

## **Dialogue Journal and Writing Abstracts**

Kreeft, J. (1984). Dialogue writing: Bridge from talk to essay writing. *Language Arts*, 61(2), 141-150.

### **See General**

Peyton, J.K. (1986). Literacy through written interaction. *Passage: A Journal for Refugee Education*, 2(1), 24-29. (EDRS No. ED 273 097)

ESL elementary students can benefit from the use of dialogue journals in literacy acquisition just like ESL adult or high school students. As research on second language learning has shown, reading and writing in a second language can help in the development of oral language. ESL learners need not have to develop oral language proficiency in a second language before they can acquire reading and writing skills in it. They can develop literacy skills naturally through written conversations about topics that are meaningful to the students and in the target language regardless of their language proficiency. The teacher modifies her or his language to the students' writing and reading level and students benefit from the language modeling from the teacher. ESL children with little or no background in the second language can start with drawings and/or by using their first language. The written exchanges increase teacher-student contact time, allow the students to express themselves more freely, and help the teacher evaluate the students more realistically and discover their interests and concerns.

Peyton, J.K., Staton, J., Richardson, G., & Wolfram, W. (1990). The influence of writing task on ESL students' written production. *Research in the Teaching of English*, 24(2), 142-171.

Increasing research with Limited English Proficiency (LEP) students have shown that the "context" of writing plays an important role in providing a bridge from informal to formal writing. The writing context may be purpose, expectations, relationship between speaker and audience, topic or content. Studies with LEP students show that when they are given writing activities for authentic purposes and with audience who respond to them, they exhibit creative and sophisticated writing. An in-depth study of the writing sixth grade ESL students was conducted on different writing tasks such as letters, assigned essays, formal writing tasks and dialogue journals. Dialogue journal writing as compared to the other writing activities provide a context for the students to write a topic of their own choice and an authentic purpose for writing. The students writing in different contexts were compared with regards to quantity, complexity, focus, and cohesiveness. The writing exhibited in dialogue journals showed the same breath, complexity and maturity as in formal writing assignments.

Reid, L. (1997). Exploring the ways that dialogue journaling affects how and why students write: An action research project. *Teaching and Change*, 5(1), 50-57.

Use of dialogue journals with ESL students who are reluctant to write can improve their attitude towards writing as well as their ability to write in English. Teachers have always had problems with reluctant writers especially those who are second language learners. This action research studied the effect of using dialogue journals on the students' confidence in writing and their ability to write. Using dialogue journals as the strategy to use with reluctant writers provides students with authentic purpose for writing without fear of correction or censure and exposes them to models of appropriate language structure from their teacher. The ESL students showed improvement in writing in their second language and wrote in more conventional spelling of words. In addition to this, they had better attitude towards writing as shown by the significant difference in the attitude survey the students took before and after using dialogue journals.