

# A Revival of Life Writing Genres in Language Pedagogy Settings: The Case of Diary Writing



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## 1. Introduction

With the introduction of the new primary school textbooks in Cyprus Primary Education a new era in Language Pedagogy has begun for the island of Cyprus. Going through a critical analysis of this new material a researcher's critical eye cannot but notice the lack of life writing genres throughout communicative activities in general terms and writing production activities in specific terms. The particular paper, supporting the revival of Life Writing Genres in Language Pedagogy Settings (i.e. Biographies, Autobiographies, Diaries, Letters, Memoirs, Journals, and other types of 'ego documents' or 'self-construction' texts)

will focus on Diary Writing as the leading traditional effective methodology of written language production and pinpoint ways this particular methodology can support modern language pedagogy settings.

## 2. Theoretical framework

### I) Defining diary writing

In general terms a diary is a book for fragmentary writings arranged by data and a popular work of fiction. In American societies a diary can also be encountered as a journal. In an attempt to define the word it can be said that the term diary comes from the Latin word *diarium* ('daily allowance', from 'dies' meaning 'day') and is most often found in the plural form 'diaria'. The word 'journal' comes from the same root (*diurnus*=of the day) through 'journey'.

### II) Historical Review: Aspects on the History of Diary Writing

Tales of 'page a day' diaries go back hundreds of years (Lett's for example, is over 200 years old). At first, most of these books were used as ledgers, or business books. Samuel Pepys is the earliest diarist that is well known today, although he had contemporaries who were also keeping diaries (i.e. John Evelyn). Pepys was apparently at a turning point in diary history, for he took it beyond mere business transaction notation, into the realm of personal (Alan 1982).

The oldest diaries come from oriental cultures, pillow books of Japanese Court Ladies and Asian travel journals - some of the oldest surviving specimens of this life writing literary genre. Around the turn of the first century diary writing seems to have

been the privilege of the rich: the literary figures from that time kept a diary.

In 1960 Tristine Rainer wrote a book called 'The new Diary'. It was revolutionary in expanding research and scientific awareness of diary keeping as a life writing literary genre. Rainer identifies techniques that people use spontaneously or employ in their daily writing, exploring themselves and their experience of the surrounding world. The idea, as expressed in the title, was that a diary does not have to be a dry recording of weather or daily events (Rainer 1978). In the 1980s and 1990s diaries (or journals), have become fertile ground for therapy. Many books have been published about how to write a diary (for self-awareness, for finding your true self, for healing from a number of personal troubles). An entire culture has evolved around the practice of diary writing (or journaling). There are many techniques to be attempted; many of these enjoyed their first mention in Tristine Rainer's book.

One of the most interesting things about diary writing is that it is accessible to anyone having a pen and paper, or nowadays a computer. Writing a diary is something people are to do, often as a way of putting their existence into perspective. It is often assumed that diaries are written only by teenage girls and, what is more, by women. Diaries sold 'in cute' colours with locks and keys helped spread this illusion in the years between 1940-1950 when this type of 'girlish' diaries became very popular. The latter, however, has never been seriously researched (Casewit 1982; Moon 1999).

In recent years access to the internet has become commonly available, and as a result, mainly online diary communities have appeared. Some of them are personal web logs, also known as blogs. Some communities are small and merely provide a place for storing your diary online in a private space, while others are true communities offering opportunity for feedback and communication with fellow diarists. Many individuals using these online communities are teenage girls and young people in general terms who, exploring their feelings and the experience of growing up, see them as a way to keep their inner thoughts secret from their families, while expressing and Other individuals choose to start up a diary in their own private website and maintain either a public or private record of lives. The latter (eDiary) is a field of diary writing as a life writing genre that is still under research. What is certain though is that in terms of numbers more than 16,000 diaries have been published since book publishing began.

The last to come in our historical review is the relationship between the diarist and the diary text itself. According to history some diarists treated their diary as a special friend and even gave names to it. Anne Frank, for example, used to call her diary 'kitty'.

