depends on the teacher's advice or short-term pleasure of finishing the task without long term substantive satisfaction. Their research demonstrated how extrinsic motivation affected the ESL learners' willingness in improving their L2 writing competence. Slightly different findings showed in Dutta Roy's (2010) study. Among his participants, the ones who had higher extrinsic writing motivation did not want to write for intrinsic motivating factors.

In addition, the study of Cumming et al. (2007) found that instrumental orientation predominately influences the ESL pre-university and university students' motivation in developing L2 writing competence. Instrumental orientation refers to the practical purposes for learning the language, for example, getting promotions or being accepted by a foreign school. L2 learners use the target language as an instrument in order to attain their goals (e.g. Dornyei, 1994, 1998, 2003; Gardner, 1985). The most participants in Cumming and her colleagues' study (2007) indicated that the ESL students used English writing as an instrument in order to better their academic performance and working performance in the future. Conversely, Hashemian & Heidari (2013) discovered that, in the EFL environment in Iran, the Iranian M.A. students who majored in TEFL (Teaching English as Foreign Language) showed a little bit stronger integrative orientation than instrumental orientation for their L2 writing. Moreover, their findings revealed that the higher instrumental motivation is associated with the less successful performance in L2 academic writing. The previous findings displayed an inextricable connection among extrinsic motivation, instrumental orientation and writing motivation.

Earlier research correlatively discovered that self-efficacy and personal interest were two components associated with writing motivation. Bandura (1997) proposed that self-efficacy refers to one's performance on a task depending on his/her judgement of his/her capability to perform. It consists of a learner's expectations for the outcomes and the judgment of self-efficacy (as cited in Troia, Harbaugh, Shankland, Wolbers & Lawrence, 2012). Writing self-efficacy, more specifically, is related to a learner's judgment of his/her confidence in various composition, grammatical usage and mechanical skills which are appropriate to their academic level (Pajares, 2007). When an individual FL/L2 learner has stronger self-efficacy, he/she would spend more time and devote assiduous effort to practice writing, plan, draft, edit, revise and use extra sources in order to produce satisfactory compositions. This learner usually has higher goals for academic achievement (Cumming, et al. 2007; Duijnhourwer & Stokking, 2012; Pajares, 2007; Troia, et al., 2013). Consequently, writing motivation and writing self-efficacy form a positive circulation on L2 learners' writing competence. Even though the studies relating to writing self-efficacy beliefs, writing motivation or DJW were previously conducted, limited studies have directly connected these subjects.

In addition, Troia et al. (2012) investigated the relationships between writing motivation, writing activity and writing performance. They conducted a quantitative research which involved 618 fourth to tenth graders. They found that an individual L2 learner's quality of writing was directly influenced by the teacher's judgment of one's writing ability, writing activities in and out of the school. The findings indicated the needs of exploring the relation between the teacher feedback in DJW and the writing motivation. The idea of DJW motivates students in L2 writing was previously mentioned in Peyton & Reed's book (1990). However, their studies lack of substantial evidence. More evidence was found in the earlier mentioned studies from Chan (2005) and Liao & Wong (2010). They revealed that school students' motivation in writing noticeably increased after the implementation of DJW

projects. However, how DJW influences adult learners' writing motivation during the implementation of a project and how learners' writing habits were affected due to the change of writing motivation are still unsolved mysteries.

### **Teacher Feedback & Writing Motivation**

In the field of foreign/second language teaching, teacher feedback generally refers to all types of corrections, opinions or marks given by a teacher on a student's written work. Additionally, in previous studies, scholars chose different perspectives of motivation in writing to focus on (p.17) when they were conducting research related to teacher feedback and writing motivation. Scholar(s) always explained choices of type(s) of teacher feedback, perspectives of motivation and types of writing task in every previous study. A number of previous studies revealed the relation between different types of teacher feedback and L2 learner's motivation in writing (Duijnhouwer, 2010; Duijnhourwer, Prins & Stokking, 2012; Perez, Fuentealba, Barra, Rojas & Cisternas, 2013; Waller & Papi, 2017). Although these studies were not directly related to DJW, their findings are still worth to be taken into account what should and should not write when L2 instructors are giving teacher feedback to individual learners.

The qualitative study of Perez, et al. (2013) examined the effects of explicit teacher feedback on Spanish high school students' English writing in terms of motivation in re-writing. Some of the participants had limited English proficiency. They preferred the teacher feedback in Spanish, while the more proficient learners hoped to get teacher feedback in English in order to improve their target language proficiency. As for re-writing tasks, the participants who were motivated in writing appreciated receiving explicit oral feedback on errors directly from the teacher. In contrast, the others would rather simply read the feedback. They did not want to talk to the teacher and thought that they would not understand the feedback anyway. The findings also revealed that how teacher gives feedback directly impact

on students' motivation, expressions of ideas, grammar, spelling and organization in writing.

In addition, Duijnhourwer et al. (2012) investigated the relationship between L2 university students' writing motivational changes and self-efficacy. They aimed at exploring how students' drafts, writing motivation and self-efficacy were influenced after the teachers' improvement strategies (suggesting what an individual can do to improve their writing) in the teacher feedback. They disclosed that the quality of first and the final draft was significantly correlated to the students' self-efficacy. Nevertheless, the participants in experimental groups fully utilized the improvement strategies and the mixed reactions happened among them. Some of them had stronger writing motivation for planning and revising when they received more improvement strategies. Some of them did not see the difference with or without getting improvement strategies. The rest of them thought giving the strategies made them feel that their writing abilities were underestimated. On the other words, more improvement strategies may lower students' self-efficacy. Especially, when students' self-efficacy beliefs were already low, the strategies were more harmful to their confidence in L2 writing

Even though these two studies did not investigate the teacher feedback in DJW, their finding implied the importance of considering learners' target language proficiency and the possible impacts from the feedback to their confidence and motivation in writing.

## **Chapter Three**

### **METHOD**

This chapter describes the participants' brief background information, the experiment of dialogue journal writing, the instruments, the data collection procedures, and the data analysis procedures in the present study.

#### **Participants**

The eight participants were adults who already graduated from schools. Each of them has different career, family dynamics and educational background. They learn English for different reasons, such as making travel easier, communicating with foreigners, and/or increasing their personal language skills for future career development. After graduation, they learned English from various resources, such as, websites, books, etc. (p. 33). Therefore, their English proficiency, knowledge of grammar and vocabulary varied. They rarely practiced writing in English on a regular basis before participating in the present study. Consequently, writing English composition was very difficult for them.

The following table briefly shows the participants' pseudo-names, ages, career and education. Every participant was asked to fill out a background questionnaire. All the information in the Table 1 was acquired from their questionnaires. All the participants are female. It was a coincidence because the present study did not intentionally recruit female participants.

Table 3.1

The Participants' Background Information: Age, Career, and Education

<b>Name</b>	<b>Age</b>	<b>Career</b>	<b>Education</b>
<b>Andrea</b>	41 – 50	Foreign Exchange Personnel	Junior college
<b>Beatrix</b>	51 - 60	Public Servant	Graduate school
<b>Claire</b>	41 - 50	Accountant	University
<b>Daphne</b>	21 -30	None	Senior high school
<b>Edith</b>	21 - 30	Music teacher	University
<b>Fay</b>	21 - 30	Designer's Assistant	Junior college
<b>Gwen</b>	41 - 50	Accountant	Junior College
<b>Heidi</b>	21 - 30	Administrative Assistant	University

### **The Dialogue Journal Writing Project**

The participants joined a twelve-week reading club conducted mainly in English with Chinese used as needed. They met the instructor for a 90-minute session every week. During each reading session, the instructor helps the participants read, checks their pronunciations, answers their questions, leads the discussions on the weekly article, and brainstorms ideas with them for writing journals. And, she observed everything the participants did in the weekly sessions and the process of exchanging DJs. While implementing the DJW project, the researcher-instructor did not intentionally say anything to influence or imply how they should feel and what they should think of DJW. When assisting the participants to write dialogue journals, the researcher-instructor helped them generate ideas during the brainstorming process and provided written instruction with writing prompts related to the



weekly articles at the end of the session. The purpose of the brainstorming was to help the participants make connections between the articles and their personal experiences or thoughts, so that they had more ideas for their journals. Still, they were the decision makers for choosing what to write in the journals. After receiving dialogue journals, the instructor gave each participant feedback in each entry they send. The participants wrote a dialogue journal twice a week for ten weeks.

The reading material for the reading club is called *Follow 30 Popular Movies Realize Your Dreams of Travelling in English* (中文書名：Follow 30 場票房電影實現你的旅遊英語夢), written by Bella Lee (2015). Each unit in the book included the *Introduction* of a city in different countries, a written *Dialogue* based on the context of the introduction, the *Special Sites Introduction* about a place that previously appeared in a movie, a special section about one local food, entertainments or other attractions. The articles are written both in English and in Chinese. Every participant read from Unit one to five, which includes 10 short articles, and write 20 journal entries in total. The parts of *Introduction* and *Special Sites Introduction* are the major articles which the participants read for the reading club. This material not only helped them to improve reading, but also gave them some ideas for their DJW.

### **Instruments**

The study aims to explore how dialogue journal writing influences adult learners' English writing motivation. The following instruments were designed to answer three research questions for the present study: a questionnaire about the participants' background information and the three semi-structured interviews for pre-, middle- and post- studies.

#### **Background Information Questionnaire**

The background information questionnaire was employed to ask the participants' occupations, ages, English learning history, motivation for learning English and current

perception towards English writing (Appendix A). Eight questions were included in this questionnaire. The first question was about their gender, age and educational level. The second and third questions were designed to ask their personal history of English learning. Question number four asked why they studied English. The remaining four questions were designed to ask their feelings, interests and perceptions toward English writing in order to find out whether they were motivated in English writing and what may or may not motivate them in writing English. The purpose of designing the questionnaire was to learn more about the participants. After the implementation of the DJW project, their responses in the questionnaires were also compared with the responses in the semi-structured interviews in order to see how or whether their motivation in writing English was changed.

