

Learning Through Reflection: The Use of Dialogue Journals

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ABSTRACT ONLY

As a language teacher who takes a social constructivist view of learning, I believe that the learning occurring in a social context where learners share the knowledge with other members will be most reflective and lasting.

In the summers of 1999 and 2000, I offered a 3-month online Reading & Writing Course to self-selected students. During the two periods, I experimented with different ways to help students develop learning strategies, generate reflections and exchange learning experiences with each other.

I will focus particularly on discussing my use of online dialogue journals with the students. I will illustrate how the use of dialogue journals can help create a social context for learning, provide the opportunity for the teacher and learners to read and write together, and allow all participants to generate thoughts and share learning experiences. I will also discuss the relationship between student's writing of dialogue journals and their improvement in language proficiency.