### **III) Diary Writing and Interdisciplinary Studies**

History has long recognized and valued a personal journal as an invaluable source of historical record. In contrast to autobiographies which are intended for a public audience and can be read as a novel, diaries have traditionally been thought of as the private record of a person's life.

In her book "*Daily Modernism: The Literary Diaries of Virginia Woolf, Antonia White, Elizabeth Smart, and Anaos Nin*", Elizabeth Podnieks (2000) shows that a diary can and should be read as both autobiography and fiction. Redrawing established boundaries

between genres, Podnieks builds a broad critical and theoretical range on which she maps a diary as an aesthetic work, showing how diaries inscribe the aesthetics of literary modernism. Drawing on feminist theory, literary history, biography, and personal anecdotes, she argues that a diary is an especially subversive space for women writers.

Since an interdisciplinary approach is indispensable for researching on diaries, consequently insights and methods incorporated are related to cultural history, literary studies, literary history, history of pedagogy and history of the book as well as eLearning methodologies.

#### IV) Diary Writing: A Genre at its own right

##### a) Content of Diary as a text

In usual terms a diary records daily personal events as well as the individual diarist's thoughts and feelings, anxieties, worries and fears, personal experiences and ambitions. It can also be used for recording in advance appointments and other planned activities, and / or for reporting about what has happened. Diaries have evolved from business notations to listings of weather and daily personal events, through to inner exploration of the psyche, or a place to express privately one's deepest self or idiosyncrasy such as experiences, thoughts and feelings. In other words a diary is a strictly subjective text.

In his Essay "*Meditations on 25 Years of Journal Keeping*" Kimble James Greenwood (2002:9-10) in "*Darkness and Light: Private Writing as Art – An Anthology of Contemporary Journals, Diaries, and Notebooks*", edited by Olivia Drescher and Victor Mupoz, confesses the following:

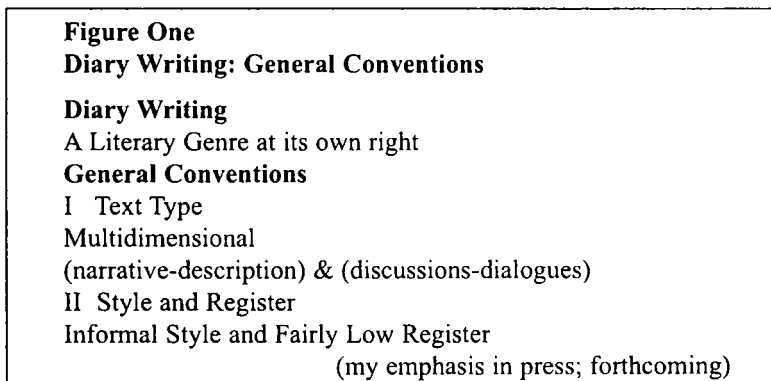
*[Diary is] a place to experiment, to write-up my life, to describe the world around me, to honor beauty, to consolidate, play with [...] vocabulary, to work on poems, to think things out or through, to recopy quotes from books I liked and found inspirational, to remember. [...] As I grew older and the process continued, the journals themselves split off and diversified, specialized—so that my main journal, the "personal journal", was now accompanied by adjuncts: poetry journals, dream journals, fiction journals, quote journals, journals to list memories in, to list books read, movies seen, vocabulary lists, curious gleanings from newspapers and magazines, etc. [...] As compensation, the journal became my place to speak, to speak with what I felt to be my true voice. It was the place for me to hear my true voice. In my outward life I was inarticulate, introverted, stunted, halted, stymied, frustrated. In my inner life, my journal, I was extroverted, expressive, fluent, prolific, articulate, full to overflowing. My outer life felt characterized by weakness. In my journal I showed my strength. In my outer life I had no voice. In my journal I came to know and trust my own voice, my own voices. In my outer life I stumbled, was often seen as over-serious, shy, awkward. In my journal I could dance and show wit, playfulness, gusto and irony. In my outer life I was often a coward; in my inner life—journal and imagination—my courage went unfettered, I dared everything. [...] In this way the journal became friend. I talked to it as if it were other—the ubiquitous and promised "You" as balance and countermeasure to the "I". It was open and receptive to me, comfort and harbor to me. I felt it to be the place I kept my best self, my identity, my wholeness, love and soul.*

## b) General and Specific Conventions

### **Diary writing: A life writing literary genre at its own right**

Along with autobiographies and biographies, diary writing can be a life writing genre at its own right. Similarly to the aforementioned life writing genres, diary writing presents amongst various characteristics autobiographical and biographical features, essential characteristics of all traditional forms of life writing literary devices or artifacts. Those characteristics as well as particular conventions and stylistic features will be presented and discussed in this work.

