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The Role of Gender in Teacher-Learner Interaction through Dialogue Journal Writing

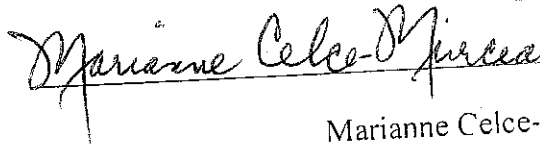
**A thesis submitted in partial satisfaction
of the requirements for the degree Master of Arts
in Teaching English as a Foreign Language**

by

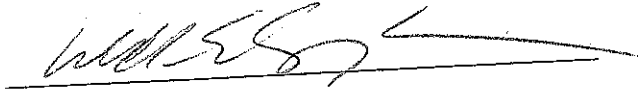
Karine Harutyunyan

2005

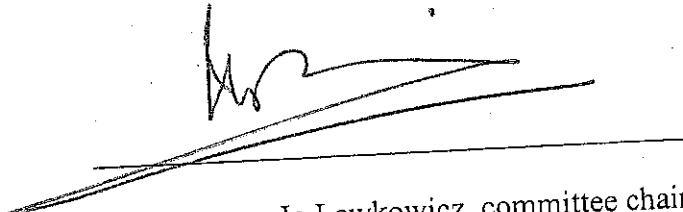
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Abstract

This study sets out to investigate if gender plays a role in teacher-learner interaction through dialogue journal writing (DJW) in the Armenian environment. The research was carried out at the European Regional Academy of the Caucasus within an eight-week period. The subjects were twenty-four first-year students (6 females and 18 males). The language level of the subjects was elementary. Students' dialogue journal entries, teacher responses, the teacher's observations and questionnaires were used to elicit language data. Term test results were also considered as additional information for the research. The samples were analyzed in a variety of ways to determine similarities and differences between the female and male interaction in the DJW. Results indicate that female and male students display characteristic features typical of their gender. However, results also show that DJWs had a positive effect on both the female and male students. All the subjects demonstrated a substantial increase in writing proficiency as well as improved speaking and thinking skills. The subjects also demonstrated improvements in their entries. The teacher's observations showed that the learning environment became friendlier over time. The questionnaire results showed that both the female and male students were positive about journal writing and recognized the benefits of the activity.

Acknowledging the benefits of DJWs, the majority of both the female and male students wanted to continue writing the journals.

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Chapter One: Introduction

Since gaining independence, Armenia has established new relationships and changed its approach towards education. The new attitude has given people a great opportunity for choice and at the same time it has posed challenges which are in the process of being resolved. It is possible to improve the educational system of the country by keeping all the best traditions and at the same time taking the new and progressive ideas that are promulgated around the world. One of the newest and most progressive ways of teaching and learning foreign languages is through dialogue journal writing. Journal writing can help learners to become more aware of themselves as language learners. As Burton and Carroll (2001:1) state “through journal writing learners can increase their awareness of how they learn and hence, deepen their control over their own development.” Learners become more autonomous and their learning objectives become clearer. Teachers at the same time learn more about their students; “they are increasingly able to assess what has been achieved and to design and redesign ways of tackling subsequent learning goals” (Burton & Carroll, 2001:4). The language learning environment becomes more authentic.

In Armenia only one study by Sargisian (2001), has been reported relating to dialogue journal writing, which provided a basis of the current study. The author’s research findings concurred with many of the findings reported in the literature on journal writing. However, the sample population in Sargisian’s study was not very large as there were only eight students in the group and the students were only females. One of the suggestions by the author for further research was to look at gender to see “how it would change the type of interactions going on in journal writing environment” (Sargisian, 2001:56).

The issue of the role of gender in a language learning environment is ambiguous: a lot of research has been done so far, but questions still remain. Sometimes teachers think that female students are more hard working or male students are cleverer, smarter than female students, but are less hard working or each of them in different fields of learning do better or

worse in their own way. Some stereotypes have been developed based on the characteristic features of the two genders. This kind of attitude may enhance or complicate the teaching process. It is not easy to generalize any concept concerning human beings.

The aim of the research was to study the effect of gender effect in a journal writing process and to try to find out the similarities and differences of the interaction of both females and males with the teacher and the causes of the resultant interaction.

This study aims at filling the existing gap by revealing the contrasts between the features of the writing of females and males and their interactions with the teacher through journal writing in the Armenian EFL environment. The role of dialogue journal writing as an activity or as a tool of enhancing teaching and learning is emphasized when it is viewed from the perspective of gender. Journal writing is a more authentic environment for understanding a concept. The role of gender was identified with the help of literature and research in teacher-learner interaction through journal writing.

The product of this kind of process is measured and its role is highlighted in the research. The following sections are included in this thesis: literature review, methodology, results and discussion, and conclusion. In the literature review section the teacher-learner interaction in the dialogue journal writing environment and the role of gender in language learning is summarized. In the methodology section the whole process of the research is stated and in the results and discussion sections every aspect of the research is considered and analysed. In the concluding section the results of the research are summed up, the findings are compared with the literature review, the limitations of the research are considered, suggestions for future research are given, and then the contribution of the study is proposed.

Chapter Two: Literature Review

In this literature review, I will first briefly introduce the role of writing in language learning, the great impact of dialogue journal writing (DJW) in foreign language learning, mainly emphasizing the importance of teacher-learner interaction through DJW. Then I will discuss the role of gender in language learning and discuss the similarities and differences in the way that female and male students communicate with their language teachers.

2.1 Writing to enhance learning

What is writing? In general it is a process of self discovery. As Adelstein and Pival (1984) state, writing gives shape to our thoughts; it helps us figure out who we are, what we think, and it is the best way to say what we really mean. Even in 1913, James Fleming Hosis promoted the idea that writing and learning were interrelated, and writing should be central to all education (Eastman, 1997:15). That is why Eastman (1997) considers that students should also be encouraged to do more writing not only in English but also in all subject areas (p.16). Vygotsky (1987, in Eastman, 1997:27) agrees that writing is an important factor in language learning but, at the same time, he argues that writing must be 'relevant' to life (p. 305).

Journal writing, which includes writing about ideas important to the individual, is writing that is relevant to life. The research concerning journal writing supports the use of journals in the classroom as a tool for encouraging writing. At the same time DJW is an ideal strategy to use in that discovery process as mentioned earlier (Eastman, 1997:30).

2.2 Dialogue journals

A lot of research has been reported on journal writing and the outcome of the research is worth taking into account. "It is a powerful way of documenting one's practice as well as one's developing critique of that practice" (Carroll, 1994:19).

Journal writing is not simply record keeping. It is itself a research tool. Through writing about their practice, journal writers discover the principles behind their everyday actions (Holly & Smyth, 1989). This leads to a greater awareness of what they are doing and,

consequently, to informed decision making. Students who are able to use their journals in engaging in dialogue with themselves, with their fellow learners, or with the teacher, work through the questions that arise from their learning experiences, both in and out of the classroom, and become highly skilled at directing the course of their own learning. As Schon (1988) states, these students are, in a sense, professionalizing their approach to learning. They improve their understanding of their preferred language learning styles and progress towards a more autonomous way of learning. Zacharias (1990) and Fulwiler (1987, in Eastman, 1997:39) also suggest that dialogue journals (DJs) allow students to practice their thinking skills. Accordingly, the authors state that depending on the focus of the entry, students may be provided with opportunities to practice the following thinking skills: comparing and contrasting, summarizing, observing, classifying, interpreting, criticizing, imagining, collecting and organizing, hypothesizing, applying, decision making, digressing, revising and editing. This is quite a list of skills to develop. However, Staton (1987) argues that journals, whether they are dialogue journals, buddy journals, or reading journals, provide opportunities for students to collaborate with others to practice writing and thinking skills.

2.2.1 Teacher-student interaction in dialogue journal writing

Peyton and Staton (1992) indicate that a dialogue journal is a written conversation in which a student and teacher communicate regularly-daily, if possible, or at least two or three times a week-over a period of one semester or an entire school year. The authors also state that students may write as much as they choose on any topic and the teacher writes back regularly to each student, often responding to the student's topics, but also introducing new topics, asking questions and answering students in an ongoing, written conversation, rather than as an evaluator who corrects or comments on the writing. A dialogue journal, put very simply, is a conversation between a teacher and individual student.

Students have the opportunity to use writing to communicate: to express concepts that are important to them, to accomplish real purposes, to be read by an interested audience, and to receive a reply that is genuine and meaningful (Peyton & Reed, 1990:12).

However, the conversation differs from all others they may have, in or out of the classroom; it is written, it is completely private, and it takes place regularly and continually throughout an entire school year or semester. To ensure that journals are truly interactive or conversational and that they do not become like other classroom writing assignments such as essays or reports, it is important that they are not highly structured and that limits are not put on what students write about (Genesee & Upshur, 1996:121).

Many researchers have explored both teacher and student attitudes toward journals. Strausbaugh and Skerritt (1995, cited but not referenced in Else & Litcher, 1997:58) conclude that a majority of students answering questionnaires believed journals to be a valuable aspect of the curriculum. At the same time, students felt less pressure when responding in a journal. Students enjoyed having an outlet for their feelings and opinions. Students also felt that it was important to know that teachers were going to read their entries, which may suggest a need for feedback from the teachers. Teachers agreed that journal writing is beneficial to both students and teachers. They found that journal writing allows everyone to respond and participate, connect oral and written language and think while writing. Most teachers felt that the use of journals "supplemented their teaching immensely, as in the journals students could relate to the lessons personally" (Else & Litcher, 1997:58).

2.2.2 Benefits of dialogue journal writing

Different scholars identify different benefits of journal writing and emphasize its usefulness. Taking into account that dialogue journals (DJs) are written conversations between students and teachers done in a more relaxed environment (i. e., no testing, and no pressure for writing on a definite topic), dialogue journals have a number of benefits. They provide opportunities for students to provide feedback about their learning experiences (Genesee & Upshur, 1996:119).

There are benefits related to the management of a classroom, as students of different language and ability levels get involved in DJW. Peyton and Staton (1992) indicate that all

students, no matter what their language proficiency level is, can participate in journal writing to some extent.

Sebranekm, Meyer and Kemper (1995, in Eastman, 1997) give their own assessment of the DJW:

It provides you with a valuable record of your thoughts, dreams, memories and experiences. It offers you an easy and enjoyable way to practice writing. It helps you form new ideas, and serves as a useful resource for ideas for writing. Journal writing also supplies you with details of ready-made facts and details to use in writing assignments. All of this located [sic] under one roof-your journal notebook (p.36).

Another major benefit of journal writing is the personal connections students make. When used in the content areas, Graham (1994), Fulwiler (1978, in Eastman, 1997:38) agree that journals provide students with opportunities to make connections between the academic material and their personal lives. Thus, this is a two-part benefit: one concerning private issues and one concerning academic issues.

Teachers benefit as well. The permanent record of writing gives a rich, ongoing picture of students' development as individuals, thinkers and writers (Peyton, & Reed, 1990:107). All teachers would like to have more time to communicate with their students, to learn about their backgrounds, interests and needs. The need to communicate is intensified with students learning English as a second language (ESL) (Peyton & Staton, 1992).

Dialogue journal interactions provide optimal conditions for language acquisition, both oral and written (Kreeft, 1984, 1986; Staton, 1984, in Peyton & Staton, 1992). For example, they focus on meaning rather than on form, and on real topics and issues of interest to the learner. The teacher's written language serves as input that is modified to, but slightly beyond, the learner's proficiency level; thus, the teacher's entries provide reading texts that may be even more complex and advanced than the student's assigned texts (Staton, 1986), but which are comprehensible because they relate to what the student has written (Peyton & Staton, 1992).

