

TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	iii
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
APPENDICES	x
 CHAPTER ONE: INTRODUCTION	 1
1.1 Dialogue Journal Writing - A Brief History	3
1.2 Background of the Study	5
1.3 The Research Questions	6
1.4 Significance of the Study	7
 CHAPTER TWO: REVIEW OF RELATED LITERATURE	 9
2.1 Written and Spoken Language	9
2.2 Social Considerations in Language Learning	11
2.2.1 Scaffolding	12
2.2.2 Zone of Proximal Development	13
2.2.3 Appropriation	14
2.3 Learning and Writing in School	15
2.4 Dialogue Journal Writing	18
2.5 Research on Dialogue Journal Writing	21

CHAPTER THREE: METHODOLOGY	25
3.1 Research Site	25
3.2 Beginnings of the Study	26
3.3 The Key Participants	28
3.3.1 The Student Participant	28
3.3.2 The Teacher Participant	30
3.4 Data Collection Procedures	32
3.4.1 Journals	33
3.4.2 Interviews	34
3.4.3 Samples of Students' Work and School Records	35
3.5 Data Analysis	35
CHAPTER FOUR: FINDINGS AND DISCUSSIONS	37
4.1 The Contextual Dimensions of Dialogue Journal Writing	37
4.1.1 The Physical Context of the Site	38
4.1.1.1 Dislocated Context	38
4.1.1.2 Hostile School Milieu	39
4.1.1.3 Rigidity of School System	40
4.1.2 Dialogue Journal Writing as a Space for Communication	41
4.1.2.1 Freedom in Dialogue Journal Writing	41
4.1.2.2 Open Sharing in Dialogue Journal Writing	42

4.2	The Socio-Psychological Dimensions of Dialogue Journal Writing	43
4.2.1	Preference for Written Communication	44
4.2.2	Need for Communication	45
4.2.3	Motivation	46
4.2.4	Authenticity	47
4.2.5	Student-Teacher Relationship	49
4.2.6	Teacher Responses	51
4.3	The Nature of Language Use in Dialogue Journal	53
4.3.1	Informal Communication	55
4.3.2	Reporting Significant Events and Seeking Advice	55
4.3.3	Mediating Learning	57
4.3.4	Describing People and Narrating Events	60
4.3.5	Making Sense of Life World and Relationships with People	64
4.3.6	Expressing Feelings and Opinion	64
4.3.7	Teasing, Rebuking and Asking Question	66
4.3.8	Elaborating	67
4.3.9	Praising	71
4.3.10	Complaining and Reporting Events	73
4.3.11	Expressing Anger, Disappointment and Problem-posing	75
4.4	Conclusion	77

CHAPTER FIVE: CONCLUSION	78
5.1 Summary of Findings	78
5.2 Implications for Teaching ESL	80
5.3 Recommendations	83
5.4 Conclusion	84
REFERENCES	86
APPENDICES	93

APPENDICES

		Page
1.	APPENDIX A Questions to Guide Semi-structured Interview Held on 14.6.2000	93
2.	APPENDIX B Questions to Guide Semi-structured Interview Held on 29.8.2000	95
3.	APPENDIX C Questions to Guide Semi-structured Interview Held on 26.12.2000	96
4.	APPENDIX D Entry from Teacher Journal Dated 3.6.2000	97
5.	APPENDIX E Entry from Teacher Journal Dated 12.6.2000	101
6.	APPENDIX F Essay Entitled 'A Boring Character' by a student in 5E1	103
7.	APPENDIX G Essay Entitled 'That Morning Infatuation' by Mazlan	105
8.	APPENDIX H Essay Entitled '5 Kejuruteraan 1 [5Engineering1]' by a student in 5E1: An Excerpt from the school magazine	108
9.	APPENDIX I Excerpt from Mazlan's Journal Entry Dated 11.5.2000	110
10.	APPENDIX J Excerpt from Mazlan's Journal Entry Dated 20.6.2000	111
11.	APPENDIX K Excerpt from Mazlan's Journal Entry Dated 2.7.2000	112
12.	APPENDIX L Excerpt from Mazlan's Journal Entry Dated 10.7.2000	113
13.	APPENDIX M Excerpt from Mazlan's Journal Entry Dated 23.7.2000	114
14.	APPENDIX N Excerpt from Mazlan's Journal Entry Dated 27.7.2000	115

15.	APPENDIX O Excerpt from Mazlan's Journal Entry Dated 2.8.2000	116
16.	APPENDIX P Excerpt from Mazlan's Journal Entry Dated 5.8.2000	117
17.	APPENDIX Q Excerpt from Mazlan's Journal Entry Dated 10.8.2000	118