

Dialogue Journals as an EFL Learning Strategy in the Preparatory Year Program: Learners' Attitudes and Perceptions

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Abstract : This study attempts to elicit the perceptions and attitudes of EFL learners of the Preparatory Year Program at KSU towards dialogue journal writing as an EFL learning strategy. The descriptive research design used incorporated both qualitative and quantitative instruments to accomplish the objectives of the study. A learners' attitude questionnaire and follow-up interviews with learners from a randomly selected representative sample of the participants were employed. The participants were 55 female Saudi university students in the Preparatory Year Program at King Saud University. The analysis of the results indicated that the PYP learners had highly positive attitudes towards dialogue journal writing in their EFL classes and positive perceptions of the benefits of the use of dialogue journal writing as an EFL learning strategy. The results also revealed that dialogue journals are considered an effective EFL learning strategy since they fulfill various needs for both learners and instructors. Interestingly, the analysis of the results also revealed that Saudi university level students tend to write about personal topics in their dialogue journals more than academic ones.

Keywords : dialogue journals, EFL, learning strategy, writing

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