Peyton and Reed (1990) in turn state several advantages concerning DJW: there are increased opportunities for communication between students and teachers. Many teachers have found that the dialogue journal interaction has a positive influence on their relationship with particular students but which students, which gender or which language level is not clear. The teacher then has the opportunity to provide support and encouragement. Journal discussions can also allow further exploration of any topic the student is interested in. The teacher gains information that can assist in lesson planning. Students have the opportunity to use writing for genuine communication. They have an additional opportunity for reading which occurs as a part of the interaction. The benefits cited by the authors (Peyton & Reed, 1990) seem to occur when the journals are not used for the primary purpose of improving reading and writing but for the purpose of promoting communication between students and teachers. Moreover, in DJW students do not receive direct feedback about its correctness, so there may be grammar, spelling and punctuation errors that should be taken into consideration.

2.2.3 Drawbacks in dialogue journal writing

A drawback of DJs is the considerable teacher time required to read and respond to student entries. However, as Peyton and Staton (1992) conclude those teachers who have been successful with DJs report that the time is well spent, for the knowledge they gain about students' interests and problems. Furthermore, the feedback they receive about the activities and lessons of the day serve as the basis for future planning. The same teachers have also found ways to make the process more manageable; for example students write their entries one or two times per week, rather than every day.

2.2.4 Dialogue journal writing: lessons learned

Dialogue journals, according to the literature, have provided evidence that they are successful both in language teaching and learning. We often read and hear of research regarding the unsuccessful nature of teaching grammar or administering weekly spelling

tests. It is not so with journal writing. Despite some weaknesses of DJW, the benefits seem overwhelming. Dialogue journals provide students with opportunities to simply write, to increase their fluency, to connect personally with the curriculum, to think critically, to express themselves using inner speech, to create a source book of writing ideas, to improve their writing skills and attitudes, to make connections with their teacher, and to document their life experiences.

Additionally, the journal reflects the history of writing itself in its exploratory nature. As Eastman (1997) states, "the journal is a place of discovery-discovery of language, discovery of writing, discovery of self" (p.122).

Journals are practical components in the writing process, and as the history of teaching writing shows, a functional element of education in its goal to help students develop both academically and personally. The implementation of journals can occur in any classroom.

DJs seem to be a positive writing activity. The students' profiles make one point clear: DJs can be used in almost any program, with almost anyone (Peyton & Reed, 1990:106).

While both positive and negative arguments exist concerning journal writing, it seems that on some levels most critics agree that if used "correctly" journals can be powerful tools of the development of communication and thinking skills [sic] at the same time they suggest that to be used most effectively, journals must be limited in their focus with goals clearly defined (Else & Litcher, 1997:56).

In short, DJs have proven flexible and adaptable to a wide variety of communication settings, and teachers continue to report success with them (Peyton, & Reed, 1990).

2.3 The role of gender in language learning

As no information concerning gender difference in communicating with the teacher in DJW was found, this part of the literature review looks at what gender is and then at how the factor of gender may affect the type of interactions occurring between the teacher and the learners in a language learning environment.

2.3.1 Men and women are equal

When we start from the very beginning, from the creation of a man and a woman, we shall see that God did not want to see man and woman different from each other and considered them equal. Men and women were created in God's image. Just as the man was formed from earth, the woman was formed from man. She corresponds perfectly to the man, the same flesh and blood, and in "the image of God" just as man, she is equal to him in every way [Gen. 1:27] (Patterson, 1995:10).

The biological examination of the brains of the men and women done by Highfield (1995) showed that men and women possess different emotional 'make-up' and the reasons lay in the brain. Though the study produced reliable results, it was limited to the brain at rest. The experiment showed that more research would be needed to assess male and female differences in brain activity during the performance of tasks and added that "fundamentally" the brains of men and women are more similar than different.

2.3.2 Sex and gender

A distinction should be made between 'sex' and 'gender'. The former constitutes a biological distinction, while the latter is a social one (Ellis, 1994:202). Gender is also a source of individuality (Eggen & Kauchak, 1999:103). Physical differences between males and females are obvious and universal. The psychological differences are not. This may be the reason why the idea of gender differences is quite controversial and different scholars have different views based on their investigations.

2.3.3 Stereotypes about males and females

Stereotypes about males and females are commonplace in our society. Yet they do not apply equally to all males and females. In their scholarly review, Maccoby & Jacklin (1976) sort out the myths, real differences, and open questions regarding gender differences. They address such questions as, "Are women more empathetic and sensitive in interpersonal

relations?", "Are there marked differences between the genders in their desires to achieve and succeed?", and "Are males more aggressive than females?", "Do girls really excel in verbal ability?" (p.77). The authors did not find actual differences between the two genders in their research.

Other psychologists have not always agreed with Maccoby and Jacklin's analysis. Using Maccoby and Jacklin's data, Block (1976:307) concludes that "men are better on insight problems requiring restructuring; are more dominant and have a stronger more powerful self-concept; are more curious, more exploring, and more impulsive": whereas females "express more fear; are more lacking in task confidence; seek more help and reassurance; maintain greater proximity to friends; score higher on social desirability; and at younger ages are more compliant with adults". L. W. Hoffman's review (1977) indicates that women are more emphatic than men. M. L. Hoffman (1979) suggests that though females are similar to males in desire for achievement, they are less independent in coping style and less motivated toward occupations outside the home. Eakins and Eakins (1978) note that genders differ in their ways of communication. They believe that females tend to use more tag questions, qualifiers, lengtheners, and requests. Females are more person-centered and talk more about men, women, and clothes, whereas, males tend to use humour, arguments, and stronger statements. They talk more about sex, work, sports, politics and money. McGuinness (1979) notes that "boys and girls appear to learn about the environment differently" (p.88).

Maccoby and Jacklin (1976 in Clarizio, Craig, & Mehrens 1981:78) agree that people hold strong beliefs about gender differences, even those beliefs that fail to find any scientific support. In order to find out which generalizations are justified and which are not, Maccoby and Jacklin surveyed on gender differences in motivation, social behavior, and intellectual ability. They examined both the negative and the positive evidence for the female and male students' behaviour and, at the end of their research, they were able to determine which beliefs about gender differences were supported by evidence, which beliefs had no support,

and which were still not tested sufficiently. From the survey of all the data, the same authors concluded that many of the popular beliefs about the psychological characteristics of the two genders have little or no basis in fact. Yet people continue to believe, for example, that females are more "social" than males, or are more suggestible than males, ignoring the fact that careful observation and measurement show no gender differences.

2.3.4 Gender differences in interaction between teachers and students

Some differences, in terms of gender, have been observed in the interaction between the teacher and students. Research shows that there is a difference in learning between males and females. There is also a difference in the way teachers treat males and females. (Eggen & Kauchak, 1999:133).

Both male and female teachers treat boys and girls differently. According to persistent gender stereotypes, teachers view males as more independent thinkers (Fennema & Peterson 1987; Grant, 1984, in Eggen & Kauchak 1999:133). Teachers interact with boys more often (Sadker & Sadker, 1985) and ask them more questions. Also the questions are more 'conceptual and abstract' (Sadker, Sadker & Klein, 1991). Boys receive more approval, are taught more directly and listened to more, and are rewarded more for creativity (Torrance 1983, in Eggen & Kauchak, 1999:133).

2.3.5 Gender differences in language learning.

Ellis (1994) suggests two principles concerning females and males when learning languages. According to existing research, females nearly always do better than males in the use of prestige forms, and are more conscious of linguistic change (Ellis, 1994:202). Women are more sensitive to new forms and more likely to integrate them into their speech, but when they become aware of the change, they tend not to use it. Men, on the other hand, may be less sensitive to new forms but once they have started to use them are less likely to reject them, perhaps because they are less likely to notice them. These predictions based on

sociolinguistic theory are borne out by several studies (Ellis, 1994:202). Thus, the research suggests that female language learners generally do better than male learners.

Burstall (1975, in Ellis 1994:202) investigated gender differentiation in her 'longitudinal' study of some 6000 children beginning L2 French at eight years of age in English primary schools. She reports that the girls scored significantly higher than the boys on all tests measuring achievement in French throughout the period of the study.

Boyle (1987, in Ellis 1994:202) reports on a study of 490 (257 male and 233 female) Chinese university students in Hong Kong. The female students achieved higher overall means on ten tests of general L2 English proficiency and in many cases the differences were significant. In his other study, Boyle (1987, in Ellis 1994:203) states that the male students performed better on two tests of listening vocabulary, supporting L1 research that boys are superior in this particular area of language proficiency.

However, Nyikos (1990, in Ellis 1994:203) reports that women performed better than men in a German vocabulary memorization task. Also some studies have reported few or no differences between males and females. Bacon (1992, in Ellis 1994:203) for instance, found no difference between the genders in two authentic listening tasks.

Other studies suggest that females deal with the task of learning an L2 differently from males. Gass and Varonis' (1986 in Ellis 1994:203) research on gender differences in interactions involving learners concluded that men use the opportunities to interact to produce more output, whereas women use it to obtain more input. However, Pica et al. (1991, in Ellis 1994:203) failed to find much evidence to support gender differences in interactions involving adult male and female Japanese learners of L2 English.

One study analyzed short sections from formal speeches by American female and male college students and found they differed on a range of features including the number of prepositional phrases, such as *at the back* (females used more) and progressive verb forms,

such as *was walking* (males used more). Without a theoretical framework, it is difficult to know how to interpret such apparently subjective differences (Holmes, 2001:287).

It is not easy to find clear-cut explanations for these results. The explanations that follow are rough in nature. One obvious explanation for females' greater success in L2 learning in classroom settings is that they generally have more positive attitudes. This, in turn, may reflect their employment expectations. Females may perceive a foreign language as having significant vocational value for them, whereas males do not (Ellis, 1994:204).

2.3.6 Gender differences in FL learning

Gender has a role in determining foreign language proficiency. Research shows that females do not always do better than males. Ellis (1994) indicates that Asian men in Britain generally achieve higher levels of proficiency in L2 English than do Asian women for the simple reason that their jobs bring them into contact with the majority English-speaking group, while women are often 'enclosed' in the home. The author states that gender interacts with such factors as age, ethnicity, and, in particular, social class (p.204).

Oxford and Nyikos (1989, in Ellis 1994:545) conducted a study with university students learning foreign languages. They showed that there was a great difference of strategy use in learning a foreign language between the female and male students. Ehrman (1990, in Ellis 1994:545) in the study of teachers and students in the Foreign Services Institute found that females reported greater overall use of strategies than males.

The effect of one's gender on both the production and reception of the language is of considerable attention.

[M]ales place more value, in conversational interaction, on status and report talk, competing for the floor, while females value connection and rapport, fulfilling their role as more "cooperative and facilitative conversationalists, concerned for their partner's positive face needs (Tannen, 1996, in Brown 2000:259).

There is some evidence that women tend to be more supportive and men more competitive conversationalists in other cultures too (Holmes, 2001: 302).

2.3.7 Summary of gender differences

The questions concerning gender differences are still open for further research. The findings show that the evidence is too weak for any conclusions. In sum, in spite of what has to be considered a tremendous effort on the part of psychologists to document psychological differences between the genders, there appears to be very little evidence that such differences really exist. Finding no differences between the genders is usually considered by researchers and professional journal editors, as Neilsen (1990:125) states, a “negative” and therefore “not publishable” finding.

Research on gender differences is inconclusive with some evidence pointing to differences in language learning and use. So far there has been no research on gender differences in dialogue journal writing environment in the Armenian context. For this reason it is worth looking at this issue.