Pinpointing the general conventions, it can be noted that a diary, a strictly subjective text as mentioned earlier, is of a multi-dimensional text type. In general it is a text of a narrative and descriptive form even though dialogues can also appear in texts where the diarist reports a dialogue that has taken place. In some cases poetry, either in traditional or modern form, can also be found in diary writing. Being a subjective text, a diary is frequently a text of informal style and fairly low register. The general conventions of a diary are presented in the figure below (Figure One):



From a strictly linguistic point of view, in an attempt to examine lexis and therefore specific conventions of diary as a genre at its own right, it can be noted that the particular egodocument records daily personal events in both short and detailed forms of speech. Thus, the diarist's inner thoughts and feelings, individual anxieties, worries and fears, personal experiences and ambitions, are either noted in points or expressed in larger sentences/ sequences. Long and short sentences, as well as elliptic ones can be frequently encountered. Additionally, personal narrative or relevant idiocultural writing features such as figurative language in terms of idioms, fixed expressions, slang, as well as irony and humor can be detected, whereas cultural references and poems are frequently found (my emphasis, in press). The specific conventions of a diary are shown below:

**Figure Two**  
**Diary Writing: Specific Conventions**

**LEXIS**

General language words

**SENTENCES / SECUENCES**

Short, long, elliptic sentences, sequences

**COLLOQUIAL LANGUAGE/ SPEECH**

(irregular speech, including slang, argot, jargon, dialects, vulgarism, the vernacular, curse words, swearing language, etc)

**FIGURATIVE LANGUAGE**

(proverbs, metaphors, irony, idioms, fixed expressions, similes, humour)

**CULTURAL REFERENCES**

(proper names: places, magazines, items, social groups)

**POETRY**

(my emphasis in press; forthcoming)

### 3. The Study

The Study reported below was conducted last Academic Year (2006-2007) for the purposes of Module EDU 321 Learning to Read and Write and Module EDU 322 Language Pedagogy II at the Department of Education of the University of Cyprus, in Nicosia, Cyprus.

#### i) Methodology

For this particular educational research qualitative research methods were used. Around 30 primary school teachers were interviewed throughout both semesters. The participants were asked:

- a) to report on the Benefits, Roles and Uses of Diary Writing in Language Pedagogy Classrooms and
- b) to suggest some useful ideas and activities related to diary writing in Language Education Settings.

Participants' reports on the benefits of diary writing in language educational settings were transcribed and analyzed, whereas practical suggestions, ideas and guidelines were listed. Qualitative research enabled the researcher to dig into patters and similar views participants pinpointed, as well as various themes that naturally emerged.

#### ii) Outcomes of Study

##### (a) Benefits, Roles and Uses of Diary Writing reported the teachers

Even though the research topic focused on the benefits and uses of diary writing in language pedagogy environments, primary school teachers' interviews revealed benefits, advantages and uses of keeping a diary to a child's life, emphasizing the significance and multidimensional role of diary writing in a child's development. Thus, teachers spoke

about the uses and advantages of keeping a diary in language pedagogy settings and gave out some useful ideas on how to keep a diary successfully on a weekly or daily basis. Figure Three below presents a list of benefits, Roles and Used of Diary Writing the primary school teachers' interviews revealed:

