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**An Investigation into the Role of Diaries Writing to Enhance  
EFL Students' Writing Skills**

**The Case of Second-Year Students in the Department of English at Biskra University**

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**A dissertation submitted to the department of English Language as a  
partial fulfillment of the requirements for the degree of Master in  
Sciences of the Language**

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## *Dedication*

*In the name of Allah, the Beneficent, the Merciful*

*Thanks to Allah for giving me the strength and patience to finish my work and to be here.*

*To convey my thanks to all those who participated in different ways to this study's success, I would like to dedicate this dissertation to my parents who have been my source of support, encouragement, attention, and love during my study career until my research was fully finished.*

*To my brothers Abdelkader, Rami, and Yahia, my only best friend Abderahmane, thank you for being always beside me, helping, inspiring, and supporting me all the time.*

*Finally, I would like to thank my aunties for the support, strength, and self-confidence that they gave to me.*

*Deep debt of gratitude to my supervisor Dr. Manel Triki who guided and facilitated my work.*

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### **Abstract**

The current study examines the role of writing diaries in developing second-year English as foreign language (EFL) students' writing skills at Mohamed Kheider University of Biskra. The major purpose of the study is to investigate the role of diaries writing on developing students' writing skills. Therefore, this research aims to make both teachers and students aware of writing diaries importance in improving students' writing skills. It is hypothesized that second-year students of English, who maintain regular diaries demonstrate heightened writing skills compared to those students without a diary writing practice and writing dairies helps student's improve their expressive skills. In this regard, a questionnaire is given to thirty (30) second-year EFL students in addition to an interview with six (6) English language teachers of Written Expression at Mohamed Kheider University of Biskra. The researcher's purpose is to get students' and teachers' perceptions about the role of diaries writing in developing writing skills. The results of students' questionnaire and teachers' interview showed that most of students and teachers are aware of the importance of writing diaries, and they know that diaries writing play a significant role in this process. The findings also revealed that writing diaries is important and plays a significant role in enhancing students' writing skills and can develop their expressive skills.

**Keywords:** Writing skills, diaries writing, EFL teachers, EFL learners.

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**ESL:** English as a second language

**EA:** Error Analysis

**MT:** Mother tongue

**TL:** Target language

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# **General Introduction**

## **Introduction**

Writing is an important skill that allows people to communicate their ideas effectively. Good writing involves organizing thoughts, using clear and concise language, and considering the audience. The writing process often includes planning, drafting, revising, and editing the final work. Mastering basic grammar, spelling, and punctuation is also crucial for clear and polished writing. With practice and patience, anyone can improve his/her writing abilities over time.

The students sometimes find some problems when learning English because English is a foreign language for them. One possible way to handle this could be that the teacher needs to be creative in teaching English. For instance, keeping a diary is a very good thing to do. This idea was supported by Brown (2001) who advocated that the process of diary writing allows student to possess an easy flow of ideas in mind as they transform their ideas, feelings, reactions and the like into the written form with only themselves in mind as the target audience. In the same vein, (Chelli, 2013, p. 221) carried out a study in which she suggested that training learners to self-assess their written production through portfolios, including diaries, can have positive results in the Algerian context. Writing diaries helps in generating ideas, thinking creatively, storing memories, and in expressing thoughts and emotions.

### **1. Statement of the Problem**

Writing is a difficult skill. It requires having a good language repertoire (vocabulary, grammar, etc.), good psychological state, and cognitive skills (background knowledge, analysis, comprehension, critical thinking, etc). When asked to produce a short or a long piece of writing, many students find difficulties in generating and organizing ideas and in using the correct words, forms and structures of the language. This leads them to present a text full of mistakes or even

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incomplete. The underperforming students in writing are generally those who have not good writing habits. This can be due to the lack of practice outside the classroom.

Most students do not write outside the class only if they have been asked to do homework or to prepare a research paper. Students need to find some creative ways to practice writing without pressure such as writing diaries, which is considered to be one of the most effective techniques that build good writing habits, raise familiarity with writing, and motivate students to write. These are the corner stones for writing development. For this, the current study is an attempt to explore how writing diaries can improve EFL students' writing skill from teachers' and students' perspectives.

### **2. Research Aims**

Through this study, the researcher aims:

- ✓ To examine whether diary writing can improve second-year EFL students' writing skill or not.
- ✓ To explore in what way(s) diary writing can affect second-year EFL students' writing skills.
- ✓ To identify the benefits of incorporating diaries as a tool to enhance learners' writing skills?

### **3. Research Questions**

This research is based on the following questions:

- ✓ How does the act of writing diaries impact students writing skills?
- ✓ What are the ways in which diaries can enhance learners writing skills?
- ✓ What are the perceived benefits of incorporating diaries as a tool to enhance learners Ability to effectively write paragraphs and essays?



#### **4. Research Hypotheses**

- ✓ It is hypothesized that second-year students of English who maintain regular diaries demonstrate heightened writing skills compared to those students without a diary writing practice.
- ✓ It is hypothesized that writing dairies helps student's improve their expressive skills.

#### **5. The Significance of the Study**

The present study will be beneficial for both teachers and students by reviewing thoroughly various concepts in writing skills and diary writing strategy. Through this study, we attempt to raise students' and teachers' awareness about the impact of using diary writing as a tool to enhance learners writing skills. The research outcomes will deliver more insights about this technique that affects students writing abilities.

#### **6. Research Methodology**

The study adopts a qualitative approach, allowing for an in-depth understand of the participants' experiences and perceptions. The research methodology employed in this investigation aims to explore the role of diary writing as a tool to enhance (EFL) students' writing skills. Second-year EFL students at Mohamed Kheider University of Biskra were chosen as a population for this study because they are most concerned with finding solutions to improve their writing skills. As a sample, we select (30) second-year students from the whole population.

The research design involves the use of two primary data collection tools: a questionnaire for students and an interview with teachers. The questionnaire was distributed to (30) EFL students to gather their perspectives on the impact of diary writing on their writing skills, motivations, and overall learning experience. The interview was conducted with (06) EFL teachers to gain insights into their observations, strategies, and recommendations regarding

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diary writing as a pedagogical tool. The qualitative data obtained from these instruments were analyzed using descriptive analysis. This research methodology will provide valuable insights into the potential benefits and challenges of using diary writing in the EFL classroom.

### **7. Research Structure**

#### **Chapter 01**

The skill of writing has been and still attracts the attention of an increasing number of researchers around the world. This first chapter includes the definitions of the key terms and concepts related to writing, and it reviews its approaches, stages of development, its importance and purpose.

#### **Chapter 02**

This chapter reviewed different definitions of the key terms related to the term 'diary', its types, history, relation to the term 'journal', use and attitudes towards the former. It also aimed at highlighting the merits of using diaries as far as writing skills are concerned.

#### **Chapter 03**

This chapter is devoted to the practical part of the present study through which the researcher collected data, analysed and discussed the main results.

# **Chapter One:**

# **The Writing Skill**

## **Introduction**

Writing is the process of expressing thoughts, ideas, and information on paper or a digital medium. Good writing skills involve the ability to communicate clearly, concisely, and effectively. These skills can be developed through practice, reading, and learning the rules of grammar, spelling, and punctuation. Strong writing skills are essential in many aspects of life, from academic assignments to professional communication.

Through this chapter, the researcher discusses represents a general overview about writing. It is divided into two sections. The first section reviews different definitions of writing skill its major components, process, stages, the basic approaches that should be used in classes to measure its influence on learners, and its relationship with other skills (speaking, reading), the purpose behind teaching and learning this productive skill, and the possible difficulties that teachers may encounter teaching it. The second section includes the definition of free writing, merits of free writing and source of EFL students' errors.

## **Section One Writing Skills**

### **1.1 Definition of Writing**

The development of writing is considered to be one of humanity's greatest achievements. This can be observed through the historical progression from pictograms and logograms to syllabic writing and eventually the alphabet; discovery shows that a small number of symbols are capable of representing language in written form (O'Grady et al, 1997). As a result, writing has been viewed as a challenging skill to acquire by students. Consequently, scholars, linguists, and researchers from various viewpoints have proposed numerous definitions for writing.

Writing is a complex system used to enable the exchange of information through various means such as letters, newspapers, advertisements; which serves a distinct objective.

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Writing for Crystal (1995) is "...a way of communicating which uses a system of visual marks made on some kinds of surface" (p. 257). Learning a second language can be a complex and challenging process for many learners. It is not something that comes easily or happens quickly for many second language learners. It is a way of communicating using visual marks on a surface like paper or a screen.