Chapter Three: Methodology

The following research questions are addressed in this case study:

- What is the role of gender in teacher-learner interaction through journal writing?
- Does it affect the teacher-learner interaction in the journal writing environment?
- Are there any similarities or differences in the ways females and males interact in written forms in the dialogue journals?

In order to “find the reasonable answer to the question” of this research (Farhady, 1995:128), qualitative research methodology was chosen.

This chapter considers the whole process of the research: (1) the subjects, (2) the procedure, and (3) data collection and analysis.

3.1 Subjects

The sample population was first-year students at the European Regional Academy of the Caucasus (ERAC). ERAC is a higher educational institution that offers graduate and post-graduate programs, as well as short and long-term courses in vocational training and qualifications according to European standards.

Two groups were selected for the research. Based on the placement test, the groups were of the same English proficiency level, which was elementary. The students of the two groups were from different departments: Software Engineering, Information Technologies, Business Management, Multimedia and Computing, Economics and European Economic Cooperation Management, Tourism and Ecology, and International Relations and Law. The main objective set by the administration of the academy for the English class at this level is learning general English. Special textbooks (*Inside Out*¹) are used for each level according to the syllabus.

The students' ages ranged from seventeen to twenty-two. In one group there were two female and thirteen male students and in the other one there were four female and five male

¹ Hird, J. & Kerr, Ph. (2001). *Inside Out*. Elementary Level. Macmillan Publishers Limited.

students. The total number of the students of the two groups, participating in the research, was twenty-four (6 females, 18 males). By the end of the research five of the male students had not fulfilled the assignments; two of the students had poor attendance to the classes and three of them terminated attending classes at the Academy. At the end of the research there were six females and thirteen males. The journals of the students were coded into female journals (JF) and male journals (JM) and each journal was numbered. Each diary entry of the students was also numbered.

This study was carried out by the researcher who was also the English teacher of the two groups.

3.2 Procedure

As Seliger and Shohamy (1989:121) state, there is no set of standard designs or procedures for qualitative research methods. The teacher was unfamiliar with the students at the beginning of the research. The teacher did not have any prior experience teaching English through dialogue journals.

3.2.1 Dialogue journals

At the beginning of the research, the teacher told the students what dialogue journals were like in general and what the benefits of the dialogue journal writing (DJW) would be. The students were informed about the goal of keeping dialogue journals (DJs): to communicate with the teacher using a written format and the target language. The format and the procedure were also explained to them. The students were told how to write entries in the DJs and the frequency of writing them (twice a week). There was no special number of words to be used in the entries, but the students were encouraged to write more than one or two sentences.

The treatment lasted for eight weeks. The two groups selected for the research had English classes three times a week. The classes lasted for eighty minutes without any break. The entries were written in notebooks designed by the teacher. The journals consisted of three

parts with different colours. Each part was added after a period of time (after each four-week period, the last one was given on the last day of the research). The first two (white and yellow) included the content of the DJs and the third one (green) included the questionnaire about DJW. The students wrote their entries in the DJs twice a week either at the beginning or at the end of the lesson for about 10-15 minutes, and they did this regularly.

According to Peyton (1987:1, in Peyton & Staton 1992)

the writing in DJs must be done regularly, but the frequency can be flexible, depending on the number of students in a class, the length of the class, the teacher's schedule, and the needs of the teacher and students.

The students had been informed that the DJs would not be marked by the teacher, and that they could express themselves openly. They would be responded to by the teacher commenting on what they had written or answering any question the student put to the teacher. The teacher replied to the content of the student's message and did not correct the language. If teacher response or dialogue is employed; grammar, spelling and other mechanical features of writing are not corrected (Eastman, 1997:36).

If the teacher did not understand something she just said so and asked the student to clarify. The students also, in case of failing to understand the teacher's comments, turned to her for some clarification. Occasionally, the teacher used *hidden correction* or what Peyton and Reed (1990, in Burton & Carroll 2001:18) call *language modeling*. In the teacher's response the teacher rewrote correctly what the student had written incorrectly in the dialogue journals. According to Burton and Carroll

not only does this validate your understanding of what the student wrote but it allows you to model correct sentence form. Restating also allows you to introduce vocabulary that may express the student's ideas or feelings on that topic (2001:35).

The students were allowed to write about anything they chose, but taking into account the level of the students the teacher gave them some directions, supplying them with possible topics. The students wrote their reflections on what they did in class. They wrote about their

thoughts and feelings, about something they had seen or something they had heard. They also discussed some issues that they had encountered in their daily life.

The students also used drawings in their dialogue journals when they had difficulties in expressing themselves. Peyton and Staton (1992) are of the opinion that students can begin by drawing pictures, with the teacher drawing pictures in reply and perhaps writing a few words underneath or labeling the pictures. Some students moved to letters and words when they felt ready; other students felt more comfortable and expressive by using drawings, so they kept drawing in each entry of their dialogue journal. The students also used some words in their native or second languages in their entries.

The DJs gave the teacher immediate feedback on the students' learning. The teacher tried to be careful about judgments, especially at the beginning when "trying to develop trust" (Burton & Carroll, 2001:34). This treatment was especially important in naming and exploring feelings and solving problems.

Reading and responding to the DJs was a time-consuming task. About five to ten minutes were spent on commenting per journal which meant twenty-four journals took about two and a half hour twice a week. The time was spent at home for careful reading and responding to each entry in the DJs. The teacher was the only reader of the DJs, and she assured the students that their comments were confidential and would not be shared without permission. Some "positive reinforcement strategies" to encourage regular entries were used, with the teacher expressing interest in what the students were writing (Peyton & Staton, 1992, handout 6-2).

The journals were part of the overall grade for the course; however they were not graded for content or grammatical correctness. Participation points (attendance/participation-20% out of 100%)² were awarded for the successful completion and submission of weekly journals.

² European Regional Institute of Information and Communication Technology in Armenia (ERIICTA) Syllabus for Elementary Level

3.2.2 A questionnaire

A questionnaire was used for the purposes of the study as one of the instruments of data collection. The researcher was cautious about forming the questionnaire so that it served the needs of the research. It was not possible to pilot the questionnaire, but it was analyzed by other specialists. The questionnaire (*see Appendix A*) was included in the DJs as part of an entry and was completed at the end of the research.

The questionnaire included eight questions. All of the questions were open-ended except the second one which was closed (*see Appendix A*). The open-ended questions provided additional information about the students' attitudes towards DJW and the questions related to the whole process of writing the DJs: whether the students enjoyed writing them, in what ways they benefited from writing the journals, what difficulties they met, whether they liked the idea of not being corrected while writing their dialogue journals, whether they found anything new or interesting about DJW, what they would like to change about DJW, or whether they would like to continue writing the journals and whether DJW was helpful in improving their writing.

3.3 Data collection and data analysis

First of all, the quantification of the data took place. The number of entries, the length of individual and group entries, the length and frequency of entries and the length of teacher responses were counted. The term test results were also analyzed though they had not been considered as part of the initial research design. The test results provided additional information for the research.

Then the entries were analyzed and interpreted qualitatively. Qualitative analysis involved grouping, and analyzing the entries. Both the students' entries and teacher feedback were analyzed. The students' entries were analyzed on several levels: the content of the student entries; topics, questions, grammar errors, language functions, follow-up of the

teacher responses and other languages used. Each entry was reread several times to identify emerging patterns. The teacher's classroom observations were also analyzed carefully.

The questionnaires were analyzed by simple counting of the numbers of similar responses and interpreting them.

Chapter Four: Results and Discussion

Analysis in qualitative research is a process of successive approximations toward and accurate description and interpretation of the phenomena (Wiersma, 2000:202). The report of the research is descriptive in nature and contains little technical language. As Wiersma (2000) states, the emphasis in qualitative research is on describing the phenomenon in its context and on that basis interpreting the data (p. 202). The following sections will be considered in this chapter: (1) students' entries, (2) teacher responses, (3) content of students' entries, (4) teacher's observations, (5) the questionnaire on dialogue journal writing and (6) the results of the term test.

4.1 Students' entries

The students' entries were analyzed quantitatively by considering the number of each student entry. The length of individual student entries was counted taking into consideration the number of the words used in the entries.

4.1.1 Number of students' entries

The students, especially the male students, did not have fixed regular entries in their DJs (*see* Appendix B). The main reason was their poor attendance in the classes. The number of entries in the DJs of the female students ranges from nine to fifteen. The number of the journal entries of the male students ranges from two to fourteen. From Table 1 we can observe that the average number of the entries for the female students is 13.2, whereas for the male students is 8.8. Female students have more entries than male students.

Table 1: Total Average for the Number of Student Entries

Students	Average Number of Entries
Female (N=6)	13.2
Male (N=18)	8.8

4.1.2 Length of individual student entries

The length of the entries (the number of the words in each entry) was counted for the female and male students (*see* Appendices C & D). Table 2 illustrates that the average length of entries for the female students is 40.8 words, whereas for the male students it is 27.5 words. The length of the entries for the female students is higher than for the male students.

Table 2: Total Average for Length of Student Entries

Students	Average Length of Entries
Female (N=6)	40.8
Male (N=18)	27.5

The minimum and the maximum length of each entry for each student were also considered to see the range of entries (*see* Appendix O). Table 3 illustrates the minimum and the maximum length of the entries for both groups of students. The minimum length of any entry for the female students is eight words while the maximum length is one hundred and ten words.

Table 3: The Minimum & Maximum Length of Each Entry

Students	Minimum	Maximum
Female	8	110
Male	2	109

The minimum length for any entry for the male students is two and the maximum is one hundred and nine words. Thus the difference for the minimum length of entries for both the genders ranges from eight words (female) to two words (male). The male students used fewer words in their shortest entries than the female students did, while the maximum words used for entries does not appear to differ between the genders, ranging from one hundred and nine words for the male students to one hundred and ten for the female students.

4.2 Teacher responses

From Table 4, we can observe that the length of the teacher's responses (TRs) also differ for the female and male students. The total average length of words of the teacher responses for the female students is 28.5 words and for the male students it is 18.5 words (*see*

Appendices H & I). Accordingly, the length of the teacher's responses for the female students is higher than for the male students. This corresponds with the difference in entry lengths reported for female and male students above (4.1.2). There appears to be a relationship between the length of the student entries and the length of the teacher responses.

Table 4: Total Average for Teacher Response

Students	Total Average of TRs
Female (N=6)	28.5
Male (N=18)	18.5

4.3 Content of the student entries

While analyzing the data some phenomena concerning the language were encountered and some aspects of the students' language use were found to be typical for the female and male students. For this purpose, aspects of the language; such as the topics that the students covered in their entries, the grammar errors that most frequently occurred in the entries, the questions used and other features of the language were considered.

4.3.1 Topics

When writing the DJs, the students began to generate topics for their own writing. The topics chosen both by the female and male students indicate that they correspond to their interests. The subjects of the research were students of elementary level of English. Students at this level of language usually speak about the things happening around them and their personal lives with greater ease.

The female students wrote about their classes, interests, friends, books, poetry, travelling, hobbies, difficulties and their progress in English, holidays, people, free time, routines, about themselves and plans for the future (*see* Appendix J).

The male students wrote about their classes, countries, cities, interests, free time, computers, friends, holidays, people, family, music, hobbies, about life in general (*see* Appendix J).

It seems that the only difference between the topics nominated by the female and male students is that the male students preferred to speak about people, liked to discuss personal matters or life problems.