**Figure Three**  
**Benefits, Roles and Uses of Diary Writing**  
**reported by the primary school teachers:**

- Improving mother tongue writing (L1)
- Supporting second/ foreign language writing
- Verbalizing thoughts correctly and sharply (written or oral form)
- Support research
- Self Construction
- Health Improvement and Therapy ('Scriptotherapy')
- Stress Resolution
- Intellectual Growth and Development
- Personal Growth and Development
- Intuition and Self Expression
- Problem solving
- Reflection/ Critical Thinking
- Mind Clearing
- Life Planning/ Goals focusing
- Memory increase
- Privacy
- Honesty
- Discipline support

Diary Writing has various benefits and according to this particular research several uses and roles in language pedagogy in particular and modern society in general. Diary writing can support Self Construction, Health Improvement and Therapy, Stress Resolution, Intellectual Growth and Development, Personal Growth and Development, Intuition and Self Expression, Problem solving, Reflection/ Critical Thinking and Goals focusing and can be a useful research tool. Some additional advantages include memory increase, privacy, honesty and discipline support all explained and analyzed in the paper in the frame of language educational settings and contemporary life settings as interviewees commented on advantages that go beyond educational environments pinpointing the multifaceted 'nature' of this life writing genre. A more detailed reference to Figure Three will be made within the following lines.

### **Facilitating and Improving L1 and L2, L3, ... Writing**

Reports on a study of Allameh Tabataba'ii University where 80 Farsi-speaking undergraduate students majoring in EFL talk about interesting results on the significance of diary writing for language education (Marefat 2002). According to the study the students were taking their writing courses with the researcher. They were asked to write their reactions, comments, questions and feelings for 5-10 minutes at the end of each session. The procedure continued for 13 sessions. Examination and analysis of students' diaries helped the researcher to identify students' particular areas of difficulty and interest, thus leading her to revise the syllabus and revise the materials. They all opted for simpler texts, enjoyed peer correction, wished to discuss recurring problems in class, to name a few instances. Still more, students reported enjoying the realistic task of having active dialogs, which indirectly led them to practice and improve writing. The use of diaries may be recommended to teachers and students to facilitate and improve teaching and learning writing.

### **Supporting Research**

#### **• Diary Writing as a Research Tool in Language Pedagogy**

In noting that descriptive and interpretive research are both particularly suited for "*investigating behaviour context*" (1992:118), asserts that "*diaries, logs and journals are important introspective tools in language research*" (ibid). McDonough and McDonough, (1997:121) concur, commenting on diary suitability: "*Indeed the theme of change over time and the sense of writing about a process is one that resonates directly with the use of diaries in educational research*". In spite of the advantages of diary study in researching classroom and teacher processes over time, McDonough and McDonough note that there are relatively few studies of teachers researching their work in diary form compared with other studies of SLA. However, this trend may be changing with the advent of the online Internet diary, otherwise known as a 'blog'.

#### **• Diary Writing as Research Method in Language Pedagogy**

According to the interviewees, diary writing can be useful in research methodology. Supporting these views in his paper "*Diary Writing: An Interpretative Research Method of Teaching and Learning*", Joaquim Sa (2002) advocates diary writing as an interpretative research method. He presents a reflection on the potentialities and quality attributes of diary writing as well as on the method of writing diaries. Based on his experience of classroom action research, he elucidates how to go for diary writing content analysis and presents an illustrative example of a diary and its content analysis.

### **Constructing the self**

Self-construction is another benefit reported by a large number of primary school teachers. Quoting Greenwood (2002:12-13) the relationship between diary writing and the construction of self and identity is apparent:

*Very early on I recognized that I was trying to preserve life in the journals; I was*

*trying to hold on to what proved endlessly ephemeral. It was not just life that was ephemeral; I was ephemeral—an unknown, uncalled for, undifferentiated cipher on the earth. Writing of my life gave me substance, a solidity that I could return to and build from. [...]. Journals are how we appropriate the story of our lives [...]. The life journal, in fact, documents and constitutes the creation of a self, gives words to the timeless initiations that come to qualify the life as mythology—the old and vital stories, heroic journeys, that undergird human existence, weighting our surface efforts with the depths of archetypal profundity. In the pages of a journal we are invoking the old magic whereby humans approach godhood: we are creating ourselves with words! [...] The journal becomes the logbook of the creative journey, the workbook of the character, the text of the individual, the confluence of self and other, and its turbulence...*

