

Journals in Teaching Composition: Follow up of a case study

By

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Abstract

This paper is a follow up of a case study carried out in 2000 by Ms Tasneem Siraj Mahboob and Abdus Selim on the students taking Beginner & Intermediate Composition courses (English 102 & 103) at North South University, a leading English medium university of Bangladesh. The study was followed by writing a paper titled Practicing Journal Writing in Teaching Composition: A Case Study, co-authored by them and presented in the Sri Lanka English Language Teachers' Association Conference in September 2000. One of the major issues addressed by the researchers was the existing debate regarding teachers' feedback on journals: one school of thoughts believing all composition tasks required accuracy and the other holding fluency first and accuracy next. The study helped bring some major changes in the journal writing practice but no follow up has been done until now. The present researchers (2011) have designed a study with the intention to write a paper on their findings and also propose to evaluate how learners benefit, if at all, after practicing journal keeping with a focus to accuracy at the beginner level (English 102) and its subsequent reflections while pursuing next higher course (English 103).

Keywords: *Journal writing, composition, fluency, accuracy, feedback*