4.3.2 Questions

Students used questions in their entries when interacting with the teacher. All the female students used questions in their entries. They were mainly yes-no questions (students wanted to know the teacher's opinion about a topic of discussion in their entries) and wh-questions (they wanted to know some facts or some information about the teacher). Students often responded to the teacher's comments with questions of their own which promoted further communication.

Table 5 illustrates that female students used fewer yes-no questions than wh-questions; only three of the students used the former. Most of the female students used wh-questions. There appears to be a strong probability that the female students were interested in learning more about the teacher than the male students. The female students asked about her hobbies, favourite country, music, films, clothes, etc. rather than finding out the teacher's opinion about anything (*see Appendix K*). As for the male students, they included very few questions in their entries when interacting with the teacher.

Table 5: Students' Questions-Female students

Students Questions	JF1		JF2		JF3		JF4		JF5		JF6	
	Y/N	WH	Y/N	WH	Y/N	WH	Y/N	WH	Y/N	WH	Y/N	WH
Entry Number	8(2) 11,12	10(3)	6	10,14		2, 3, 5, 6, 7, 8 9,11,13		5, 6	11(2)		6	

* Y/N-Yes/No question, WH- h question

In Table 6 we can observe that only one male student used a wh- question, three other male students who asked questions each used yes/no questions, and they wanted to know more about the teacher's opinion. The other fourteen male students did not have anything to

ask the teacher; they only expressed their own opinions. The factor of the teacher's gender could have been at work here since only female students asked the female teacher questions.

Table 6: Students' Questions-Male students

Students	JM1	JM2	JM8	JM13
Questions	WH	Y/N	Y/N	Y/N
Number of Entries	12	2	6	12

* Y/N-Yes/No question, WH- Wh question

Interestingly enough, the questions used by the female and male students in their entries are mostly formed correctly (see Appendix K) without any grammar errors. This is quite unusual for students at an elementary level of language knowledge.

4.3.3 Functions used in student entries

In contrast with the female students, male students failed to ask the teacher many questions in their entries. Instead the male students used apologies, promises or shared some of their secrets with the teacher. (The original student wording of entries are kept in all examples.)

It's my very very big wish, but I hope, that you don't say about it anyone. I *vstahum em* (trust) (Arm) you and *aha te inchu that's why* (Arm) I told you all.(secret) (JM1/5).

I promis you then I can speak, write, think and feel in English. (promise), (JM1/6). Miss Harutyunyan I am sorry if I write my test very bedly but I shall have progress and you will see it (apology, promise), (JM/4).

The features of promising, apologizing or sharing secrets are not salient in the entries of the female students. Female students seemed to be more self-confident; they even offered some suggestions/invitations:

I want go to the cinema, caffes, bars with our English group and with you, when you have a free time? (JF1/6),

We can also gather and go somewhere to have nice time after classes (JF2/7).

4.3.4 Grammar errors

Grammar errors were not considered when the teacher responded to the students' entries in the DJs. Most students, especially the male students, in response to the question in the questionnaire (*see* Appendix A (b)) as to whether they would like their entries to be corrected or not, indicated that they would like their DJs to be corrected. The students wanted to know their errors in order not to make them later in their learning.

Every type of error (tense, agreement, noun, wrong word, preposition, spelling, and word order) was found in each entry of each student (see Appendices M & N).

At the end of the term the students took a test. The test included a writing task. In the writing task the female students made mistakes in using nouns, the right tense forms of the verbs, articles, prepositions, wrong words and in the spelling of the words (see Table 7). The male students generally had the same errors.

Table 7: Grammar Errors in the Test

Students	Grammar Errors						
	N	T	Agr	Art	Prep	WW	Sp
Female	2	1	-	3	2	1	6
Male	4	7	2	3	8	3	10

**N-Noun, T-Tense, Agr. - Agreement, Art.-Article, Prep.-Preposition, WW- Wrong Word, Sp- Spelling*

Table 7 shows that the female students made more errors in spelling. The male students also made the most errors in the spelling of the words, but also made many errors in using the right tense form of the verbs and in using the right prepositions. The results show that both the female and male students made errors in spelling of the words, which is to be expected for the elementary language level of the students.

4.3.5 Follow up of the teacher responses

The female students used the same wording: the same words and phrases or the structure of the sentences from the TRs which sometimes helped them to express their opinions and thoughts easily. 'I think' (JF2/7)-(TR6), (JF3-10/14)-(TR9), (JF6/8)-(TR6) 'in my opinion' (JF4/12)-(TR2), 'As for me' (JF5/10) - (TR9).

The same tendency seemed to happen with the male students; they expressed their opinions by using 'I think' (JM1/8/11), (JM3), (JM7/7)/(TR6), (JM9/7)/(TR6), (JM12/6), 'I myself like' (JM13/7)/(TR/6), 'It occurs to me' (JM17/2), 'You know' (JM1/10).

Some of the students even corrected some of their mistakes by following the teacher's responses. JF1 in the fourth entry already writes the corrected variant of the word *because* which she had earlier written as *because*. The same happened with JF2, who corrected her spelling mistake of the same word *because to because* in the ninth entry. JM16 corrected the spelling of the word *brother* (written in the first entry as *broder*) in the second entry.

The results suggest that although there was no explicit attempt to correct any grammatical error in the entries, both the male and female students followed the spelling and language structures used by the teacher in her responses and showed some improvements in their entries.

4.3.6 Other languages used in the entries

When unable to find the relevant word for expressing their opinions in their entries, the students sometimes used their native language or other foreign languages. Most female students used some Armenian, Russian and French words. JF1 did not use any other language except English; the average length of her entries is the highest 51.8 words (see Appendix C).

The male students also used other languages besides English (see Appendix D). They used Armenian, Russian, and Persian (i.e. JM17, whose native language was Persian). It is important to mention that the majority of the male students, in addition to using other languages, also used pictures in their entries. Some male students JM5, JM7, JM12, and JM16 used neither other languages nor pictures. JM5 and JM16 had the longest entries among the male students 64 and 62 words respectively, the length for the other two JM7 and JM12 are 27.4 and 16.9 words respectively (see Appendix D).

The results show that using other languages in the entries may not have any relationship with the length of the entries for the male students. There seems to be a strong

probability that using other languages depended on the length of the entries for the female students. Most of the male students also used pictures which did not depend on either the length or the topics of the entries. The use of pictures was not at all typical for the female students.

4.4 Teacher's observations

During the research process the teacher who was also the researcher observed both groups of students while they were writing the DJs in class to try to find out any differences in the students' behaviour. The summary of the observations is reported below.

On the first day before starting to write the DJs, the students were informed what they were going to do and were given all the instructions to be followed when writing the entries in the journals.

The teacher's rules required silence and steady writing for at least fifteen minutes in class. The teacher wrote with the students to model writing and stress the importance of no interruptions during the writing process. Students grasped the idea that their goal was to keep writing.

Post writing discussions took place after writing. Students had the opportunity to share their entries with the class, to discuss questions and problems with their writing. I also shared some of my entries with the students.

In one group there were four female and six male students. All the students regardless of gender appeared to write with ease. In this group the students worked harder and they took journal writing as a challenge. In the other group only the female students (2 Ss) seemed to be eager to complete their entries. The male students (12 Ss) gave the impression that they were reluctant to write. Some of them complained that they had nothing to write. Working with these male students seemed to be harder than working with the females.

By the third entry, some of the students, regardless of their group, gender and level of language proficiency, were looking forward to the responses from the teacher. The female

students worked with great motivation (there was only one student who was less enthusiastic about doing anything in class and who did not seem to want to complete her journal entries) from the very beginning up to the end of the research.

The students (both male and female) started asking more questions in class. They shared their thoughts and secrets with the teacher, which meant that they trusted the teacher more. The students did this not only when writing in their DJs but when communicating with the teacher in front of the whole class. They became more self-confident and there seemed to be less frustration in their learning process. Such a feeling of self-confidence is necessary for elementary level students to succeed in their learning.

Both the female and male students offered suggestions, such as going somewhere and having a nice time with their group or gave some new ideas concerning either life or language learning problems. There was no "silent" student in class; all of them spoke up. In expressing themselves they used some vocabulary from their DJs, such as, "I myself like, in my opinion, I think..." The students expressed their own opinions and this phenomenon was typical for all the students, regardless of gender. Through teacher observation it was evident that most students actively participated and enjoyed journal writing time.

Knowing more about the students' life, the teacher showed more understanding in interacting with the learners. The teacher was in a position to find relevant methods and materials appropriate for the learners. Some discipline problems were solved during the classes, as the students spoke about their interests and problems in their journals and the teacher very often found causes for the students' behaviour in class. The environment in class became friendlier.

4.5 The questionnaire

At the end of the research process, both groups of students who had participated in the research were given questionnaires to fill in. Due to absences or some students leaving the institution, only nineteen students (6 female & 13 male) out of the original twenty-four (6

female, 18 male) completed the questionnaires. The questionnaires were part of the dialogue journals. The questionnaires were given to the students on the last day of the research. The results corroborated the evidence gathered from the student journals and my own observations. When analyzing the questionnaire I used the original wording of the student entries for supporting the interpretation of the data of the questionnaire.

4.5.1 Analysis of the questionnaire

All of the six female students (100%) responded positively to the first question: *Did you enjoy writing the journal?* The students considered DJs to be 'useful' (JF3, JF4) and 'interesting' (JF1, JF2) as they interacted with the teacher, and it was also helpful for them to know 'each other' (student and teacher):

I know more about the person who is interacting with me. (JF2)

Help now each other. (JF3)

I and you to know each other. (JF1)

The students noted that they enlarged their vocabulary and were able to express their thoughts more clearly:

We know more words and our thinks in the paper are more cleare. (JF2)

The thirteen male students who completed the questionnaire (100%) enjoyed writing in their journals as it was 'very very very good' (JM13) and they could express 'my think' (JM1) very sincerely. Both the female and male students enjoyed writing the journals.

In response to the second question: *In what ways did you benefit in writing the journals?* five female students (83.3%) noted that they started to express their thoughts in English more easily. One female student thought that she had learnt more new words.

Among the male students, eight of them (61.1%) responded that journal writing assisted them in expressing their thoughts in English more easily; two of them (15.4%) wrote that they started writing English sentences without difficulty and three of them (23.1%) agreed that DJW helped them to learn more new words.

Hence the male students indicated that DJW was very useful in expressing their thoughts in English easily, they started to write English sentences without any difficulty and they learnt more English words. While the female students found mainly that DJWs enhanced expressing their thoughts in English fluently and for one it enriched her vocabulary.

When responding to the third question: *What difficulties did you meet while writing your journal?* the female students mentioned that it was not very hard for them to write in the journals, but the difficulties they met were in choosing the right words or forming the sentences:

The difficulties is English sentences. (JF3)

Most of the female students (5 students) had difficulties both in choosing the right words and forming sentences when expressing themselves in their entries (66.6%):

Often I don't know english word and sentences writting. (JF5)

Sometimes I couldn't remember English words to write sentences, or sometimes I just didn't know the word. (JF2)

The male students (5 students) also had difficulties in choosing the right word (38.5%):

Some words I couldn't express in English, so wroten in Armenian. (JM1)

At first I didn't know many words, but little by little I learned words, and now I can write a lot without any difficulte. (JM18)

It was not easy for some male students to form sentences. Earlier in dialogue journal writing a male student did not feel it was an easy thing to put down his ideas but later it was much easier:

At first was difficult write my ideas, but before it is become easy. (JM16)

Another male student had a hard time in expressing his thoughts. The others had difficulty in expressing both their thoughts and ideas and choosing the right words. Three male students (23%) did not report any difficulties when writing the entries in the journals.