### **Health Improvement and Therapy: “Scriptotherapy”**

Interestingly, many primary school teachers commented on the therapeutic role of diary writing. According to Cheryl Maday and her article in *Psychology Today* (1999) “*Writing Off Illness - keeping a diary can improve health*” scribbling in a journal to vent your frustrations may make you feel better literally. A study conducted by North Dakota State University psychology professor Joshua Smyth, Ph.D and colleagues from State University of New York at Stonybrook shows that writing about a stressful experience reduces physical symptoms in patients with chronic illnesses. Smyth and his team monitored 112 patients with arthritis or asthma. The subjects were asked to write in a journal for 20 minutes three days in a row about either an emotionally stressful incident or their plans for the day. Of the group who got to express their anxiety on paper 50% showed a large improvement in their disease after four months. Only 25% of patients who wrote on neutral topics showed any relief of symptoms. It is more therapeutic to write about traumatic events than everyday occurrences because “traumatic memories are less linguistic and more emotional,” says Smyth (1999). “*When they are experienced again through writing, they cause a physiological reaction*” - and can thus improve the physiological symptoms of illness. While earlier studies have shown that writing can relieve tension and boost immune function, this is the first to suggest that writing about stressful experiences can alleviate the physical symptoms of diseases. According to Smyth (1999) nowadays we can affect the body’s diseases through the mind.

In her book “*Shattered Subjects: Trauma and Testimony in Women’s Life-Writing*”, Suzette Henke (1998, 2000) finds evidence that women often use writing in order to heal the wounds of psychological trauma. She terms this method “scriptotherapy,” the process of writing out and writing through traumatic experience in the mode of therapeutic re-enactment. “*Shattered Subjects*” explores the autobiographical writings of six twentieth-century women authors - Colette, Hilda Doolittle, Anais Nin, Janet Frame, Audre Lorde, and Sylvia Fraser. They provide startling evidence of post-traumatic stress disorder precipitated by rape, incest, childhood sexual abuse, grief, unwanted pregnancy, pregnancy-loss, or a severe illness that threatens the integrity of the body.



**Stress Resolution**

Another interesting result of this study is teachers' belief that journaling can improve various aspects of personal health. Bruce (1998) describes research with subjects who wrote thoughtfully and emotionally about traumatic experiences and most of them generally experienced improved physical health. Adams (1998) also talks about journaling as therapy for enhancing psychological healing and growth. Most adult education students may not need psychotherapy or medical recovery assistance, but some can use whatever helps them to release pent-up emotions, counter anger or frustration, and overcome or reduce the stress so typical in today's busy work world and lifestyle.

**Enhancing intellectual growth and development**

There are a number of potential benefits for learners in maintaining some type of journal, diary, or log. For example, enhanced intellectual growth and development is achievable by most learners, especially as they gain more experience with the writing or recording procedures.

**Personal Growth and Development**

Perhaps the most important of all the benefits for the learner is the enhancement of personal growth and development. Journaling can help with such learning goals or expected outcomes as integrating life experiences with learning endeavors, allowing for a freedom of expression that may be inhibited in a group setting, stimulating mental development, enhancing breakthroughs in terms of new insights, and even planting seeds in terms of future study or research. Basically, it is an investment in yourself through a growing awareness of personal thoughts and feelings.

**Intuition and Self-Expression**

Another outcome, and one that is not always expected, is an enhanced ability at self-discovery. Learning to trust that inner voice and interpret new thoughts or even dreams can increase self-confidence not only in the classroom but in many other settings, too. Sometimes there is almost nothing more satisfying than seeing learners tackle new topics because of their growing ability to personally reflect on changes taking place and integrate such new knowledge in an ever enhancing personal capability.

**Problem Solving**

Utilizing a journaling technique often helps in the solution of problems. Writing down and imagining your way through a problem via personal insights and reflections on life experiences can be very rewarding. Often an epiphany will emerge that might not have been possible with some other problem solving technique. It can be recommended to students engaged in one of the journaling procedures that they allow adequate time in their reflecting processes for new perspectives to emerge.