### **Dialogue Journal Entries**

The eight participants wrote twenty dialogue journal entries. In the first week, the instructor gave everyone written guidelines (Appendix B) and explain how to write dialogue journals. The guidelines were adapted from Chan (2005). Every week from the second to eleventh week, they will receive a handout of writing prompts (Appendix C). The handout contained two parts: the writing prompts which were derived from the weekly articles and the space for the participants to write down any ideas they gained from the brainstorming process during the session (Appendix D). The idea of combining the two parts was obtained from three previous studies. The use of writing prompts is adopted from Peyton & Reed (1990), Peyton & Staton (1993) and Chan (2005). In these three studies, the students mentioned lacking ideas to write, not having feeling toward the course content or finding that the writing prompts made them less willing to write dialogue journals. The idea of brainstorming was gained from Hussein (2013). In this study, the college students responded that - when the teacher lead the discussion with some focused questions related to the course content to help them to brainstorm ideas for writing essays, they could effectively generate more useful ideas

and had a stronger motivation to write. Hence, the researcher would explore whether this method could also be effective for DJW. In the current study, the participants could write any topics inspired by the reading materials, the brainstorming process or the writing prompts, which were derived from the reading materials on the handouts, in their dialogue journals.

The participants wrote the dialogue journal entries with Line as take-home tasks. Line is a social network communication application. The major reasons of adopting the Line application were due to its ubiquity, practicability, speed, convenience, user friendliness and customization. First of all, it is very popular in Taiwan. Most people use it for daily communications. Secondly, the functions within the application are very practical. People can send written messages, videos, photos, website links, stickers, emoticons and voice messages for communications via Line. Third, as long as the Internet works, all the messages can be sent within a minute. Therefore, the reasons which may cause the delay of submitting the journals, such as anyone's absence from the reading clubs, the possibility that a session may need to be postponed or the physical distance between the participants and the instructor, would be avoided. It is quick and is available 24 hours. In addition, its interface is very easy to learn and apply. The users can also set up the backgrounds or the pictures based on their personal preferences. Every individual can open an online chat room with one person or with a group of people. Therefore, if a learner feels too shy to ask questions or say something in English because of the fear of making mistakes in front of others, he/she can send private messages to the instructor. These advantages made Line a perfect tool for this DJW study. The instructor opened a group chatroom for public announcements and a private chatroom for receiving and responding to the dialogue journal entries from each individual learner. Every participant had to write at least five sentences in every entry. The screenshots of all the dialogue journals were taken and saved for the analysis.

The researcher-instructor mainly focused on giving four types of feedback: 1. modeling correct language uses in natural genuine interactional entries, 2. affirming students'

ideas and thoughts, 3. sharing information or instructors' experiences which are related the content of the students' writing, 4. asking and answering questions. These four types were commonly mentioned in a number of previous studies (Chen, 2005; Peyton & Reed, 1990; Payton & Staton, 1993) (explained on p.8). In those studies, those experienced researchers mentioned the types of teacher feedback that can be used in students' journals. They noted that DJW can motivate students to write. However, the relations between the use of teacher feedback and motivation were not really investigated. In the present study, the instructor investigated how and what influence was brought to the learners' writing motivation through the three related questions in the semi-structured interviews.

### **Semi-structured Interviews**

Every participant will have three semi-structured interviews for the pre-study, middle- and the post- study (Appendix E). The purpose of the interviews is to closely study how dialogue journal writing and teacher feedback influence adult learners' writing motivation. The first seven questions are designed for in-depth probing how DJW affects adult learners' writing motivation. The questions number eight to ten will be asked to investigate how teacher feedback in dialogue journal motivates adult learners to write in English. The last two questions attempt to understand the participants' perception of DJW.

### **Data Collection Procedures**

During the twelve-week reading club, the following data was collected through the background information questionnaire and the three semi-structured interviews for the pre-, middle- and post- study and each student's twenty dialogue journal entries. The following Table shows the data collection procedures.

Table 3.2

## Data Collection Procedures

Week 1	The questionnaires for the background information + the pre-study semi-structured interviews		
Week 2	Unit 1: Honolulu Kawela Bay – Hunger Games: Catching Fire: The introduction of the city	DJ #1	DJ #2
Week 3	Unit 1: Kawela Bay – Hunger Games: Catching Fire: Special Sites Introduction 1	DJ #3	DJ #4
Week 4	Unit 2: Venice, Hotel Danieli - The Tourist: The introduction of the city	DJ #5	DJ #6
Week 5	Unit 2: Venice, Hotel Danieli - The Tourist: Special Sites Introduction 2	DJ #7	DJ #8
Week 6	Unit 3: New York Serendipity : The introduction of the city	DJ #9	DJ #10
The middle-study semi-structured interviews			
Week 7	Unit 3: New York City - Serendipity: Special Sites Introduction 3	DJ #11	DJ #12
Week 8	Unit 4: Bangkok- Hangover 2: The introduction of the city	DJ #13	DJ #14
Week 9	Unit 4: Bangkok - Hangover 2: Special Sites Introduction 4	DJ #15	DJ #16
Week 10	Unit 5: La Fortuna - Arenal Volcano National Park – After Earth: The introduction of the city	DJ #17	DJ #18
Week 11	Unit 5: Arenal Volcano National Park – After Earth: Special Sites Introduction 5	DJ #19	DJ #20
Week 12	The post-study semi-structured interviews		

DJ = Dialogue Journal

During the first week of the reading club, the instructor explained everything to the participants. They were asked to fill out the background information questionnaires and had their first semi-structured interview with the instructor-researcher. All of the questionnaires, the pre-test and data gathered through the interview were collected.

The pre-study semi-structured interviews were performed in the first week, the middle study were in the sixth week, and the post study were in the final week. All the interviews were conducted in Chinese in order to allow the participants to express their answers freely and the instructor to fully understand their responses. During the interviews, all the conversations were audio-recorded and transcribed.

During the implementation of DJW project, each participant sent her personal dialogue journal entries to the private chatroom in Line, which was only used between her and the instructor twice a week. The instructor gave teacher feedback based on the four types mentioned in a previous paragraph in the section of instrument. All the feedback was given one to two days before the participants send their next journal entries. Each participant's DJ entry and teacher feedback were screenshotted and saved. In addition, all the participants' behaviors, reactions and words showed in weekly sessions and in the Line chatrooms, which were related to the present study, were also recorded in the researcher-instructor's observation notes.

### **Data Analysis Procedures**

Three kinds of data were analyzed: the background questionnaires, the dialogue journals and the three semi-structured interviews for pre-study, middle-study and post-study. All the conversations during the interviews were audio-recorded and transcribed. To improve the reliability of interview data, another graduate student helped the researcher translate a number of excerpts from the interview data after the transcription was translated from Chinese to English for the study. The data was collected to answer the three research

questions of the study.

### **The effects of dialogue journal writing on adult learners' writing motivation**

To investigate how DJW affects adult learners' writing motivation, the participants' responses in the background questionnaires and the records of the first seven questions from the three semi-structured interview were compared and analyzed. First, the researcher-instructor analyzed every response from the questionnaire to see what motivated them to learn and write English and what they think of writing in English. Second, all the responses acquired from the questionnaires and during the interviews were analyzed to see how their writing motivation changed from the first to the final week of the DJW project. The open-ended questions in the interviews were used to probe how DJW influenced their writing motivation and whether the writing motivation increased.

### **The effects of teacher feedback in dialogue journals on adult learners' writing motivation**

The purpose of designing the question number eight to ten in the semi-structured interview was to study how teacher feedback influences the learners' writing motivation. The researcher-instructor explored how the participants perceive the four types of teacher feedback and how each teacher feedback type influences their writing motivation through their responses to these three open-ended questions.

### **The adult learners' perceptions of dialogue journal writing**

Finally, to study how adult learners perceive dialogue journal writing, the last two questions in the interviews were transcribed and analyzed. The participants' transcribed data were studied to see whether they think DJW could increase their motivation for English writing. Furthermore, the data was also compared with their previous responses in the

questionnaire to see whether their perception for English writing changed after participating in the DJW project.



## **Chapter Four**

### **Results and Discussion**

The results based on the analysis of the questionnaires, three semi-structured interviews, and the instructor's observation disclosed how dialogue journal writing affected adult learners' writing motivation. They are reported in the order of the three research questions. Before the results are reported and discussed, the background information about the eight adult learners who participated in the dialogue journal writing projects is provided first in the next section.

#### **Background Information of the Adult Learners**

All the information in this section was collected from the participants' responses from the background questionnaires they filled out during the first week of the DJW project. All of the participants except Gwen and Edith learned English from different sources such as websites, books, mobile applications, cram school and private tutors. Andrea, Claire, Edith and Beatrix went to cram schools or hired private tutors to learn English. However, after graduation from schools, most of them except Beatrix and Edith did not write in English until they participated in the DJW project.

Before the implementation of the DJW project, the participants explained why they learned English, what they thought of English writing, and what influenced their English writing motivation. The participants, except Heidi, Edith and Daphne, would learn English after graduating from college because of work and traveling, but not all of them were motivated in English writing. For example, Andrea learned English because it would be convenient while travelling abroad. She would like to learn English writing because she wanted to improve her ability. According to her, writing in English helped her memorize the language itself. However, she was not self-motivated because she rarely had any chance to write in English in her daily life. And, her vocabulary knowledge had negative effects on her writing motivation.

The other four participants, Beatrix, Fay, Gwen and Heidi, also expressed their interests in learning English writing because they regarded writing as a way to show their English proficiency, like speaking, reading and listening. Claire, Daphne and Edith mentioned they would learn writing in order to communicating with foreigners. It is worth paying attention to how they felt about English writing in the past. Their feelings may influence their writing motivation in the target language. The other two participants, Andrea and Gwen, said that they only wrote English in order to memorize it. Beatrix, Daphne and Fay expressed that writing in English was difficult. The others said that they were motivated to write for the purposes of communicating with foreigners or improving English proficiency. For example, Heidi would learn English in order to connect to the world. In her opinion, if she could only read, her English learning was not completed. So, she would like to learn English writing. But she had painful memories for learning it in the past. When she was asked whether she was motivated to write, she said she preferred speaking but would not reject writing. What she said showed both her desires to learn English writing for improving the language proficiency and to overcome the negative learning experience which had affected her writing motivation before her participation in the present study.