Thus, for the most part the difficulties that the female students reported were choosing the right words and forming sentences. As for the male students they had the same difficulties and, in addition, they had problems expressing their ideas and thoughts. There were also male students who did not have any difficulties at all.

In response to the fourth question: *Do you think, it was a good idea that your journal was not corrected?* three of the female students (50%) liked the idea of not being corrected as they felt better, thinking that they had not made any mistakes:

I fill me good. I think that I haven't mistakes. (JF4)

It's a good idea because help to be feel free. (JF3)

Later, when having enough language proficiency, the female students considered they could correct their mistakes themselves:

It's good, because sometime later we can to correct our mistake and it's very good for us. (JF1)

The other three females (50%) preferred their dialogue journals be corrected in order for them not to have the same mistakes later or they felt that correcting mistakes would help them make fewer mistakes in their further learning process:

If you will correct our mistakes we see and not do in other sentences. (JF2)

The teacher must correct our mistakes because next time we would not do this mistake. (JF5)

The majority of the male students, nine of them (69.2%) wanted their journals to be corrected as they did not want to make the same mistakes later.

We can't correct our mistakes and next time we make the same mistake several times. (JM18)

I can't to know my mistakes. (JM8)

I can't know what is true and what is wrong. (JM9)

Only four of the male students (30.8%) did not want the journals to be corrected as it was a good chance to think over their mistakes and to correct them themselves:

It was very good idea, because I correct my mistakes myself. (JM13)

It's a good idea, because it 'stipum e' (Arm.) *makes me think* and I go home and look in vocabulary. (JM1)

Accordingly, half of the female students wanted their journals to be corrected and the other half did not want them to be corrected. The majority of the male students would like their mistakes to be corrected in the journals as they wanted to know their mistakes, to correct them and not to make them later.

In response to the fifth question: *Did you find anything new for yourself when interacting with your teacher through the journal?* all the female students (100%) confessed that the journals helped them to know their teacher better and they developed their own opinion of the teacher in the process:

I very hapy, that I know you, because you are very interesting, kind and clever person. (JF1)

The female students learnt more and many interesting things about their teacher:

I know something about me and you. I know interesting things. (JF2)

Another female student mentioned that she generally had a feeling of shame when interacting with teachers but the journal writing helped her to overcome that feeling:

I could say everything without being a shamed. (JF5)

Eleven male students (84.6%) agreed that they learnt more about their teacher and came to know her better:

I find very very important things for me and form my teacher and it helps me to know my teacher well. (JM1)

Now I know my teacher very good. (JM12)

The other two male students (15.4%) were not sure of anything new they had learnt about the teacher.

For both the female and male students DJW enhanced knowing their teacher better and only a few male students did not feel any change in the relationship between the teacher and themselves.

When responding to the sixth question: *What would you like to change in writing the tasks in the journal?* five female students (83.3%) reported that they did not want anything to be changed in the dialogue journals and only one student (16.7%) offered the suggestion of correcting the mistakes in the journals, at the same time she commented "it was good" (JF3) writing journals.

Seven male students (53.8%) did not want anything to be changed in writing the journals. Another five male students (38.5%) wanted the teacher to ask more questions about their lives and life in general:

I would like for the teacher write life questions. (JM13)

And only one student mentioned that he would like the journals to be corrected:

I would like our teacher to correct our mistakes. (JM9)

Female students generally liked everything about DJs, and only one student did not see any new for change in the dialogue journal but if the process were to be changed she would like it to be corrected.

The majority of the male students wanted to have some changes in their journals. They would especially like to have questions about life to be discussed in their journals and these students would prefer their journals to be corrected.

Five of the female students (83.3%) gave a positive response to the seventh question: *Would you like to continue writing the journals?* One of the female students acknowledged that journal writing helped her "to be come happy and ceerful" [cheerful] (JF1). One female

student was not quite sure of continuing writing journals, as when tired, she wrote in the journal with reluctance.

Most of the male students, twelve of them (92.3%) would like to continue writing the journals: "yes, yes, yes", (JM1) "yes but if corrected" (JM8). Only one male student did not want DJW to be continued.

The majority of both the female and male students would like to continue writing the journals.

When responding to the eighth question: *Did keeping a journal help you to improve your writing? If so, in what ways?* five female students (83.3%) admitted that journal writing enhanced their writing. One of the students agreed that DJW helped her to improve not only her writing but speaking as well:

I thing it helps me speaking and writing. (JF3)

Most of the male students, nine of them (69.2%) also thought that journal writing was helpful in improving their writing. Journals helped them to express their thoughts and ideas more easily:

I can express my minds quickly. (JM9)

I can write quickly. (JM16)

It help me think very easy. (JM1)

They improved their speaking as well:

I improve my speaking. (JM10)

One of the male students considered that journal writing improved his writing partially, another one was not sure that DJW was helpful for improving in writing but he felt some changes in his speaking of the language. Yet another one found changes in his way of thinking.

All the female students reported that journal writing had improved their writing. They also noticed changes in their speaking skills. As for the male students, most of them pointed

to the changes in their writing; others found changes in their speaking and their way of thinking. Some of them were not aware of any change.

4.5.2 Summary of the questionnaire results

Both the female and male students were positive about journal writing and recognized the benefits of this activity. It was evident that the journal project worked for all the students regardless of their gender. The journal activity was effective for most students.

Most of the students regardless of gender had difficulties in forming sentences and choosing the relevant words when writing in their journals. Male students also had a hard time in expressing their thoughts and ideas. But both the female and male students learnt more about their teacher and they were happy about this. Only a few male students were not sure they had learnt anything new about the teacher.

There was also evidence that the students' general attitude toward writing had been positively affected through DJW. It is worth mentioning that both the female and male students reported improvements in their speaking skills as well. The male students also indicated that they developed their thinking skills.

Acknowledging the benefits of writing journals, the majority of both the female and male students wanted to continue writing the journals. The female students did not want to have any changes regarding the DJs, while the male students preferred the teacher to correct their mistakes in the dialogue journals.

4.6 Term test

At the end of the term the first-year students at ERIICTA took an exam in English. From the perspective of the research, it was significant to find out how the same students participated in the research succeeded in their exams.

Not all the students participated in the exam. Out of the eighteen male students, fifteen students did (3 of them had left the Institute: JM5, JM12 & JM16) and all the six female students took the exam. All the students passed their exams. The test consisted of five tasks.

The fifth one was writing, which had the following instruction: *Choose one of the topics and write a paragraph about it.* The instruction was written both in English and in the native language (Armenian). The topics were the following: My Family and My Day. The students were familiar with the topics. The maximum grade for the writing was three points.

The total number of all elementary level students who took the term test was sixty-five (14 females, 51 males) of whom eight females and thirty-six males were not participants of the research, six females and fifteen males were research participants (three students who took part this study did not take the final test). The writing task results of the students of the two elementary groups who had participated in the research and other elementary level first-year students are worth considering. The average grade for both the female and male students who were not research participants is 1.9 (see Appendix L) whereas for the female students who were research participants the average grade is 2.7 (see Table 8) and for the male students it is 2.0 (see Table 9). The results are not statistically significant as all the elementary level students had not had a pre-test before the treatment of the research, however the term test writing task results show that the students who had participated in the research did better than the other elementary level first-year students. The results indicate that dialogue journal writing improved the writing of the learners.

Table 8 illustrates that the average grade for the female students is 2.7 and the length of the paragraph of the writing is more for each female student than their longest journal entries, and longer than the average length of journal entries. The data indicates that the female students showed growth in using the language in the test writing paragraph, and that their grades do not depend on the length of the paragraph in the writing test (i.e., JF1 and JF2 have the same test paragraph length but their grades are different, 3 and 2 respectively).

Table 8: First Term Exam Results-Female Students

Female students	Test Grade (15-total grade)	Writing Task Grade	Test Paragraph Length	Longest Journal Entry	Journal Entry Average Length
JF1	14.7	3	102	104	47.8
JF2	14.9	3	162	95	51.8
JF3	14	2	97	44	28.4
JF4	12.25	2	102	69	25
JF5	14.7	3	145	110	40.5
JF 6	12.5	3	135	99	51.2
<i>The passing grade for the test is 7.5</i>		<i>Av. 2.7</i>	<i>Av.123.8</i>	<i>Av.86.8</i>	<i>Av.40.8</i>

** Av. – average*

Table 9 illustrates that the average grade for the male students is 2.0, which is lower than that for the female students. The length of the test paragraph is longer for all the male students when compared with the average of the longest journal entries. The lengths of the test paragraphs of only two male students were shorter than the average length of their DJ entries (see JM6 & JM18 in Table 9). One male student (JM2) did not submit the writing part of the test. Later during the next term when he was asked what the reason was for not fulfilling the task, he explained that he had not had the wish of doing the writing as he had been sure of good results in the other tasks in the test. Table 9 shows that JM2 passed the test, his mark is 8.4. At the same time the table shows that the highest length entry for JM2 is seven words, which is one of lowest among the male students. Another student JM4 has the shortest entry (four words) among those who completed the journal entry task but JM4 performed well in the exam; achieving a mark of two and his test length is ninety-one words (see Table 9). The length of the entries of the DJs did not likely play a great role for either the female or male students in achieving success in the writing test.

Table 9: First Term Exam Results-Male Students

Male students	Test Grade (15-total grade)	Writing Test Grade	Test Paragraph Length	Longest Journal Entry (Average)	Journal Entry (Average)
JM1	15	3	116	60	41.6
JM 2	8.4	0	0	8	4.5
JM 3	11.9	2	72	42	16.3
JM 4	9.65	2	91	4	4
JM 5	---	---	---	65	64
JM 6	14.1	2	31	109	31
JM 7	10	1	68	54	27.4
JM 8	13.4	2	58	33	16.6
JM 9	13.15	2.8	103	85	39.2
JM 10	15	3	85	39	21.7
JM 11	11.4	1.5	93	46	24
JM 12	---	---	---	82	36.7
JM 13	12.15	1.5	100	94	16.9
JM 14	9.4	1	59	27	13
JM 15	12.25	2.5	74	8	5.5
JM 16	---	---	---	103	62
JM 17	13.8	3	131	76	38.9
JM 18	12.65	2	62	84	31
<i>The passing grade for the test is 7.5</i>		<i>Av. 2.0</i>	<i>Av. 77.5</i>	<i>Av. 56.2</i>	<i>Av. 27.5</i>

* *Av. – average*

On the whole both the female and male students fulfilled the writing task in the test successfully and showed achievements compared with other elementary level students who had not been research participants. The test results were part of their term achievement (30%) in foreign language learning.

Chapter Five: Conclusion

This study investigated the role of gender in teacher-learner interaction through dialogue journal writing. The following sections are considered in this chapter: (a) summary of the research findings, (b) limitations of the study, (c) suggestions for further study and (d) contribution of the study.

5.1 Summary of the research findings

As Seliger and Shohamy (1989) state, in qualitative research conclusions about what participants are experiencing are not easy to reach (p.120). At the same time when doing qualitative research, the researcher typically is not concerned with broad generalization of results (Wiersma, 2000:204). These results indicate that for the students in the study gender does not play a significant role in teacher-learner interaction through journal writing, but there are some differences in the ways females and males interact in written form.

From the very beginning, the differences that were observed were in the number of the entries. The fact that the female students had more entries than the male students had a great impact on the results of the research. The reason for the difference was the absenteeism of the male students.

