

TABLE OF CONTENTS

Chapter 1 Introduction.....	1
Statement of the problem.....	1
Rational of the study.....	3
Why should we write online.....	3
Why should we write dialogue journals.....	6
Purposes of the study.....	8
Significance of the study.....	8
Chapter 2 Literature Review.....	10
Writing instruction: A historical perspective.....	10
The 1960s.....	10
The 1970s and 1980s: From product to process.....	10
Process approaches in the 1970s and 1980s.....	11
The view from the 1980s and 1990s.....	12
Dialogue journal writing.....	12
A brief history of dialogue journals.....	12
Studies on dialogue journal writing.....	14
Online communicative writing.....	19
The history of CALL.....	20
Communicative competence.....	21
Online educational communication.....	25
Studies on online communicative writing.....	28
Chapter 3 Methodology.....	32
Theoretical framework.....	33
Engagement theory.....	33
Communicative writing approach.....	35
Research questions.....	37
Participants.....	38
Instruments.....	38
Research procedure.....	39
Data collection.....	40
Data analysis.....	40
Qualitative analysis.....	41
Quantitative analysis.....	43
Triangulation.....	43

Chapter 4 Findings.....	45
Characteristics of dialogue journals.....	47
Balanced power relation.....	47
Perception of writing as communication.....	49
Genuine purposes.....	50
Being problem-solving.....	56
More taciturn students' participation in discussions.....	61
Heightened students' audience awareness.....	62
Optimized individual freedom to write and to learn.....	64
A channel to vent emotions.....	70
The roles computers play in dialogue journal writing.....	72
Computers as mediators between teacher and student.....	72
Computers as learning tools.....	73
Quantitative results of the questionnaire.....	74
Chapter 5 Discussions.....	76
Affective function.....	76
Self-esteem.....	77
Anxiety.....	78
Empathy.....	79
Inhibition.....	79
Motivation.....	82
Social function.....	84
Balanced power relations between teacher and student.....	85
Increased taciturn students' participation in discussion.....	87
Enhanced communicative competence.....	89
Pedagogical function.....	92
Second language acquisition.....	92
Language instruction.....	94
The roles computers play in dialogue journal writing.....	99
Computes as mediators between teacher and student.....	99
Computers as learning tools.....	102
Chapter 6 Conclusion and Recommendations.....	105
References.....	109
Appendix A Dialogue Journal Assignment.....	117
Appendix B Online Dialogue Journal Questionnaire (Chinese Version).....	119
Appendix C Online Dialogue Journal Questionnaire (English Version).....	120