### **Reflection / Critical Thinking**

Educators speak of the potential for a journaling technique to promote critical self-reflection where dilemmas, contradictions, and evolving worldviews are questioned or challenged. In the graduate classroom, for example, this may be an especially valued result as teachers attempt to facilitate a professional development in their learners. (R. 2001)<sup>1</sup>

The value of diary writing in helping learners to increase their ability to reflect critically on what they are studying or learning is well known. Some of the benefits are the following: clarification, finding meaning in what is being examined, developing wholeness, etc.

### **Mind Clearing**

According to the teachers that participated to the study in question writing things down in a diary also allows us to 'clear our minds'. Having made a note of something, we can put it on one side for consideration or action at a later point. We can only handle so much at any one moment. When we try to remember different things and deal with current situations, we sometimes do not focus on what we need to. As Mary Louise Holly (1989:9) puts it, "*The journal offers a way to sort out the multitude of demands and interactions and to highlight the most important ones*".

### **Life Planning/ Goals Focusing**

From this we can see that writing and keeping a journal enables us to deepen our self-understanding and to add some sense of to lives and beliefs. It can also help us to entertain, contain and channel troubling emotions and gaining perspective. We may also gain a greater awareness of daily life; become more alive to what is happening to and around us in the daily round. At a practical level, writing and keeping a journal can both help us with administrative tasks (like reporting what happened, when) and with the process of setting goals and managing our time and priorities.

A journal also encourages you to write about your goals and aspirations, and helps to keep you focused. Although a child may be too young to have career aspirations as yet, the future is nearer than we think. Keeping a journal is a life-long habit which often starts in childhood. So, ten years down the line your child will be able to see things a lot more clearly after writing them down.

Various survey results show that people who write down their goals are much more likely to achieve them than those who do not. In a research work conducted in Yale, only 5 percent of students of the class of 1953 wrote down their goals. And in 1973, twenty years later, this 5 percent owned 90 percent of the group's net worth. So one of the best things a child could be taught would be to write down her/ his goals at every stage of life. So many people simply stumble through life without having a plan in their minds. Some of them strike it lucky but most of them do not. Others have a vague idea of what they want to do, and strive towards it in a general fashion. They are moderately successful. But those who write down their goals step-by-step, are the ones who are most likely to shine. Encouraging a child to write a journal is a step in the 'right' direction.

### Memory

By noting down the day's events in a journal every night, the child is forced to jog his memory as he recalls the events of the day. This exercise keeps the brain sharp and active, and it also increases memory. In fact, sitting down every evening and recalling the events of the day is a yogic exercise.

### Privacy

We should make sure we let the child know that her/ his journal is her/ his private property, and no one has the right to read it. In this manner, we will be inculcating a respect for privacy in the child. She/ he also learns that since her/ his privacy is respected, she/he will have to respect other people's right to privacy as well.

### Honesty

Keeping a journal also encourages honesty, because rarely do people lie to their diary. We should let a child know that there is really no point in lying, as no one will be reading her/ his diary but for herself/ himself. It is important to be honest when writing journals. *"Write how you really feel and not how you think you should feel. Record what you really think, not what you believe you ought to think"* (Klug 2002: 56).

### Discipline

Sitting down every night and writing a page or two in your diary is a discipline by itself. Random writing every once in a while naturally does not lead to discipline, but it does lead to some great memories. But if a child is regular with her/ his journal writing, she/ he is likely to be regular with other matters as well.

### (b) Applications in Language Learning Environments as suggested by the teachers

Figure Four below presents some useful ideas and suggestions reported by primary teachers, on how to introduce diary writing in language teaching and learning settings.

