While journal writing has become an increasingly important tool in both language learning and teacher training, how to most effectively use journals is still unclear. Looking at a language and study skills support course for an MA in Applied Linguistics in Thailand, this paper treats journals as a dialogue between tutors and participants, and focuses on participants’ journals. Through analysing journals and tutors’ comments and from interviewing participants about the usefulness of the tutors’ comments, it was found that participants greatly preferred comments referring to specific points in their journals rather than general comments at the end of the journals. Tutor comments which give suggestions, evaluate positively, add information or support the participants were also regarded as useful, possibly because such comments can promote trust and build relationships between tutors and participants.