The participants' responses from the open-ended questions on the questionnaires, except Daphne and Edith, revealed the weight of English proficiency on writing motivation. Andrea mentioned that her writing motivation was influenced by her knowledge of English vocabulary. Claire and Heidi said that their writing motivation depended on whether they could completely express their ideas in English in order to communicate with foreigners. Gwen said that writing in English helped her to memorize English to improve her English proficiency. Beatrix and Fay told that their writing motivation depended on difficulty of a writing task. Although their responses were not exactly the same, all of them are related to English proficiency.

## **The Effects of Dialogue Journal Writing on Adult Learners' Writing Motivation**

The results based on the three interviews with the eight participants in the beginning, the middle, and the end of the DJW project show the positive effects of dialogue journal writing on adult learners' writing motivation. In the beginning of the DJW project, five participants expressed their interest in writing dialogue journals because it offered them more opportunities to learn and practice English. The other three participants, Andrea, Beatrix and Gwen, were more concerned about their limited English proficiency and therefore were not interested in writing journals. During the implementation of the project, six of them said that DJW helped them to learn more correct use of the English words and improve their language proficiency. Gradually most of them became more and more interested and motivated in writing dialogue journals. What is noteworthy is that Beatrix, one of the three participants who was neither interested or motivated in writing in the beginning, showed increasing interest in writing dialogue journals.

I am more and more interested in it. I was not interested in it in the beginning. Maybe it was because I could not grasp how to write it. And, maybe it was because I did not have much vocabulary. And, maybe I was not clear about structures of writing. I started feeling that I am improving. Then, I started to enjoy writing DJs because the quantity of writing is not much.

She then explained to the instructor that her motivation to write dialogue journals gradually increased because she gained more knowledge of English grammar and sentence structures through writing in English.

The participants' responses in the three interviews revealed that DJW project motivated them to write because it made them practice English writing regularly. As what was mentioned earlier, the participants, except for Beatrix and Edith, would not write in English after they graduated from school until they started participating in this DJW project. In the beginning of the project, they mentioned that they did not have chances to write in English in

their daily lives because there was nothing to write about or no one require them to write in English. Fay and Daphne said that DJW changed their writing motivation because they had to submit two journal entries every week. As the DJW project continued, signs of the participants' increasing writing motivation were shown by their actions and responses stated in the last two interviews. The following is an excerpt from a conversation between Claire and the researcher during the project.

DJW changed me a lot. I never write in English before, neither at work nor in my personal life. I do not have much foreign friends. Basically, I did not have to write any English.... But now I have to write dialogue journal twice a week. I have got more chances to use English. When I write emails, I would try to write in English.

She later mentioned that, although she had some foreign colleagues, she did not have to directly communicate with them in English as she worked in accounting department of her company. Claire, Andrea, Gwen and Heidi also showed their notes and extra practices in English writing during the weekly sessions of the reading club sometimes. At the end of the project, all the participants said that DJW enhanced their writing motivation.

What is noteworthy is that the DJW influenced on two participates', Fay and Andrea, writing motivation differently. In the last interviews, they mentioned that although they had favorable attitudes toward DJW, they were not motivated to continue writing after the project ended because they have no one to write to or communicate with in English in their daily lives. For example, Fay said "I think it can motivate me but I do not think that I can continue writing if there is no one to chat with me.". She later confirmed again that she could be motivated during the project was because there was someone continuously interacted with her in English. The results mentioned in these two paragraphs suggested that the participants were motivated to write because they wanted to improve their English proficiency and their desire for more language practice.

During the implementation of DJW project, the participants also talked about what influenced their writing motivation. In the beginning, only Beatrix, Daphne, Edith and Heidi thought finding interesting topics or special events that were personal or interest to them may influence their writing motivation. As the DJW project progressed, all the participants' responses in the interviews showed that finding topics played an important role in their writing motivation. Moreover, Andrea, Claire, Gwen and Edith mentioned that even though the instructor used brainstorming and provided writing prompts to motivate them, they preferred finding their own desirable topics rather than receiving ideas or copying sentences from the prompts. The following examples show how finding interesting topics influenced the participants' writing motivation. Daphne said "If nothing special happened, I would write less. If there was something interesting happened, I would write more." Similarly, Fay said "I am more motivated to write when I came up with some ideas for writing journals by myself." Andrea mentioned that she only wanted to write somethings special which actually happened in her life but sometimes she faced a dilemma. The following is an excerpt from a conversation between Andrea and the instructor,

I should have a topic but sometimes my mind was a blank. Then I would keep thinking about what to write.... Sometimes I thought of some idea but I could not think of good content or I did not know how to express my idea completely..... then I erased my draft and tried to change another topic.

When she could not find the topics she wanted to write about, she kept delaying the submission of journal entries. Similar to Andrea's dilemma, Gwen talked about how she tried to overcome the dilemma by searching topics online. The following excerpt was chosen from Gwen's last interview,

It depended on the inspirations I got for the writing when I had to write DJs.... If nothing special happened, when my life was boring on the day I had to write journal entries, I would not know what to write. Then I would search for ideas

online.

The participants' responses and examples mentioned above showed that finding interesting and desirable topics could motivate them in writing. However, finding topics caused them facing dilemmas when they could not find any. In the end of the project, seven of them specifically mentioned that finding their own topics influenced their writing motivation.

In conclusion, the study found positive effects of DJW on adult learners' writing motivation. Six of the eight participants reported they were motivated to write more in English after participating in this DJW project. Three factors influenced adult learners' writing motivation saliently during the project: (1) opportunities for the participants to learn and practice more English; (2) their English proficiency; (3) interesting topics. In the middle of the project, four of them began writing emails or practice writing in English when they did not have to write DJs. By the end of the project, Heidi and Gwen expressed they became more confident in their English proficiency. These changes proved that DJW helps adult learners with limited English writing experiences to start, and even continue, writing in English. In addition, Beatrix, Claire, Fay and Heidi mentioned that closer student-teacher relationship had positive influence on their writing motivation.

The findings of this study can be related to the different types of motivation: intrinsic motivation/ integrative orientation and extrinsic motivation/ instrumental orientation. The participants had different motivations for learning. The ones who learned English for work may have instrumental orientation, and their language learning motivation may be intrinsic or extrinsic. The ones who learned English for traveling or communicating with foreigners might have integrative orientation, and intrinsic motivation. Although they had motivation to learn English, not all of them were motivated in writing prior to their participation. After the DJW project ended, their writing motivation was enhanced. The study found three factors that significantly influenced their writing motivation: (1) opportunities for learning and practicing English; (2) English proficiency; (3) the need for topics related to personal interests. Most of

the participants reported increasing motivation during the project. However, two of them mentioned that they might not continue writing due to a lack of interactive partners.

In line with findings of some previous studies, this study found positive effects of DJW on writing motivation. Most of those studies investigated the effects of DJW on developing the students' English proficiency (Peyton & Reed, 1990; Peyton & Staton; 1993) and fluency (Chan, 2005). These studies mentioned that DJW could motivate students to write while explaining the effects of DJW on students' English learning. However, they did not conduct empirical studies on writing motivation and language learning motivation. Only one study showed the relationship between DJW and intrinsic motivation (Liao & Wong, 2010). They found that students' intrinsic motivation in writing was increased after their DJW project. Similarly, the present study found that DJW can motivate adult learners. It also discovered the major factors which influence their writing motivation.

Most of adult learners were motivated by DJW. Moreover, Gwen and Heidi also reported that DJW built their confidence and gave them courage to express ideas in English writing. The results correspond to the findings in Liao & Wong's (2010), Peyton & Reed's (1990) and Peyton & Staton's (1993) studies.

### **The Effects of Teacher Feedback in Dialogue Journals on Adult Learners' Writing Motivation**

The present study found that adult learners' writing motivation was significantly increased by teacher feedback. Seven of the participants were motivated by the teacher feedback. The results also disclosed that modeling correct use of English and asking questions in teacher feedback played noticeable roles in motivating them to write. All the participants valued the correct use of English which the instructor blended in the teacher feedback. Five participants kept mentioning their positive feelings towards the interactions generated by the feedback throughout the DJW project. The teacher-student interaction

generated by teacher feedback on journal entries further enhances adult learners' writing motivation.

Four types of teacher feedback were blended in the authentic conversations with the adult learners: 1) modelling correct language use in natural genuine interactions; 2) affirming the learners' ideas and thoughts; 3) sharing related information or instructors' experiences; 4) questioning. The results were acquired from the three interviews. Even though the researcher mainly focused on and gave these four types of teacher feedback, the participants could freely choose and talk about any types teacher feedback they wanted during the interviews. Their responses did not only include these four types. The following figures show the examples of the four types of teacher feedback.

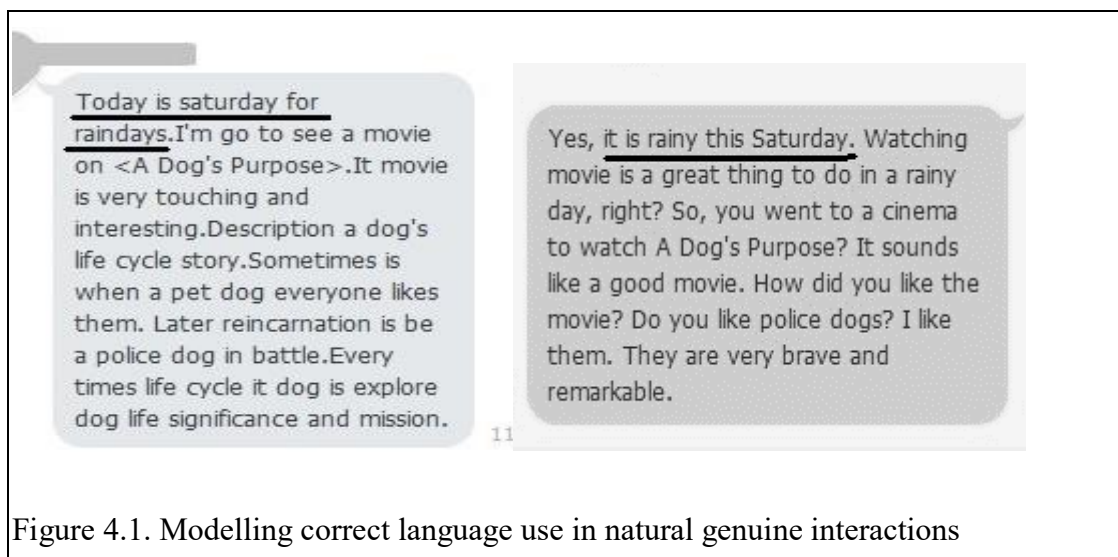


Figure 4.1. Modelling correct language use in natural genuine interactions

As shown in the figure, the excerpt on the left is Daphne's journal entry; the one on the right is the instructor's response. The underlined sentence on the right is an example of modeling correct use of English language expression.