#### Figure Four

#### Some useful activities teachers' suggest introducing Diary Writing in Language Learning Environments

- detecting a diary's general conventions prior starting to keep one
- pinpointing a diary's specific conventions prior starting to keep one
- viewing samples of traditional and eDiaries and commenting on their features, differences, etc
- going through 'classical' diaries noting down their historical significance
- filling in missing parts of a diary (whole paragraphs, sentences, words, etc)

The second question of the interview enabled the creation of a list of useful questions – guidelines that a teacher can ask a child before she/he starts writing one (pre-writing phase/ stage), while/ during writing one (writing phase/ stage), or after finishing writing (post writing phase/ stage). Most of the questions are similar to Ron Klug's (2002: 54) suggestions on how to go about when writing a diary presented in Figure Five below:

**Figure Five**

**A helpful set of 'starting', 'during' or 'after' questions**

- As I look back on the day, what were the most significant events?
- In what ways was this day unique, different from other days?
- Did I have any particularly meaningful conversations?
- Did I do any reading? What were my reactions to it?
- How did I feel during the day? What were the emotional highs and lows? Why did I feel as I did? Is God or my spirit trying to tell me anything about these feelings?
- Did I find myself worrying about anything today?
- What were the chief joys of the day? What did I accomplish?
- Did I fail at anything? What can I learn from this?
- What did I learn today? When did I feel most alive?

**4. Conclusion/ Final Remarks and Suggestions for further research**

Since an interdisciplinary approach is indispensable for this work, it can be said that future studies could incorporate insights and methods from cultural history, literary studies, literary history, history of pedagogy, history of the book, etc.

The topic in question has various angles and can lead to discussions of an amount of related fields both, theoretical and applied-practical. Due to the multifaceted nature of diary writing, essential issues were not noted in the present manuscript, but are presented, however, below in the form of suggestions for further research applied or not:

- How can diary writing facilitate cross-cultural communication and understanding?
- Diary Writing and Gender - A women's activity?
- Diaries and Technology: Diary Writing and online communities (eDiaries, eLearning)
- The role of Diary Writing in the years to come
- How have new forms of technology affected our understanding of the diary in the traditional sense?

In his work "Blogging and the Politics of Melancholy" Michael Keren (2004) a Professor and Canada Research Chair in Communication, Culture and Civil Society (University of Calgary) notes that:

*"Since ancient times, individuals have had an urge to express and disseminate their*

*ideas and experiences, however, the voice most often heard in autobiographies was that of people who had achieved public prominence. Today, the Internet allows non-prominent people (although only those on one side of the digital divide) to express a unique voice on an ongoing basis and, in some cases, to achieve prominence. Blogging may thus be seen as a mark of emancipation”.*

Supporting the previous view Blood (2002:164) notices that with eDiaries we can now achieve “*commitment to self-expression, free speech, and the vigorous exchange of ideas*”. There are now many different ways of keeping a diary or journal (i.e. on tape, video, on a home computer, on a publicly accessible website...). There are huge numbers of websites providing not just access to private diaries and journals but advice and encouragement to others interested in writing a diary. The ease with which communication can take place on the Internet seems to be transforming what was once an intensely private activity taking place outside the wider community has become recognisable subculture. Thus should we vote for eDiary for the years to come?

#### Notes:

1. *In the graduate classroom, this may be an especially valued result as teachers attempt to facilitate a professional development in their learners. Learning something that is new or different and then reflecting on what that means for a current or expected professional position can be an important outcome. Some of my students include portions of a journal or diary in a professional portfolio as a means of demonstrating to current or prospective employers their ability to critically reflect on issues...*

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**Վերադարձ դեպի վավերագրական ժանրերը  
լեզվի դասավանդման պրակտիկայում. օրագիր**

Հոդվածում քննարկվում են օտար լեզվի արդյունավետ դասավանդմանը նպաստող մի շարք խնդիրներ: Քննելով անձնական օրագիրը որպես յուրահատուկ գրական ժանր (գրողի ես-ը պատկերող տեքստ)՝ հոդվածագիրը կարևորում է օտար լեզու սովորողների կողմից անձնական օրագիր պահելու փաստը և եզրակացնում, որ ուսուցչի կողմից նման առաջադրանքի հանձնարարումը մեծապես նպաստում է գրավոր խոսքի զարգացմանը: