

## Abstract

This study concerns how communicative writing and the use of computers in writing may affect EFL college students' perception of writing in English and may provide students with opportunities to express themselves and to have their voice heard. The researcher proposed an online dialogue journal writing activity in a college junior composition class. Twenty-seven college English majors at Tamkang University participated in this study. They enrolled in the required course "English Composition III" and were assigned to write dialogue journals and send them to the researcher via e-mail each week. The researcher then responded to these students' journals.

Findings of this study showed that some characteristics were particularly apparent in dialogue journals and were not commonly detected in academic compositions. For example, in an online dialogue journal writing environment, the power relation between teacher and student has changed. Students regarded the teacher as a friend or a pen pal. Students were found to write dialogue journals for more genuine purposes and with heightened audience awareness. Dialogue journal writing was also found to be an activity involving more problem-solving than skill-building. Findings of this study also showed that computers played the roles of mediators between teacher and student and of learning tools. Finally, the researcher pointed out that dialogue journal writing does not intend to replace traditional academic writing. However, it may be supplements to traditional writing instruction and may complement what lacks in traditional writing instruction.

## 摘要

本研究報告旨在探討，溝通式寫作教學配合電腦網路的使用，對英語學習者可能的影響，及此教學活動如何能夠提供學習者表達自我意見的機會。本研究者提議線上對話日記的活動，運用在大學英文系主修生的作文課上。

本研究的對象為淡江大學英文系修習英文作文三的 27 名學生。他們除了正式規劃的英文寫作課外，每週至少要寫一篇對話日記，以電子郵件傳送給老師。日記的題材內容、長度等均沒限制。老師則針對內容，逐一回覆。

研究發現顯示，線上對話日記確實存在一些傳統寫作所沒有的特性，如老師和學生的關係改變了、學生寫對話日記通常有一個較明確的寫作目的，並有較強的讀者認知、對話日記活動也常常是解決問題更甚於語言能力的建立。本研究結果亦發現，電腦在線上對話日記活動中，扮演著老師與學生的溝通中介及學習工具兩種角色。研究者最後強調，線上對話日記活動主要是補傳統寫作教學的缺失，它並無法取代傳統的寫作教學。