

A Constructivist View of Journaling: Language Learning in an English First Additional Language Classroom

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ABSTRACT Journaling is one of the most effective activities that can be used to improve students reading and writing skills. The purpose of this paper is to investigate how journal entries can foster first additional language learning. The main aim is to show how students' progress in reading and response captured in the form of journals. The study made use of interpretivism with journal entries as the tool for data collection. The population of the study comprised nine students who were divided into three groups and purposefully chosen based on their performance and were grouped as high, medium and low. The theoretical framework was English as international language which informed the constructivist and ecological perspectives to language learning as new ways of language teaching and learning and literacies. The main findings revealed that meaning making in second language should take precedence over literal meaning. It concludes that language learning is a social practice.