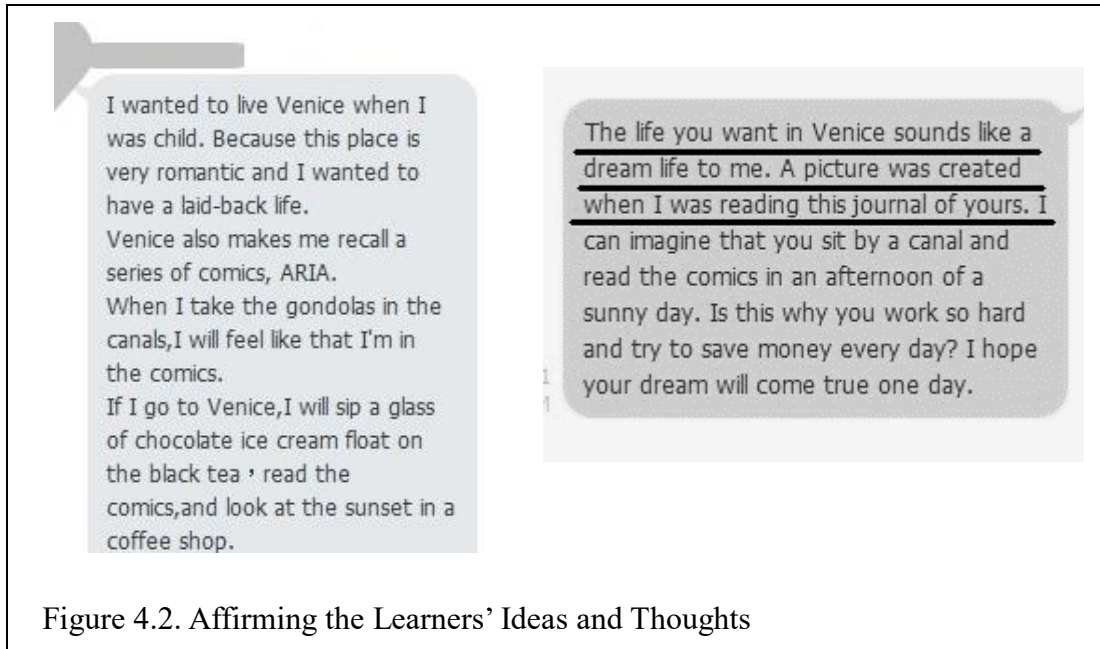


Figure 4.2. Affirming the Learners' Ideas and Thoughts

The excerpt on the left is Heidi's journal entry. The one on the right is the instructor's response to the entry. The underlined sentences on the right are the examples of affirmations of the learner's idea.

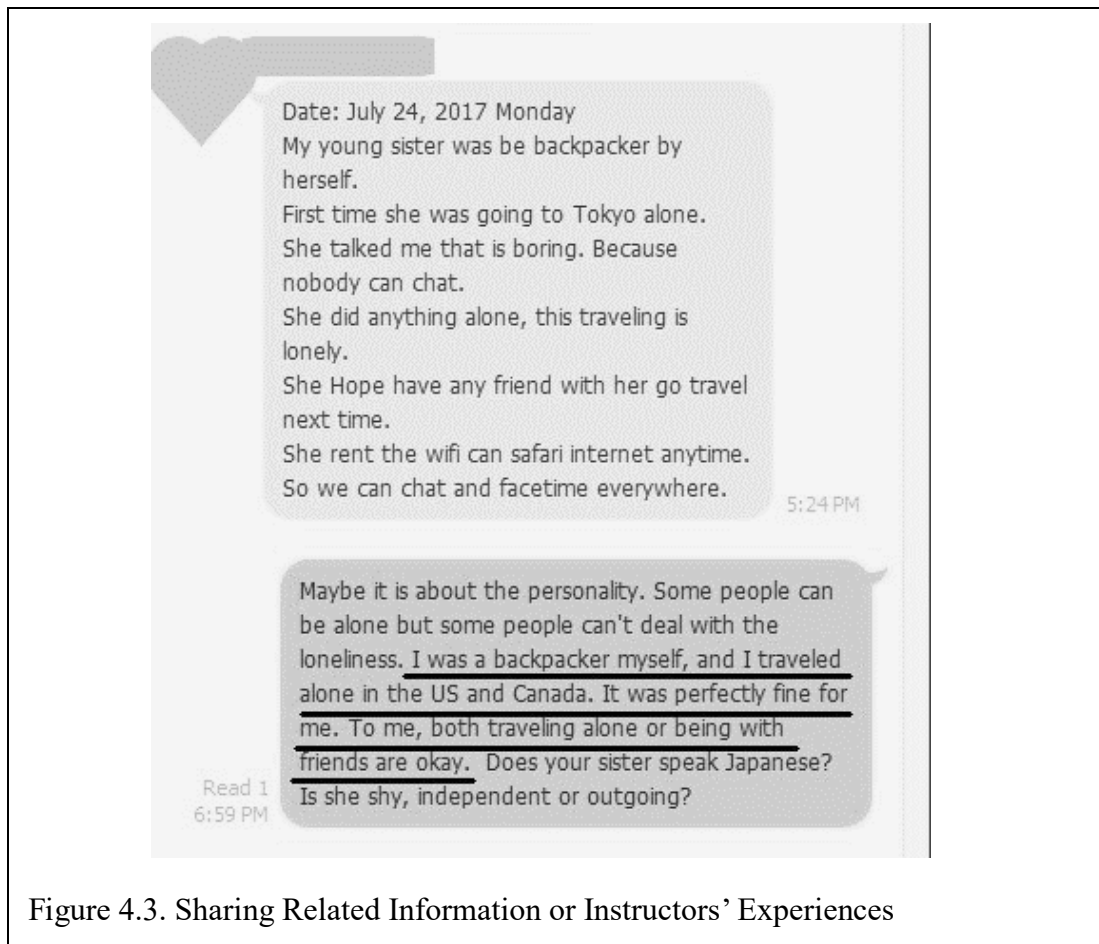


Figure 4.3. Sharing Related Information or Instructors' Experiences

The excerpt shown in the figure is one of Claire’s journal entry. The underlined sentences at the bottoms are the examples of sharing related information or experiences in teacher feedback.

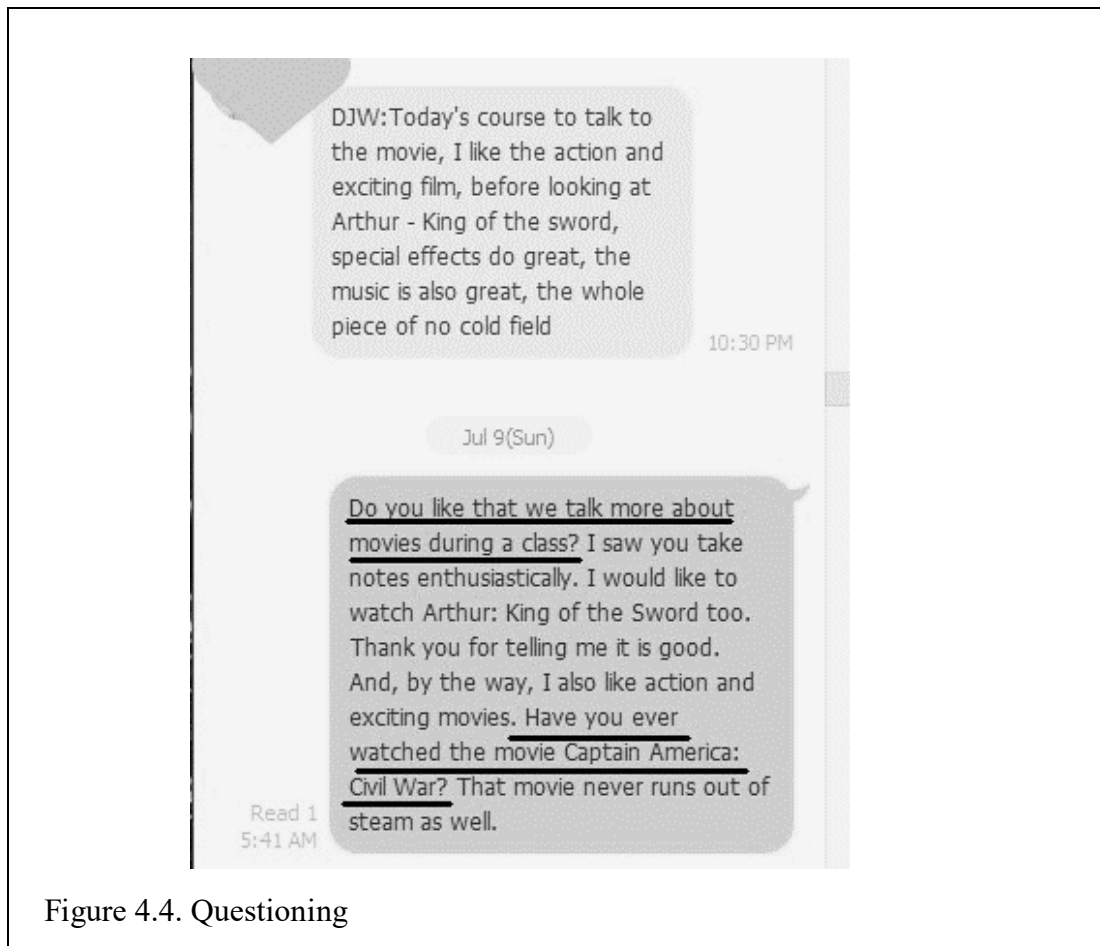


Figure 4.4. Questioning

The excerpt on the top in the figure is Fay’s journal entry. The underlined sentences at the bottoms are the examples of questions in teacher feedback. The questions were created based on each individual learner’s previous entries. They were designed to ask for clarifying unclear sentences in the participants’ writing, checking their comprehension and maintaining the written conversations.