There also seemed to be a difference in the number of the words in the entries. The male students used fewer words in their entries than the female students did, while the maximum words used for entries did not appear to differ between the genders. There were other considerations connected with the length of the entries of the students. Students spoke about different topics when interacting with the teacher. Eakins and Eakins (1978) also note that both female and male students differ in their ways of communication.

There were characteristic features that were only typical for this or that gender. The features of promising, apologizing or sharing secrets were not salient with the female students. The findings of this study support the statement by Gass and Varonis (1986) that

males use the opportunities to produce more output, whereas females elicit more input, i.e. they asked more questions of the teacher.

Both the females and males used other languages in their entries. Most of the male students also used pictures. The results also show that both the female and male students made every type of grammar error. The students followed the language structures used by the teacher in her responses and showed improvements in their entries. There was also evidence that all the students showed substantial increases in writing proficiency. Encouragingly, both the female and male students seemed to show improvements in their speaking and thinking skills as well.

DJW helped the teacher to demonstrate better understanding in interacting with the learners. The teacher was flexible in using the appropriate methods and materials for the learners. Some classroom management problems were solved during the classes and this kind of understanding brought a better and friendlier environment in class. This finding concurs Peyton & Staton's (1992) view that one of the benefits of journal writing is related to the management of a classroom.

In line with Eastman's (1997) notion that journal writing is a useful technique for encouraging writing, the questionnaire results showed that both the female and male students were positive about journal writing and recognized the benefits of the activity. Acknowledging the benefits of the DJWs, the majority of both the female and male students wanted to continue writing the journals.

On the term exam both the female and male students showed great progress. This finding supports Hoffman's (1990) view that females and males are similar in the desire for achievement. The results also suggest that the male students can make progress when they are more determined in their learning. If compared, the test results of the female students were better than that of the male students. Burstall (1975) also reports that female students scored

higher than the male students on all tests that were measuring the students' achievement in French.

The analysis of the journals and the term test results may suggest that dialogue journal writing had a great impact on the good results of the term test for the female students. Accordingly, DJW positively affected both the female and male students. Since the female students were stable in their dialogue journal writing, they achieved better results for the term exam. This supports the statement by Peyton and Reed (1990) that permanent writing supports the development of the learners as writers.

5.2 Limitations of the study

Several limitations of the present study should be noted. First, the length of the study was limited. It only lasted eight weeks. Secondly, the number of females and males was limited (24 Ss) and was not equal. The male students (18 Ss) were three times more in number than the females (6 Ss). It should also be emphasized that the subjects were from different departments. In each group there were students from four different departments.

Moreover, the teacher and the researcher was the same person. The teacher was aware of the objectives of the research and her feedback in the journals might have affected the research results. The fact that the value of the dialogue journal lies in the open exchange of ideas that can occur and the concerned and warm acceptance by the teacher of the student's writing (Peyton & Reed, 1990:4) should also be considered. However, it also has its positive side which is that being aware of the objectives of the whole process enabled the teacher to achieve the goals of the DJW.

Finally, the research was conducted only with students of the same language proficiency level and of the same age.

Nevertheless, the question of the validity of the research appears to be answered by the fact that qualitative research results are not meant for generalization. "Validity of qualitative research for the most part is established on a logical basis, and providing an

argument for validity requires well-documented research and a comprehensive description” (Wiersma 2000:212).

5.3 Suggestions for further research

The following directions for future research are suggested by the study: to conduct the research for a longer period of time, at least a whole term, with different age groups, with different language level groups, with equal number of students of each gender, in different institutions (schools, colleges, state and non-state universities). In all these cases, it would be useful to study the role of gender in interacting with the teacher through DJWs. It would also be useful to have different teachers using this technique and the researcher being an outside observer.

It would also be reasonable to investigate only one aspect in journal writing: questions, grammar errors, topics, functional words, or other aspects of language in dialogue journal writing, at the same time studying the role of gender in communicating with the teacher. It would also be useful to have a male teacher replicate the study.

5.4 Contribution of the research

FL teachers in Armenia need to know that DJW has a measurable and meaningful impact on student achievement. This study provides such evidence and has some implications for the future. Both teachers and learners benefit in DJW. The entries in DJs could be a basis for FL teachers when preparing lessons, selecting discussion topics and when developing activities. As journal writing helps raise students’ awareness of their language learning process, having students write journals will help them succeed in their learning.

The outcome of this research is useful for teaching, learning languages in general and developing writing skills in particular. It might also provide solutions to some classroom management problems.

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Appendix A (a): Questionnaire

- 1. Did you enjoy writing the journal?**

- 2. In what ways did you benefit in writing the journals?**
 - a. I express my thoughts in English more easily.
 - b. I write English sentences without difficulty.
 - c. I know more English words.

- 3. What difficulties did you meet while writing your journal?**

- 4. Do you think, it was a good idea that your journal was not corrected?**

- 5. Did you find anything new for yourself when interacting with your teacher through the journal?**

- 6. What would you like to change in writing the tasks in the journal?**

- 7. Would you like to continue writing the journals?**

- 8. Did keeping a journal help you to improve your writing? If so, in what ways?**

Appendix A (b)
Questionnaire Data Analysis

1. Did you enjoy writing the journal?

Females – 6 Yes- 100%
Males - 13 Yes -100%

2. In what ways did you benefit in writing the journals?

d.I express my thoughts in English more easily.
e.I write English sentences without difficulty.
f. I know more English words.

Females- 5 a-83.3%, 1 c-16.7%
Males- 8 a-61.5%, 2 b-15.4%, 3 c-23.1%

3. What difficulties did you meet while writing your journal?

Females-1 sentences16.7%, 1 words16.7%, 4 both words and sentences-66.6%
*Males- 3 no difficulties-23%, 5 words-38.5%, 1 sentences-7.7%, 1 ideas-7.7%,
1 thoughts-7.7%, 1 both thoughts and words-7.7%, 1 both ideas and words-
7.7%,*

4. Do you think, it was a good idea that your journal was not corrected?

Females- 3 Yes-50%, 3 No-50%
Males- 4 Yes-30.8%, 9 No-69.2%

5. Did you find anything new for yourself when interacting with your teacher through the journal?

Females- 6 Yes-100%
Males- 11 Yes-84.6%, 2 Not sure-15.4%

6. What would you like to change in writing the tasks in the journal?

Females- 5 Nothing-83.3%, 1 correcting the mistakes-16.7%
Males- 7 Nothing-53.8%, 5 (about life) 38.5%, 1 (correcting mistakes) -7.7%

7. Would you like to continue writing the journals?

Females-5 Yes83.3%, 1 Yes-No (when tired)-16.7%
Males- 12 Yes-92.3%, 1 No-7.7%

8. Did keeping a journal help you to improve your writing? If so, in what ways?

Females-5 Yes-83.3%, 1 both writing & speaking-16.7%
*Males- 9 Yes-69.2%, 1 partly-7.7%, 1 No7.7%, 1 No but speaking7.7%, 1 Not sure, but
thinking7.7%*

Appendix B: Number of Entries

Number of Entries in Dialogue Journal Writing(DJW)			
#	Female Students	#	Male Students
IF1	13	JM1	13
IF2	15	JM2	12
IF3	13	JM3	9
IF4	14	JM4	2
IF5	15	JM5	2
IF6	9	JM6	12
		JM7	9
		JM8	8
		JM9	9
		JM10	10
		JM11	11
		JM12	13
		JM13	14
		JM14	6
		JM15	4
		JM16	3
		JM17	11
		JM18	11
<i>Average</i>	<i>13.2</i>	<i>Average</i>	<i>8.8</i>

Appendix C: Length of Entries- Female Students

Length of Entries in Dialogue Journal Writing(DJW)					
Female Students					
JF1	Number of words	JF2	Number of words	JF3	Number of words
1	51/P	1	51	1	26/1(Arm.)
2	17/P	2	58	2	30
3	51	3	42	3	6/1(Arm.)
4	78	4	35	4	28/1(Arm.)
5	41/29(Arm.)	5	67	5	25
6	104	6	35	6	23
7	58	7	48	7	42/6(Arm.)
8	46	8	17	8	44
9	15	9	31	9	42
10	44	10	95	10	28
11	48	11	73	11	18
12	17	12	89	12	29
13	51	13	28	13	28
		14	71		
		15	37		
<i>Average</i>	<i>47.8</i>	<i>Average</i>	<i>51.8</i>	<i>Average</i>	<i>28.4</i>
JF4		JF5		JF6	
1	11	1	110	1	72/1(Arm.)
2	31/2(Arm.)	2	62	2	44
3	8	3	37	3	35/6(Arm.)
4	69	4	39	4	26
5	11	5	39	5	28
6	31/1(Arm.)	6	18	6	19
7	30	7	25	7	48/5(Fr.)
8	12	8	33	8	99
9	15/2(Russ.)	9	26	9	90
10	39	10	12/13(Arm.)		
11	32	11	29		
12	22/1(Arm.)	12	40		
13	10	13	13		
14	29	14	68		
		15	56/P		
<i>Average</i>	<i>25</i>	<i>Average</i>	<i>40.5</i>	<i>Average</i>	<i>51.2</i>
<i>Total average for the number of words in English for female students- 40.8</i>					

* Arm. - Armenian, Russ. - Russian, Fr. - French, P. - picture

Appendix D: Length of Entries- Male Students

Length of Entries in Dialogue Journal Writing(DJW)					
Male Students					
JM1	Number of words	JM2	Number of words	JM3	
1	48/7(Arm.)/P	1	4/2(Arm.)	1	19/3(Arm.)
2	29/11(Arm.)	2	3/1(Arm.)	2	42
3	48/15(Arm.)/P	3	4	3	20
4	35/23(Arm.)/P	4	6	4	2
5	57/10(Arm.)/P	5	4/2(Arm.)	5	3
6	22/1(Arm.)/P	6	3	6	11
7	36/8(Arm.)/P	7	4	7	20
8	60/5(Arm.)/P	8	5	8	14
9	26/4(Arm.)/P	9	7	9	16
10	33/8(Arm.)/P	10	8		
11	37/7(Arm.)/P	11	3		
12	60/6(Arm.)	12	3		
13	50/8(Arm.)/P				
<i>Average</i>	<i>41.6</i>	<i>Average</i>	<i>4.5</i>	<i>Average</i>	<i>16.3</i>
JM4		JM5		JM6	
1	4/P	1	65	1	71
2	4	2	63	2	44/13(Arm.)
				3	33/1(Arm.)
				4	16
				5	5/2
				6	13
				7	97/6(Russ.)
				8	109/P
				9	23
				10	45/P(Dialogue)
				11	15
				12	21
<i>Average</i>	<i>4</i>	<i>Average</i>	<i>64</i>	<i>Average</i>	<i>41</i>
JM7		LM8		JM9	
1	54	1	19/4(Arm.)	1	85
2	20	2	21 Arm.	2	40
3	38	3	11/11(Arm.)	3	51
4	23	4	22	4	33
5	17	5	12	5	39
6	15	6	8	6	31/3(Arm.)
7	30	7	33	7	36
8	30	8	11	8	28
9	20			9	10
<i>Average</i>	<i>27.4</i>	<i>Average</i>	<i>16.6</i>	<i>Average</i>	<i>39.2</i>
JM10		JM11		JM12	
1	23/P	1	35	1	82

2	35	2	20/P	2	44
3	21	3	7/P	3	37
4	2/3(Arm.)	4	7	4	11
5	P	5	35	5	60
6	27	6	5/P(Dialogue)	6	31
7	39	7	46/P(Dialogue)	7	44
8	19	8	19	8	35
9	16	9	21	9	40
10	13	10	37	10	56
		11	31	11	17
				12	1
				13	21
Average	21.7	Average	23.9	Average	36.8
JM13		JM14		JM15	
1	94	1	15	1	P
2	6	2	10/3(Russ.)	2	3/1
3	4	3	6	3	8/2
4	5	4	27/1(Arm.)	4	1Arm.
5	6	5	12		
6	3	6	8		
7	15				
8	4				
9	3				
10	31				
11	17				
12	21				
13	14				
14	14/2(Arm.)				
Average	16.9	Average	13	Average	5.5
JM16		JM17		JM18	
1	103	1	66/3(Pers.)	1	84
2	29	2	10	2	5
3	54	3	34/1(Arm.)	3	24
		4	12	4	15
		5	23	5	3
		6	57	6	4/P
		7	19	7	26
		8	45	8	11/2 (Arm.)
		9	42	9	17
		10	76	10	32
		11	24	11	11
Average	62	Average	38.9	Average	21.1
Total average for the number of words in English for male students- 27.5					

* Arm. - Armenian, Russ. - Russian, Fr. - French, Pers. - Persian, P. - picture

Appendix E: Average Length of Entries

Length of Entries in Dialogue Journal Writing(DJW)			
#	Female Students	#	Male Students
JF1	47.8	JM1	41.6
JF2	51.8	JM2	4.5
JF3	28.4	JM3	16.3
JF4	25	JM4	4
JF5	40.5	JM5	64
JF6	51.2	JM6	41
		JM7	27.4
		JM8	16.6
		JM9	39.2
		JM10	21.7
		JM11	23.9
		JM12	36.8
		JM13	16.9
		JM14	13
		JM15	5.5
		JM16	62
		JM17	38.9
		JM18	21.1
<i>Average</i>	<i>40.8</i>	<i>Average</i>	<i>27.5</i>

Appendix F: Average Length of Each Entry- Female Students

Number of Entries #	Female Students						Average for Each Entry
	JF1	JF2	JF3	JF4	JF5	JF6	
1	51	51	26	11	110	72	53.5
2	17	58	30	31	62	44	40.3
3	51	42	6	8	37	35	29.8
4	78	35	28	69	39	26	45.8
5	41	67	25	11	39	28	35.1
6	104	35	23	31	18	19	38.3
7	58	48	42	30	25	48	41.8
8	46	17	44	12	33	99	41.8
9	15	31	42	15	26	90	36.5
10	44	95	28	39	12		43.6
11	48	73	18	32	29		40
12	17	89	29	22	40		47.4
13	51	28	28	10	13		26
14		71		29	68		56
15		37			56		46.5
Total Average							41.5

Appendix G: Average Length of Each Entry- Male Students

Average Length of Each Entry in Dialogue Journal Writing(DJW)																			
Male Students																			
#	Number of words for each entry																		Average for Each Entry
	J M 1	J M 2	J M 3	J M 4	J M 5	J M 6	J M 7	J M 8	J M 9	J M 10	J M 11	J M 12	J M 13	J M 14	J M 15	J M 16	J M 17	J M 18	
1	48	4	19	4	65	71	54	19	85	23	35	82	94	15	3	103	66	84	48.5
2	29	3	42	4	63	44	20	21	40	35	20	44	6	10	8	29	10	5	24
3	48	4	20			33	38	11	51	21	7	37	4	6		54	54	24	27.5
4	35	6	2			18	23	22	33	2	7	11	5	27			12	15	15.4
5	57	4	3			5	17	12	39		35	60	6	12			23	3	21.2
6	22	3	11			13	15	8	31	27	5	11	3	8			57	4	17
7	36	4	20			97	30	33	36	39	46	44	15				19	26	34.2
8	60	5	14			100	30	11	28	19	19	35	4				45	11	30
9	26	7	16			23	20		10	16	21	40	3				42	17	20.1
10	35	8				45				13	37	36	31				76	32	36.8
11	37	3				15					31	17	17				24	11	22.1
12	60	3				21						1	21						21.2
13	50											21	14						28.3
14													14						14
Total Average																			25.7

Appendix H: Average Length of Each Teacher Response- Female Students

Average Length of Each Teacher Response in Dialogue Journal Writing(DJW) Female Students							
Number of entries	Number of words for each entry						
#	JF1	JF2	JF3	JF4	JF5	JF6	Average for Each Entry
1	-	-	-	-	-	-	-
2	25	19	15	12	30	40	23.5
3	11	55	18	19	12	8	20.5
4	7	9	23	33	13	10	15.8
5	49	29	23	25	26	20	28.7
6	34	18	22	16	7	9	17.7
7	51	18	39	11	17	12	24.7
8	29/P	26	66/2(Arm.)	10	18	48	32.8
9	55	28	52	10	36	16	32.8
10	11	9	15	15	23	47	20
11	71	66	43	28	26		46.8
12	13	19	45	50	16		28.6
13	26	27	47	37	14		30.2
14		13		24	16		17.7
15		38		21	6		21.7
Average	31.8	26.7	34	22.2	18.6	23.3	25.8

Appendix I: Average Length of Each Teacher Response- Male Students

Average Length of Each Teacher Entry in Dialogue Journal Writing(DJW)																			
Male Students																			
Nu mbe r of entr ies	Number of words for each entry																		
	J M 1	J M 2	J M 3	J M 4	J M 5	J M 6	J M 7	J M 8	J M 9	J M 10	J M 11	J M 12	J M 13	J M 14	J M 15	J M 16	J M 17	J M 18	Ave rage for Eac h Entr y
1																			
2	33	27	26	39	39	38	51	25	30	46	38	50	42	11	8	10	10	43	12.6
3	14	16	16	12	6	16	11	15	6	17	10	6	5	10	23	21	29	8	13.4
4	11	6	8			13	7	21	16	10	5	21	13	6	22	17	35	14	13.8
5	27	6	23			8	16	29	9	17	19	7	7	18	27		11	7	15.4
6	47	10	13			16	25	32	38	42	17	24	15	8			37	10	22.4
7	17	5	3			29	27	11	16	21	19	13	19				15	33	17.5
8	37	7	15			17	13	26	21	9	28	40	13				32	17	21.2
9	32	14	7			19	8	14	16	9	7	24	11				31	18	16.2
10	21	24				16	19			23	9	16	16				15	15	16.2
11	25	12				20					26	6	19					17	17.9
12	13	8				6					17	17	11						12
13	36												12						24
14													18						18
Average	27.8	12.6	13.9	25.5	22.5	18	19.7	21.6	16.5	21.6	17.7	19.8	15	10.6	20	14.3	23.9	18.2	18.8

Appendix J: Topics- Female students

#	JF1	JF2	JF3	JF4	JF5	JF6
1	Classes	Friends	Classes	Classes	About Myself	Classes
2	Drawing	Friends	Music	Difficulties in English	Music	About Myself
3	My Diary	Classes	People	Hobby	Travelling	Classes
4	Friends	Personal (Mood)	People	Hobby	Travelling	Favourite Subjects
5	People	Travelling	TV shows	Progress in English	Classes	Languages
6	Free Time	Week -end	Books	Horoscope	Classes	Travelling
7	Going Out	Classes	Poetry	Horoscope	Poetry	Interests-Cars
8	Music	Going out	Cinema	Classes	Writers	Everyday Problems
9	Countries	Going out	Films	Interests	Writers	
10	People	Museums	Films	Poetry	People	
11	My Country	Hobby	Plays	Poetry	Becoming Famous	
12	Winter Holidays	Poetry	Animals	My Day	Plans for Future	
13	New Year	Holidays	Clothes	Plans for Holidays	Helping People	
14		Gifts	New Year	Plans	My Brother	
15		New Year	New Year	New Year	New Year	

Topics- Male students

#	JM1	JM2	JM3	JM4	JM5	JM6	JM7	JM8	JM9
1	About Life	Classes	Classes	About Myself	Classes	Classes	My Day	Classes	My Day
2	Seasons	Cities	Football	Personal	Parties	My Day	Football	About Myself	Parties
3	Free Time	No wish to write	Football			Personal	My Day	Everyday Problems	Classes
4	Writers	Travelling	Music			Friends	Relatives	Classes	Books
5	Poetry	No wish to write	Music			No wish to write	Family	Personal	Writers
6	Personal	Interests	About Myself			About Myself	Family	Classes	Classes
7	Proverbs	Hobby	Songs			Classes	About Myself	Hobby	People
8	Pieces of Advice	Music	Free Time			Music	Free Time	Music	Holidays
9	Parties	My Day	Computer Games			Friends	Holidays		Gifts
10	Drawing	Favourite Singer				Classes			
11	People	Theatre/ Cinema				Painting Hobby			
12	Holidays	New Year				New Year			
13	New Year								
#	JM10	JM11	JM12	JM13	JM14	JM15	JM16	JM17	JM18
1	Classes	About Myself	About Myself	My Day	Personal	Personal	About Myself	About Myself	My Day
2	My Birthplace	Football	Free Time	No wish to write	Personal	Personal	Family	My Plans	No wish to write
3	My Birthplace	No wish to write	Friends	Classes	Personal	Personal	Family	Personal	Football
4	Famous People	Animals	No wish to write	Classes	Hobby	People		People	Plans
5	No wish to write	People	About Myself	Classes	Football			Profession	Personal
6	People	Personal	People	Famous People	Going Out			About Life	About Life
7	People	Free Time	Plans for Future	People				People	About Life
8	People	People	Pieces of Advice	Personal				Holidays	Classes
9	Holidays	Classes	Music	Free Time				Friends	Classes
10	New Year	Future Plans	Family	Leisure-Books, TV				Holidays	People
11		New Year	My Mother	Sports				New Year	New Year
12			My Mother	Friends					
13			New Year	New Year					

**Appendix K: Student questions –
a) female students**

JF1- G: 8- “Do you like our group?”, “Have you ever been in Artsakh?”

11- “Do you like Christmas?”

12- “Are you good skiing or skating?”

WH-10- “What’s your hobby?”, “What’s your favourite country?”, “Where do you want to live?”

JF2- G: 6- “Do you know speak or write Georgian?”

WH-10- “What do you like to do when you are free?”

14- “What do you like to have presents from someone, or from friends?”

JF3-WH-2- “What kind of music you listen and like?”,

3- “What you don’t like in people ‘character’ (Arm)?”

5 - “How do you spend your free time?”

6- “What programs do you like to watch on TV?”

7- “What kind of books do you read?”

8- “When do you go for a walk, where do you like walking?”

9- “What kind of film do you like see?”

11- “What kind of cloths do you like?”

13- “What kind of cloths you like interesting or classic?”

JF4-WH-5- “They ask my if my new English teacher like my. What can I answer with that question. Please tell my.”

6- “I want to know your horoscope?”

JF5- G: 11- “Can you tell about me?”, “Can I get something in life?”

JF6- G: 6- “Can you say me I know English well or bed?”

b) male students

JM1- WH-12- “How about your holidays?”

JM2- G-2 “You *kapreik /live/* (Arm) *New Yorkum/in/* (Arm. case ending)?”

JM8- G- “I want to know if I have apside(absentees)?”

JM13- G-12 “Please can you asked other question?”