At the end of the DJW project, seven participants reported that teacher feedback motivated them to write more, except for Edith. According to them, it inspired them to think more, reflect on their writing, and respond to the instructor. Even though Edith’s DJs or

responses in the interviews did not appear that she was motivated by teacher feedback, she mentioned that the way of the instructor demonstrating the correct use of English words gave her deeper impression when she found the mistakes in the journal entries she previously posted. The results underscored that correct models in teacher feedback bring remarkable influence on adult learners' writing motivation. During the DJW project, all the participants mentioned that they paid more attention to how they could learn correct English from the feedback. Five of them, except Fay, Daphne and Edith, said that the teacher feedback helped them reflect on and re-check the correctness of their writing and practice more writing. Claire talked about how the teacher feedback helped her writing in the last interview.

It is good. I think you would give me hints to show what mistakes I made.

Now I already know your method. In the beginning, I was not familiar with it,

I thought why you did not correct my grammar. Now I know how to find the

hints from your feedback and see how I made those mistakes. I am already

used to this mode. After reading your feedback, I could know where my

mistakes were. Then, I corrected them, rewrote my sentences and responded to

your feedback. If I did not know how to respond, I tried to search how to

answer and respond you in English.

Claire kept a file. She copied all the written dialogues in the journals during the DJW project, printed out the hard copies, rewrote, took notes and practiced on those copies. Similarly, the other four participants, Andrea, Beatrix, Gwen and Heidi, kept notebooks in which they copied correct sentences and practiced more in English writing. This showed the importance of modeling correct use of English expression in teacher feedback and its positive impact on writing motivation.

Additionally, five participants specifically pointed out the importance of giving correct models in teacher feedback and mentioned their preferences of different ways of giving corrections. Edith said that she became more confident in writing because she learned how to

express her idea more correctly. Heidi and Fay liked the indirect modeling of correct use of language expression in DJs because it made them felt more confident and secure while writing DJs. They clearly stated that they hated red marks. On the contrary, Edith, Beatrix and Gwen mentioned that they preferred red marks and direct English correct models in teacher feedback because they thought direct feedback on the problematic areas in their writing could help them clearly understand and avoid misunderstanding teachers' corrections.

Three of them mentioned that they learned more vocabulary and grammar from the teacher feedback. Heidi said what she learned from teacher feedback.

Let me take my first journal entry as the example ..... the most impressed thing to me was you said "sweet dreams" to me. Then, I thought "Wow! I didn't know that I can say it this way!!!" Then, I think it can be a way for me to learn authentic English. It is pretty good..... and I learned a number of authentic English words afterwards. .... I also learned the correct usages of words.... Like once I found the phrase 'make fun of' on the internet but another word "criticize" also appeared. I did not know which one I should use. I picked 'make fun of' but still felt confused. Then, I saw you wrote 'criticize' in your feedback. Unexpectedly, I have learned some synonyms.

In addition to modelling correct language expressions, asking questions related to the content of journal entries generates more teacher-student interaction and further enhances adult learners' writing motivation. Five participants specified that the instructor's questions in the feedback enhanced their writing motivation. Instructor wrote questions to clarify some confusing sentences they wrote or to solicit their responses in order to maintain the conversations. The following excerpt showed what Gwen said during the last interview:

I would respond. Sometimes you asked questions.... Basically, you asked questions every time. In order to answer your questions, I

searched for answers. I tried to find some vocabulary, sentence or grammatical structures. Then, I responded to your feedback. In this case, I could learn from it.

Similar to Gwen, the other four participants who specifically pointed out they preferred the questions in the teacher feedback had similar answers as well. Andrea, Claire and Fay said that the questions encouraged them to write more. Two people talked to each other which made the journal writing more like having dialogues. Especially, Claire pointed out that if the instructor only ended sentences with periods, she would not know how to continue a conversation. If the instructor wrote questions, she would know how to maintain a conversation and kept writing. Beatrix mentioned that teachers' questions made her reflect what she wrote and think deeper.

Furthermore, the social network communication application Line was chosen for the exchange of dialogue journals because of its ubiquity in Taiwan, convenience, speed and user friendliness. In the present study, Line evidently increased the participants' writing motivation during the intervals between exchanging DJs, especially the questions written in the teacher feedback further enhanced their writing motivation. This is probably because of Line's immediate feedback function.

The following Table 3 shows the number of sentences and responses to teacher feedback in the 20 journal entries. As shown in the table, the participants except Edith and Gwen responded to teacher feedback in at least ten of the 20 journal entries. The participants were asked to write at least five sentences in every journal. So, they had to write 100 sentences in total. Number of Sentences (N.S.) showed the total number of the sentences they wrote in 20 journal entries. The Average showed how many sentences each participant wrote per journal on an average. Table 3 illustrates that the participants' writing motivation was enhanced by using Line as the tool for dialogue journal writing. Most of the participants wrote more sentences than the instructor asked. Sometime a participant responded once.

Sometimes she responded many times. It depended on the context, the participants' time and interests.

Table 4.1

The Total Number of Sentences and Responses to Teacher Feedback in DJs

<b>Name</b>	<b>N. S.</b>	<b>Average</b>	<b>Responses</b>
<b>Andrea</b>	130	6.5	10
<b>Beatrix</b>	214	10.7	10
<b>Claire</b>	226	11.3	16
<b>Daphne</b>	134	6.7	15
<b>Edith</b>	104	5.2	3
<b>Fay</b>	126	6.3	11
<b>Gwen</b>	108	5.4	3
<b>Heidi</b>	214	10.7	10

Table 4.1 showed that Beatrix, Claire and Heidi wrote more than the others because they wrote sixteen to 21 sentences in some journal entries while interacting with the instructor. For example, Claire wrote 226 sentences in total in the 20 journal entries during the DJW project, or 11.3 sentences per entry. And she responded to the teacher feedback in sixteen of her 20 journal entries. Figure 4.5 shows how the teacher feedback in Line influenced her writing motivation.

Aug 7(Mon)



Date: August 7, 2017 Monday  
I went to Taipei last weekend.  
My friends cooked by themselves.  
One of the friends taught me a snack.(下酒菜)  
It was made easy and delicious.  
I thought that it is a great achievement by me. (很有成就感)  
We are all agreed on that we will cook a dish food by ourselves next time meet.

2:12 PM

Read 1  
2:37 PM

Wow. Good job. What drunk food (下酒菜) did your friend teach you?

Read 1  
2:39 PM

How to cook it?  
If I were you, I would have great sense of achievement too. I am looking forward to eating this drunk food you cook one day.



seafood drunk food

2:56 PM

Read 1  
2:57 PM

Ok...then....



Put in spray to fry in fat or oil. 乾煎透抽

2:57 PM



then put on condiment with garlic, chili and孜然.(蒜頭.辣椒爆香灑上孜然粉)

2:59 PM



That's very easy.

3:00 PM



3:00 PM

Download | Forward | Timeline | Keep

Ha! Great! I dare to eat Neritic Squids (透抽), but I am afraid of touching and cooking it. Now you can cook some dish I can't. 🤤

Read 1  
3:02 PM



just cut it.

3:04 PM



3:04 PM

Read 1  
3:04 PM

Do you like the smell of cumin powder (孜然粉)?



I don't like the smell.

3:05 PM

Read 1  
3:05 PM

I liked using it in curry but it didn't work well when I added it in other dishes.

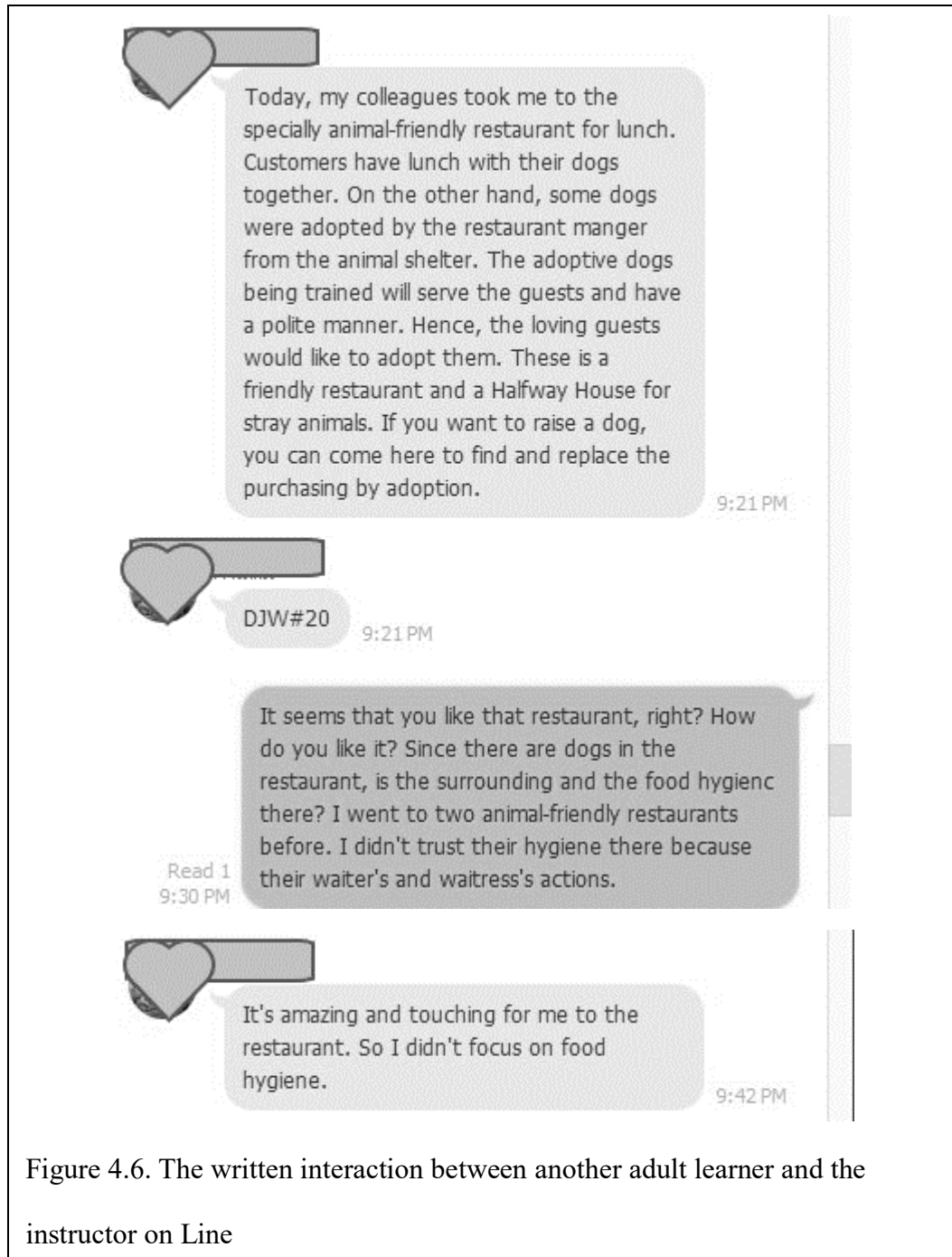




Figure 4.5. The written interaction between the adult learner and the instructor on Line

As shown in the figure, Claire posted her journal entry on Line first and then the instructor gave her feedback; after receiving teacher feedback she responded to the feedback, and then both the learner and the instructor took turns to continue the written conversation. In addition, when she did not know how to express her idea in English or she was not sure whether the instructor could understand her expression, she added the Chinese translation following the English sentence. Her frequent responses showed that she was motivated by teacher feedback to write more in English because she wanted to maintain the communication.

Figure 4.6 shows another example chosen from Beatrix's DJs. She wrote a total of 214 sentences in her DJs with an average of 10.7 sentences per entry. She responded to teacher feedback in ten of her 20 journal entries.



As shown in the Figure 4.6. Beatrix wrote more sentences in the journal entry she posted first, as usual. During the last two interviews, she mentioned that she always drafted before she posted her DJs and responses to teacher feedback. She said that, because her schedule

was really full at and after work, she would write less or not respond to teacher feedback when she did not have time to write drafts. Therefore, as the dialogue shown in the Figure 4.6., she did not respond as many times as Claire (Figure 4.5.).

In the current study, five of the eight participants specifically pointed out that they liked the questions asked by the instructor in feedback, because the questions generated more interaction which ultimately led them to search for answers online in order to respond the instructor. This study provides evidence that supports proposals by researchers (Peyton & Reed, 1990; Peyton & Seyoum, 1993). They suggested teachers use questions as a strategy in teacher feedback in order to engage students to write and then investigate the effects of the questions. In addition, Duijnhouwer's (2010) study related to writing motivation is worth mentioning. Unlike the present study, the questions in his study were designed to lead the students to reflect on the content, language use and layout for their writing assignments. The effects of using questions were not significant in his study.

The effects of demonstrating correct use of English in teacher feedback had positive influence on seven of the eight adult learners' writing motivation. Five of the participants in the present study said that, as long as the teacher feedback showed them correct use of English language, they would learn and practice more English writing. Three of the participants preferred explicit direct corrections with red marks. Noticeably, two previous studies had similar findings. A number of participants in Payton & Reed's (1990) and Liao & Wang (2010) also asked teachers for direct corrections. In addition, a study conducted by Waller & Papi (2017) is worth mentioning due to the similarity in their findings. Although their study did not focus on any specific types of writing tasks nor clearly explain what kind of corrective teacher feedback they studied, they found that the correlation between writing motivation and the orientation of seeking corrective feedback was positive and strong. Both the present study and Waller & Papi's (2017) study revealed the importance of correct target language models in teacher feedback to adult learners' writing motivation.

Furthermore, few studies employed Line or other similar social network applications as a tool for DJW. Eksi's (2013) study was one of them. Her study used e-mail as the tool in an e-dialogue journal project. She found that the immediate feedback function could be an advantage of employing e-mail for DJW. Similarly, the present study also found that the immediate feedback function of the Line Application had positive effects on DJW.

### **The Adult Learners' Perceptions of Dialogue Journal Writing**

All the adult learners held favorable attitudes toward DJW in the end of the project. All of them viewed DJW as a way of helping them learn more English and improving the language proficiency. They thought that they could learn more English, especially grammar, sentence structures and vocabulary from writing DJs.

Beatrix described the benefit of DJW in the first interview:

It will make me practice writing and expressing my ideas in English. Secondly, it makes my English writing structuralized. It has context, not just a whole bunch of separating single sentences”

In a similar vein, Fay pointed out another benefit of DJW in the pre-study interview:

I can start with learning easy words slowly.... start from the easiest words. I will probably check the easiest words in a dictionary in order to write it (dialogue journals). And then, I would ask questions.

In addition, Andrea, Claire, Edith, Fay of them mentioned the DJW project could push them to practice English reading and writing regularly. Especially, Andrea talked about this benefit in the end of the project.

I would push myself to read some articles..... and I would listen to the audio record (of the articles) you gave me. The content of the textbook... maybe I will understand some words but maybe I will not understand some sentences. Then I will read the articles in the textbook.

I can practice English. And I have someone to practice with, not like that I am writing something without knowing it is correct or incorrect.

Similarly, Edith said “Because of the regular writing practice with the regular quantity, I feel more familiar with English. And I am more courageous to try (writing in English).” What she said implies that DJ W motivated her to write in English during the project.

Three participants had different thoughts from the others. Gwen and Heidi also talked about another benefit. They pointed out that DJW increased their confidence in English writing. Here is an excerpt chosen from Gwen’s last interview.

It makes me learn through the writing. Then, my confidence was built. It was the most important part I gained. Because I thought that I did not learn English well, no matter speaking or writing, I was not confident to express in front of others. .... then, the less confident I was, the less courageous I was in expressing and writing .... Therefore, I could not learn, then, I could not even find mistakes and use (English).

The participants also talked about the problems they had encountered while writing DJs. In the beginning, Beatrix, Claire, Edith, Fay and Heidi were worried about that their limited English proficiency may cause them not able to express their thoughts. In the end, Claire, Daphne, Gwen and Heidi still concerned about that their limited proficiency. For example, Heidi mentioned her concern in her last interview,

“I still want to know whether the writing in my dialogue journals is correct or not, just like a teacher corrects my composition. I still would like to know where my mistakes are and how to write it better. Then, I will know what I wrote was wrong, and I cannot make the same mistakes in my journals again in the following week.”

As for Andrea, Beatrix and Fay, they said that they wanted to find special and interesting topics to write DJs but it was more problematic to them. Especially, Andrea said that DJW

project made her realized that there was nothing special in her life. She wanted to write somethings special and interesting happened in her life but she couldn't as she just went to work and went home every day. Their problems once again proved the importance of modeling correct language use and finding topics which they were personally interested in to adult learners' DJW.

As the results shown, majority of the adult learners perceived DJW as a means of improving their English proficiency. A number of them thought DJW made them practicing English regularly. Learning correct English expressions and the correctness of the participants' writing evidently played important roles in most of the EFL adult learners' DJW. What is noteworthy is that finding topics especially caused difficulties while writing DJs.

Most of the participants in the present study and Liao & Wong's (2010) had similar positive attitudes towards DJW. The participants in Liao & Wong's study reported that DJW made their writing more meaningful. The majority of the adult learners perceived DJW as a way of helping them to learn and practice more English in order to improve their language proficiency.

Because of the adult learners' language proficiency, they encountered difficulties in expressing ideas in DJW. This is similar to the students with limited English proficiency in Reyes's study (1991). They had problems expressing complicated ideas in writing. With limited language proficiency, most of participants in the present study chose to write about special events in their lives or topics they were interested in.

The findings of the current study disclosed that learning and improving English through DJW weighed significantly in the participants' perceptions of DJW. They perceived DJW as writing practice that improves language proficiency.



## **Chapter Five**

### **Conclusion**

This chapter concludes the investigation of the study. It includes summary of the major findings, pedagogical implications, limitations of the study, and suggestions for future research.

#### **Summary of the Major Findings**

The present study explored the effects of dialogue journal writing and teacher feedback on adult learners' writing motivation. It also explored adult learners' perceptions of DJW. The results of interviews with the eight adult learners during the DJW project showed that all participants' writing motivation increased during the project. The factors of the adult learners' writing motivation included opportunities for learning and practicing more English and improving English proficiency.

In addition, positive effects of teacher feedback on writing motivation were found in the present study. The most effective types of teacher feedback were asking questions and modelling correct use of language. The Line Application further enhanced the adult learners' writing motivation because its immediate feedback function facilitated DJW.

As for adult learners' perceptions of DJW, all the adult learners held favorable attitudes towards DJW. They perceived DJW as a way of facilitating their English learning and improving English proficiency. Four of these participants stated that the DJW project made them practice English reading and writing regularly.

#### **Pedagogical Implication**

Based on the findings, the present study suggests that English teachers can use dialogue journals to help adult learners to cultivate writing motivation. To implement a DJW project, teachers are suggested to guide learners with a detailed plan. Three points need to be taken into accounts while planning a DJW project:



- (1) Planning and designing writing prompts is important. To make the prompts work effectively, the instructor needs to select topics that are closer to students' lives.
- (2) Blending the two types of teacher feedback, modelling the correct use of English expression and asking questions, based on each learner's content of journal entries and language proficiency level during a project. It can bring positive influence on their writing motivation.
- (3) Utilizing a social network communication application like Line can facilitate the written conversation between the instructor and the learner. Learners are motivated to respond to teacher feedback. Its immediacy and convenience can increase their willingness to write when they have questions or want to respond after receiving teacher feedback.

A thorough planned DJW project can certainly increase the writing motivation of the participants. Well-designed writing prompts may bring more positive influence on learners' writing motivation. Because the book used in the reading club in the present study was about traveling and movies, the questions in the writing prompts were only designed based on the book. Before the implementation of the reading club and the DJW project, the researcher thought the adult learners who would join the study may be interested in traveling and movies. Other interests and purposes were not taken into account. Teachers are suggested to design topics carefully.