** The original wording of the questions from the entries is used.*

Appendix L: Term Test Writing Task Results of First-Year Non-Research Participant Elementary Level Students (44 Ss- 8 Females, 36 Males)

#	Female students	Male students
1	3	3
2	0	3
3	2	0.5
4	3	2
5	1.5	0
6	3	2.5
7	3	2.9
8	0	0
9		2.5
10		1
11		1
12		1.5
13		2.9
14		0.5
15		3
16		1.5
17		2
18		2.8
19		2.6
20		0
21		3
22		3
23		1.5
24		3
25		2.7
26		2.5
27		1
28		2.5
29		2.9
30		0
31		3
32		2
33		1.5
34		2
35		3
36		1
Average	1.9	1.9

** The results of the first-year elementary level students participated in the treatment of the research are not included in the table.*

Appendix M: Grammar Errors in Dialogue Journals & Term Tests- Female Students

Female Students					
JF1	Grammar Errors	JF2	Grammar Errors	JF3	Grammar Errors
1	T/WW/WW/T/ T/ Sp/Sp/T	1	Prep/T/WO	1	Sp/Agr/Sp/T
2	WO	2	Art/WO/T/Prep/T/ Prep/Sp/Sp	2	Prep/Sp/N/T/Sp/WO
3	Art/Prep/WW/Sp/ Prep/Sp	3	Art/Art/Sp/Sp/WO	3	WW/WO
4	Sp/T/T/Sp/Art/	4	WW/Agr/Sp/WO	4	Prep/Pron/WW
5	Sp/Sp	5	Sp/T/WO/WO	5	---
6	WO/Sp/Prep/Prep/ Prep/Prep/Sp/WO/Sp/Sp/P rep	6	WW/Prep/Prep/Art	6	Prep/WW/WW
7	Art/Prep/Prep/Sp	7	Pron/WO/Art	7	Pron/WW/T
8	Prep/Prep/Prep/Prep	8	Art/WW/Prep	8	Prep/Art/Sp/WO/N/T/ Prep/N/Sp/N/Prep
9	Sp	9	Frep/Art/Sp	9	WW/Art/Pron/Sp
10	Prep	10	N/WO/Agr/Sp/WO/ Agr	10	Prep/Art/Prep/T/Sp
11	Sp/Prep/WO/T/ /Prep/N Agr	11	T/Sp/Prep/N/Art	11	Sp/Sp
12	Prep	12	N/WW/WW	12	Prep/Sp/Sp/Sp/Art
13	Sp/N/Sp	13	Sp/Prep/WW	13	Tense/WO/Sp/Pron/Sp/WO
		14	Sp/Art/Prep/WW		
		15	Art/Art		
Term Test	Art/Sp/T	Term Test	Sp/T	Term Test	WW/Art/Art/Art/Sp/ Sp/Sp/Sp/Sp
JF4	Grammar Errors	JF5	Grammar Errors	JF6	Grammar Errors
1	T/WW	1	T/N/Art/N/N/Art	1	Art/Sp/Prep/Prep/Sp/Sp/WW T/WW
2	WW/Pron/T	2	WW/Prep/WW/Art/ Prep/Prep/Prep/WW/N/ Art	2	Pron/Prep/N/Prep/T
3	Art/Sp	3	Agr.	3	Prep/Sp/Agr
4	Art/WW/WW/N/Prep/ Pron/Sp/T/WO	4	Pron/WW/Prep/WO/Art	4	Sp/T
5	Prep/Art/Pron/T/Pron/Sp/ Prep	5	WW/Prep/Agr	5	WW
6	Sp/Prep/Prep	6	N/Sp/Prep/WW/T	6	Prep/Sp/Agr/Sp
7	T/Prep/Prep/Art/ Prep/Pron	7	Prep/Prep/WO	7	WW/WW/Sp/Sp
8	WW	8	Sp/T/T/T/WW	8	Sp/Sp/Prep/Sp
9	Prep/Prep	9	T/WW/Art	9	WW/T/T/T/Art/WW/ Art/Prep/Sp
10	WW/Prep	10	---		
11	WW	11	T/Art/WW		
12	T/Sp/WW	12	Agr/WW/T/Prep/Art/WW/ N/Art/WW		
13	Sp/Art/WO/T/Sp/T	13	---		
14	WW	14	WO/T/T/T/WO		
		15	WO/Agr/Art/Art/Art/Sp		
Term Test	Prep/Sp/N/Prep/ Sp/Prep/Prep	Term Test	Art/N/Sp	Term Test	Sp/Sp/Sp/Sp

**N-noun, T-Tense, WO- Word Order, WW- Wrong Word, Prep.-Preposition, Art.-Article, Agr.- Agreement, Sp- Spelling*

Appendix N: Grammar Errors in Dialogue Journals & Term Tests-Male Students

Male Students					
JM1	Grammar Errors	JM2	Grammar Errors	JM3	Grammar Errors
1	Prep/Art/Prep/Sp/Art/Sp/P rep/Art/WW	1	SS	1	V
2	Sp/Sp/Art/WO	2	SS	2	Sp/Sp
3	V/Prep/Art/Art/V/T/ Sp/Sp/WO	3	Sp	3	Prep
4	T/Sp/Sp	4	WO	4	---
5	T/Art/Prep/Prep/T	5	Sp/Sp	5	---
6	Sp/Sp	6	---	6	Prep
7	T/WW/Sp	7	V/Prep	7	Sp/Art/T
8	Sp/Sp/Sp	8	Prep/Sp	8	Prep
9	Prep/Prep/Sp/Prep/ Art/Sp	9	Sp/T/Prep	9	WO
10	WW/T/Sp/Prep	10	V		
11	WW/Sp/Prep/T/WW/ T/Sp	11	---		
12	Prep/Art/Sp/Prep/Sp/Art/ WW/Sp/WO/SS	12	Sp		
13	WW/Art/T/Sp/Prep				
Term Test	Prep/Sp/Prep	Term Test	---	Term Test	T/WW/T/N
JM4	Grammar Errors	JM5	Grammar Errors	JM6	Grammar Errors
1	Sp/Sp	1	N/F/T/Prep	1	Sp/Sp/SS/Sp/Prep/Art
2	Prep/Sp	2	T/Prep/T/Sp	2	Sp/T/Sp/Sp
				3	Sp/Prep/Prep/T/Prep
				4	WW
				5	Sp/Art
				6	Art/Sp
				7	Prep/Art/Prep/Prep/Prep/ Sp/Prep/Art/Art/Sp/Sp
				8	Art/Prep/Pron/WW/Pron/ Prep/V/Prep
				9	T/Art/WW/Prep/Art/Sp
				10	Art
				11	Art/WW/WW/Prep/WW
				12	T/Prep/T/Prep
Term Test	Prep/Prep/Sp/Sp/ Prep/Prep/N	Term Test	---	Term Test	Prep/Sp/Sp
JM7	Grammar Errors	JM8	Grammar Errors	JM9	Grammar Errors
1	Prep/Prep/WW/T/Prep/ V/Sp/Prep	1	Pron/T/WW	1	Prep/pron/pron/Art/T
2	T	2	---	2	WW/V/T/Prep
3	T/Prep/V/Sp/V/Prep/ Art	3	WO/Art/Prep	3	V/WW/Sp/T/WW/Art/V
4	N/Sp	4	Sp	4	Prep/Art/WW
5	V/N/V/Pron	5	T/WW	5	Pron/Art/WW/Prep/Sp/ Pron/V/Prep/Prep/WW
6	Sp	6	WW	6	WW/Art/WW/Art
7	Pron/WO/T	7	V/Art/Sp/Sp/V/V/Art/ Art/WW	7	V/V/WW/WW/T
8	Prep/WW/Prep/Art/Art	8	Sp/Sp	8	T
9	T/WO/T/V	9		9	Prep/Art
Term Test	Prep/Prep/T/WW/ WW	Term Test	Sp/Sp/Art	Term Test	T/T/Prep/Sp
JM10	Grammar Errors	JM11	Grammar Errors	JM12	Grammar Errors
1	Sp/WW/Sp/Prep/Art	1	Sp/WO/Sp/V/T/Sp	1	V/V/Art/V

2	WW/Prep	2	WO/Sp/WW	2	T/WW/Sp/V/Art/V
3	Art/T	3	Prep	3	Sp/N/Art/V
4	---	4	Sp/Art	4	---
5	---	5	V/Sp	5	WO/V/W/Sp
6	WW/WW	6	---	6	V/V/Art/Adj/V/WW/V Art
7	Prep/WW/Agr	7	T/Sp/WW/Prep/T/Art/ Prep	7	V/WW/V/WW/V/WW/ Pron/T
8	V/Art	8	Sp/V/Prep/Art	8	T/Art/Art/N/Pron
9	Sp	9	T/T/WW/Art/Sp	9	V/Art/Art
10	Sp/V/WW	10	Prep/WW/Prep/	10	N/Pron/WW
		11	Sp/V	11	WW
				12	---
				13	Prep/N/WW
Term Test	Prep/Art	Term Test	T/T/T/T/Sp/T/Sp	Term Test	---
JM13	Grammar Errors	JM14	Grammar Errors	JM15	Grammar Errors
1	WW/Art/V/Prep/N/T/ Art/T/T/T/T/V/T	1	Sp	1	---
2	Prep/V	2	---	2	---
3	WW/Prep	3	---	3	Sp
4	Art	4	Art/Sp/T/Sp/Sp	4	---
5	---	5	---		
6	---	6	---		
7	WW/WW				
8	V/Sp				
9	WW				
10	V/V/Prep				
11	Sp/V/V				
12	V/Prep/Prep/T/V/N				
13	WO				
14	Sp/WW				
Term Test	Prep/T/Sp/V/T/T/N/ T/Prep	Term Test	Sp/T/Sp/Art/V	Term Test	T/Sp/Sp/Sp
JM16	Grammar Errors	JM17	Grammar Errors	JM18	Grammar Errors
1	Sp/Sp/Sp/Sp/Sp/Sp/Sp/Sp/ Art/Art/N	1	T/N/WW/Prep/Prep/WO	1	T/Art/T/Art/T/Art/Sp/N
2	V/T/T/T	2	Pron/Sp	2	Sp
3	Sp/N/Art/V/Sp/Sp/V/ T/Sp	3	N/Prep/Prep/Pron/WW/ Sp/WW/WW/N/Sp/Sp	3	Prep/Prep
		4	---	4	---
		5	Prep/Sp	5	---
		6	Art/Prep/V/W/Sp/WW/ WO/Prep/WW/Art/WW	6	Sp/Sp
		7	Prep	7	Sp
		8	WO/Art/N/T/Prep	8	---
		9	Sp/WW/N/Sp/T/Prep/ WW	9	Sp
		10	WO/WW/Art/T/Prep/ WW/WW/Prep/WO	10	N
		11	WW/Sp/WW/Art	11	N
Term Test	---	Term Test	Prep/Sp/WW/WW/ Prep	Term Test	N

- *N-noun, V-verb, T-Tense, WO- Word Order, WW- Wrong Word, Prep- Preposition, Art.-Article, Agr.- Agreement, Sp.- Spelling, St.-sentence structure*

**Appendix O: The Minimum & Maximum Length of Each Entry-
Female Students**

Number of entries	Minimum	Maximum
1	11	110
2	17	62
3	8	51
4	28	78
5	11	67
6	11	104
7	25	58
8	12	99
9	15	90
10	12	95
11	18	73
12	17	89
13	10	51
14	29	71
15	37	56
<i>Average</i>	<i>17.4</i>	<i>77</i>
The minimum length is 8 and the maximum is 110		

**The Minimum & Maximum Length of Each Entry-
Male Students**

Number of entries	Minimum	Maximum
1	3	103
2	3	63
3	4	54
4	2	35
5	3	60
6	3	57
7	4	97
8	4	109
9	3	40
10	8	76
11	3	37
12	8	60
13	3	50
14	14	14
<i>Average</i>	<i>5</i>	<i>61</i>
The minimum length is 2 and the maximum is 109		