### **Limitations of the Study**

The current study has four major limitations. First, this study involved eight adult learners in the DJW project. The sample size of participants was very small. For this reason, the findings of the study cannot be generalized beyond this group. Secondly, because of the locations and the time conflicts among the possible participants, the participants had to attend the reading club separately. The eight participants had to participate in the weekly sessions of

the reading club in five classes. Even though, the researcher tried to give identical sessions to everyone, the influence of the different club meeting times and groups on the adult learners' writing motivation was unknown. Third, the findings were acquired mainly from the participants' self-reports on the background questionnaires and in the pre-, the middle- and the post- interviews. Hence, the results may be influenced. Finally, before starting the present study, the researcher did not expect that using Line could further increase the adult learners' writing motivation. The results about Line were discovered during the implementation of the DJW project. Therefore, the influence of the social network application was not considered while designing the research methods.

### **Suggestions for Future Research**

Two suggestions are proposed for future research. First of all, recruiting more participants in a DJW project would produce better results which can be generalized among adult learners. The other suggestion is about social network communication applications. Line, the application which was chosen for the present study, has many useful functions such as sharing website links, voice records, stickers, pictures, etc. Each function may have more or different effects on learners' foreign language writing motivation and learning motivation. Other social network communication applications may have the same or more different useful functions. It is worth noting the current prevalence of cellphones and the usefulness of the social network communication application software to facilitate teaching, for instance, Facebook. Studying how those additional functions may influence writing motivation can help teachers utilize the application for target language teaching.

## References

- Abednia, A. Hovassapian, A., Teimoumezhad, S. & Ghanbri, N. (2013). Reflective journal writing: exploring in-service EFL teachers' perceptions. *System*, 41, 501-514.
- Chan, R.F.-W. (2005). Effects of dialogue journal writing on the writing fluency of efl junior high school students in taiwan. *Tung-Hai University – Master thesis*, 1-88.
- Cumming, A., Kim, T.-Y. and Eouanzoui. K. B. (2007). Motivations for esl writing improvement in pre-university contexts. In Hidi, S. & Boscolo (Eds), *Writing and Motivation (1-14)*, 141-159. Bingley, UK: Emerald Group Publishing Limited.
- Darhower, M. (2004). Dialogue journals as mediators of l2 learning: a sociocultural account. *Hispania*, 87(2), 324-335.
- Deneme, S. (2011). A lesson model for enhancing motivation in efl writing classes. *Theory and Practice in Language Studies*, 1(7), 785-788.
- Dolly, M. R. (1990). Adult esl students management of dialogue journal conversation. *TESOL Quarterly*, 24(2), 317-321.
- Dornyei, Z. (1994). Understanding L2 motivation: on with the challenge! *The Modern Language Journal*, 78(4), 515-523.
- Dornyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117-135. Doi:10.1017/S026144480001315X, published online: 12 June 2009.
- Dornyei, Z. (2003). Attitudes, orientations, and motivations in language learning: advances in theory, research, and applications. *Language Learning*, 53(1), 3-32.
- Duijnhouwer, H. (2010). 6. Feedback posing questions and reflection on feedback: effects on students' writing motivation, process, and performance. *Feedback Effects on Students' Writing Motivation, Process, and Performance*, 99-137. Enschede, The Netherlands: Ipskamp Drukkers.
- Duijnhouwer, H., Prins, F. J. & Stokking, K. M. (2012). Feedback providing improvement

- strategies and reflection on feedback use: effects on students' writing motivation, process, and performance. *Learning and Instruction*, 22, 171-187.
- Dutta Roy, D. (2010). Construct validity of writing motivation questionnaire. *International Journal of Psychological Research*, 3(2), 6-11.
- Eksi, G. Y. (2013). Akdeniz language studies conference 2012: e-dialogue journal: student teachers' perspectives on their school experience. *Procedia: Social and Behavioral Sciences*, 70, 1810-1819.
- Gardner, R.C., (1985). Chapter 1: introduction: focus on the major issue. *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*, 1-15. London, U.K.: Edward Arnold Ltd.
- Gardner, R.C., (1985). The attitude/motivation test battery: technical report. *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London, U.K.: Edward Arnold Ltd.
- Hussein, A. A. (2013). Enhancing students' motivation to write essays through brainstorming: a comparative study. *International Journal of Humanities and Social Science*, 3(9), 191-196.
- Kreeft, J., Shuy, R., Staton, J., Reed, L. & Morroy, R. (1984). The importance of teacher questions in written interaction. *Dialogue Writing: Analysis of Student-Teacher Interactive Writing in the Learning of English as a Second Language*, 246-264. Washington, D.C., US: Center for Applied Linguistics.  
<https://files.eric.ed.gov/fulltext/ED252097.pdf>
- 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.
- Lo, J. & Hyland, F. (2007). Enhancing students' engagement and motivation in writing: the case of primary students in hong kong. *Journal of Second Language Writing*, 16,

219-237.

Pajares, F. (2007). Chapter 8: writing self-efficacy and its relation to gender, writing motivation and writing competence: a developmental perspective. *In Hidi, S. & Boscolo (Eds), Writing and Motivation (1-14)*, 141-159. Bingley, UK: Emerald Group Publishing Limited.

Perez, R. C., Fuentealba, M. M., Barra, M. M. D. L., Rojas, J. S. & Citernas, M. T. (2013). The impact of explicit feedback on efl high school students engaged in writing tasks. *Profile, 15(2), Isbn: 1657-5760 (online). Bogota, Colombia, 149-163.*

Peyton, J. K. & Reed, L. (1990). *Dialogue Journal Writing with Nonnative English Speakers: A Handbook for Teachers*. Teachers of English to Speakers of Other Languages, Inc. Alexandria, Virginia, USA.

Peyton, J. K. & Staton, J. (1993). *Dialogue Journals In The Multilingual Classroom: Building Language Fluency and Writing Skills through Written Interaction*. New Jersey, U.S.A.: Ablex Publishing Corporation.

Peyton, J. K. & Seyoum, J. (1993). 7. The effect of teacher strategies on students' interactive writing. *Dialogue Journals In The Multilingual Classroom: Building Language Fluency and Writing Skills through Written Interaction*. New Jersey, U.S.A.: Ablex Publishing Corporation.

Reyes, M. D. L. L. (1991). A process approach to literacy using dialogue journals and literature logs with second language learners. *Research in the Teaching of English, 25(3)*, 291-313.

Ryan, R. M. & Deci, E. L. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54-67.

Doi:10.1006/ceps.1999.1020.

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.

Troia, G. A., Harbaugh, A. G., Shankland, R. K., Wolbers, K. A. & Lawrence, A. M. (2013).

Relationships between writing motivation, writing activity and writing performance: effects of grade, sex, and ability. *Reading and Writing*, 26(1), 17-44.

Waller, L. & Papi, M. (2017). Motivation and feedback: how implicit theories of intelligence

predict L2 writers' motivation and feedback orientation. *Journal of Second Language*

*Writing*, 35, 54-65.

## Appendix A

### Background Information Questionnaire

感感謝您參加這個讀書會、對話日誌的寫作活動與英文寫作動機的研究，此問卷的目的在於了解您的基本資料、對於學習英文及寫英文的想法與動機，所有的題目均無標準答案，只需陳述您個人的基本資訊、英文學習經驗、想法與意見，麻煩您務必回答所有的題目，再次感謝您的熱心參與。

Thank you for participating this reading club, dialogue journal writing and the research of English writing motivation. The purpose of this questionnaire is to know the basic information about you and your English learning history, perception and motivation toward English learning and writing. Please notice that all the questions must be answered. Thank you again for your participation.

1. Basic Personal Information 個人基本資料: (1) Name 姓名: \_\_\_\_\_

(2) Gender 性別:  男 ♂  女 ♀ (3) Occupation 職業: \_\_\_\_\_

(4) Age 年齡:  21 ~ 30  31 ~ 40  41 ~ 50  51 ~ 60  60 ~ X

(5) Education 學歷: 國高中 high schools 大專 colleges

學士 BA 碩士 MA 博士 PHD

2. Brief English learning history 英文學習簡史 (請在有學習英文的階段方格中打勾)

(1) In the educational system 學制內教育:

小學 elementary school 國中 junior high school 高中 senior high school

大專 college 大學 universities

研究所 graduated or post-graduated schools

(2) Cram schools 補習班:  小學時 in elementary school

國中時 in junior high school 高中時 in senior high school

大專或大時 in colleges or universities

研究所 in graduated or post-graduated schools

一般成人美語補習班 cram schools for adult learners

( 過去上過 In the past /  目前還在上課中 studying )

(3) Have you ever had private tutors? 有上過家教嗎?

有 Yes (When 何時? \_\_\_\_\_)

目前有跟英文家教老師上課 Yes, I am currently learning English with a tutor.

從來沒有 never

3. Other present ways for English learning 目前其他英語學習方式

Books 英語學習書  Websites 網頁  APPs 手機 APP

Films 影片  其他: \_\_\_\_\_

4. Why do you want to learn English? 您為什麼要學英文?

5. Would you like to learn writing in English? Why or why not?

你會想要學寫英文嗎? 為什麼會? 或為什麼不會?

6. How do you feel about your past experience of learning writing in English?

你對於過去學寫英文的經驗有甚麼感覺?

7. Are you motivated to writing in English? Why or why not?

你喜歡寫英文或英文寫作嗎? 為什麼喜歡或不喜歡?

8. What may bring positive and negative influence on your motivation for writing or

learning to write in English?

有甚麼可能會對你在英文寫作或學寫英文這件事帶來正面或負面的影響?



## Appendix B

### The Written Guidelines for DJW

Dear Participants 親愛的學員：

Dialogue journal writing is writing interactive conversations between you and the instructor. It is like chatting with the instructor in English through writing. You can write about anything you want, for example, any topics you are interested in, ideas or thoughts related to the weekly article we read, thoughts you gain from the brainstorming during our weekly reading sessions or writing prompts, etc. You can also respond to the instructor's questions or ask questions. A journal is similar to a diary which you can use it to record your feelings, experiences, memories, observation, etc. The goal of this journal writing project is to help you practice expressing your thoughts in English. Although grammar and spelling are important, your writing will not be judged or evaluated in these two aspects. Therefore, feel free to express whatever you want in your writing. Good luck to your English learning and writing.

對話日誌寫作就是像是您和指導老師之間的紙上互動會話，類似於透過寫的方式用英文跟指導老師聊天。您可以寫任何想寫的內容，例如任何有興趣的主題、對於我們每周閱讀文章的意見或想法、您從每周讀書會中的腦力激盪時間所得到的想法或是寫作提示等等。您也可以回應指導老師的問題或向老師提問。日誌跟日記有些類似，您可以用它來記錄您的感覺、經驗、回憶、觀察等。這個日誌寫作活動的目標，是幫助您練習使用英文來表達您的想法。雖然文法和拼字也很重要，但您寫的內容在這兩方面不會被批判或評估，因此請盡情地寫任何您想表達的事。在此為您在英文學習與寫作獻上祝福。

1. We will use Line for this dialogue journal writing. The instructor will create a private chatroom with each individual learner. This is for exchanging the journal entries.

我們將會使用 Line 來寫對話日誌，指導老師將會和每一位學員開一個私人聊天室，以使用來交換日誌。

2. The group chatroom in Line will be created for announcing the news or other information related to the whole reading club.

Line 裡面的共同的群組則是用來宣布有關於讀書會的新聞或資訊。

3. Each learner has to write to the instructor twice a week. Please send your dialogue journal entries every \_\_\_\_\_ and \_\_\_\_\_ to the instructor.

每一位學員必須要跟指導老師寫兩次對話日誌，請於每周\_\_\_\_和每周\_\_\_\_ 將您的日誌傳給老師。

4. Please express everything you want to talk about only in English. You can write as many sentences as you like. However, each dialogue journal entry should include at least five sentences.

請只用英文來表達您想談的事，您想寫多少句子，就可以寫多少句子，但是每一篇對話日誌至少要包含五個句子。

5. You can write anything you want. The writing prompts the instructor provides and the ideas we gain during the brainstorming process in the reading club are just for helping you to have more ideas to write. Although those prompts and ideas are related to the articles we read, you are free to choose any topic you want, the content of your writing does not necessarily have to be related to the reading material.

您可以寫任何想寫的內容，在讀書會中老師所提供的提示性問題與腦力激盪時間所想到的點子指是用來幫助您思考要寫些什麼，雖然這些提示和點子與我們閱讀的文章有關，您還是能自由選擇自己想寫的主題，您寫的內容並不一定要與我們閱讀的文章有關。

6. The instructor will not give any grade to your journals. She will respond to or question you according to the content of your writing. She will not directly correct grammatical or spelling mistakes in the journal. However, when the instructor finds you frequently make the same mistakes, sometimes she will show you the correct English usages through her writing.

指導老師不會給您的日誌打任何分數，她會根據您寫的內容作回應或提問，她不會直接訂正日誌中的文法與拼字錯誤，但是，當她發現您常常犯同樣的錯誤時，有的時候她會藉由她寫的句子來告訴您正確的英語用法。

## Appendix C

### The Writing Prompts for the Weekly Articles

- ◆ Week 2 – Theme: Honolulu Kawela Bay – Hunger Games: Catching Fire: The introduction of the city

What kinds of vacation do you prefer? Being relaxed on a beach or visiting popular tourist sites (熱門觀光景點)? What is your impression for Hawaii? Besides what is mentioned in the article, what else do you know about Hawaii? What would you do if you were in Honolulu?

- ◆ Week 3 – Theme: Kawela Bay – Hunger Games: Catching Fire: Special Sites Introduction 1

Have you ever watched Hunger Games? Which one(s) did you watch? What do you think of the movies? How did you like the movies? What do you think of the Kawela Bay after reading this article? If you can go there one day, what would you do on the beach?

- ◆ Week 4 – Theme: Venice, Hotel Danieli - The Tourist: The introduction of the city

What do you think of Venice? What do you know about Renaissance? Do you have any experiences related to Italy or Renaissance? If you get a chance to travel in Venice, what is the most important thing you would like to do there? What else would you like to experience there?

- ◆ Week 5 – Theme: Venice, Hotel Danieli - The Tourist: Special Sites Introduction 2

The Tourist is an action, crime and romance movie. Do you like these kinds of movies? If yes, would you talk about one or two movies that you like?

What are the names of the movies? What are the movies about?

Would you go to Hotel Danieli in Venice one day? Why or why not?

◆ Week 6 – Theme: New York - Serendipity: The introduction of the city

Except for the things mentioned in the article, what else do you know about New York City? Have you ever been to New York? If yes, what did you do there? If no, what would you like to do or what places you would like to go in this city? If you are not interested in New York, which foreign city are you interested in? Why?

◆ Week 7 – Theme: New York City - Serendipity: Special Sites Introduction 3

Have you ever watched John Cusack's or Kate Beckinsale's movies? Do you like romantic films? Why or why not? What's your favorite scene in any romantic film? If you were Jonathan or Sara in Serendipity, would you also leave it to the fate? Why or why not? Is there any other movie(s) also filmed in New York you like it very much?

◆ Week 8 – Theme: Bangkok- Hangover 2: The introduction of the city

Have you ever been to Bangkok or any other place(s) in Thailand? What is your impression for the city and the country? In the past, have you ever had any experience of cultural shock while traveling? Do you have any weird traveling experience in the past? If no, what is the most special thing, which challenges your limitations, you want to try while traveling?

◆ Week 9 – Theme: Bangkok - Hangover 2: Special Sites Introduction 4

Have you ever watched Hangover 1 or 2? What do you think of the movie(s)? Have you ever experienced hangover? What happened after the hangover? Do you like to go to bars and try different cocktails while going on a vacation? If yes, what do you like to do or try there? If no, what else would you like to do or try?

- ◆ Week 10 – Theme: La Fortuna - Arenal Volcano National Park – After Earth: The introduction of the city

What's your impression about Costa Rica? What do you think of Arenal Volcano National Park after reading this article? How adventurous you are when you go on a vacation? What might be the most challenging things that you dare to do? Do you have any wild traveling experience? If yes, what was it?

- ◆ Week 11 – Theme: Arenal Volcano National Park – After Earth: Special Sites Introduction 5

Have you ever watched Will Smith's movies? Which one did you watch? What do you think of him as an actor? Imagining that you are in the Arenal Nation Park now, how would you feel and what would you do? What do you think of visiting volcanos? Are there any other mountains that you would like to go? Where and why?

## Appendix D

### The Example of the Handout with the Weekly Writing Prompts

**Week 1 – February 5<sup>th</sup> ~ 11<sup>th</sup>, 2017**

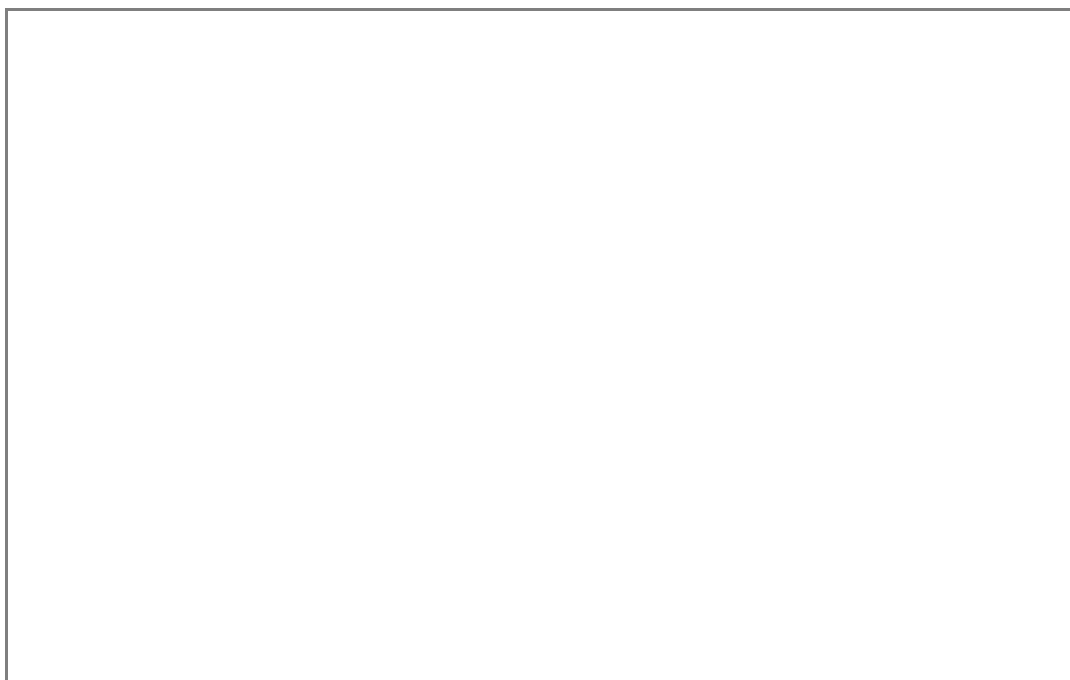
**Unit 1 - Honolulu Kawela Bay – Hunger Games: Catching Fire: The introduction  
of the city**

The Writing Prompts for the Week:

What kinds of vacation do you prefer? Being relaxed on a beach or visiting popular tourist sites (熱門觀光景點)? What is your impression for Hawaii? Besides what is mentioned in the article, what else do you know about Hawaii? What would you do if you were in Honolulu?

Brainstorming:

What would you like to write about in your dialogue journals this week?



## Appendix E

### The Questions for the Semi-Structured Interview

1. Are you interested in writing dialogue journals? Why or why not?
2. Do you think that dialogue journal writing can motivate you to write in English? Why or why not?
3. What influence your writing motivation for writing dialogue journals?
4. What influence you to write more or less while you are writing a dialogue journal entry?
5. How the writing prompts that the instructor provided influence your writing motivation while writing dialogue journals?
6. How dialogue journal writing change your habits in practicing English writing in daily life?
7. How dialogue journal writing change your relationship with the instructor? How the change influences your motivation in writing English?
8. What do you think my feedback to your dialogue journal writing?
9. How my feedback in your journal entries influence your writing motivation in DJW?
10. What kinds of feedback motivate you to write in English?
11. What is the meaning of dialogue journal writing to you?
12. Are there any other problems you have encountered while writing dialogue journals recently?