For many researchers, writing is not as easy as it may appear, according to Hedge (2000, p. 302) "It is a complex process which is neither easy nor spontaneous for many second language learners". Writing is not always easy or quick for many learners who are learning a second language. It can be a complicated process that requires effort and practice. For some second language learners, writing is not a simple or natural skill to develop, and it takes time and hard work to improve.

In its simplest and linguistic form, writing may be defined as the use of graphic symbols or reproducing in written form something which has been heard or read (Oxford Advanced Learner Dictionary, 2005). Furthermore, when it comes to pedagogy, writing plays a crucial role as a fundamental component of the educational journey. It serves as a means for learners to acquire knowledge and understanding. Additionally, it serves as a tool for teachers to assess the proficiency and competence of their students.

According to Kress (1989), the problem with writing skills goes beyond just learning how to spell correctly. It also involves connecting those skills with new ways of thinking and interacting with others. Miller (1989) also agrees on this by saying that "Even though the writing production is an expression of ones' individuality and personality, it is important to remember that writing is endeavor, a way of communicating with people" (p. 25). This skill, which contributes to productivity, serves as a method of communication utilized by individuals to

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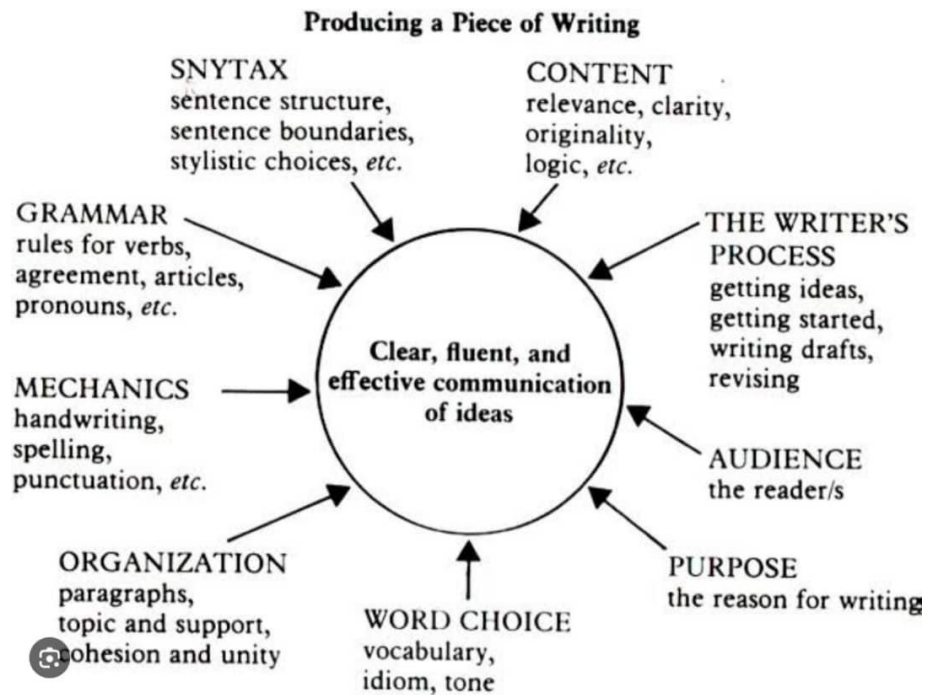
effectively express their messages, while also facilitating the exchange of perspectives and beliefs.

For Widdowson (2001, p. 1), "Writing is the transformation of the linguistic rules of language into usage". It is important for students to be skilled and thoughtful when they plan to write any piece that requires them to make a deliberate effort in order to construct logical and meaningful paragraphs. Similarly, for Lado (1983), when it comes to writing in a foreign language, the act can be seen as the skill of effectively manipulating the various elements of language, such as grammatical structures, vocabulary choices, and their accepted forms and patterns. He puts it as follows: "We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing" (p. 248). The ability to write proficiently in a language other than one's native language emphasizes the need to accurately use the grammar structures, vocabulary, and conventional writing styles of that foreign language.

From the previous explanations, there is a common definition that suits the description of writing skill. It states that writing is the process of using language to communicate, allowing individuals to express their thoughts and emotions on a paper. However, becoming proficient in writing requires writers to possess competence in different aspects of this productive skill. Hence, in order for students to effectively communicate their ideas and thoughts, they should consider their own capabilities, goals, and the specific language they intend to use in their writing.

## 1.2 Components of Writing

Effective writing is a crucial skill for any professional, whether s/he is composing emails, reports, articles, or any other type of document. Writing well involves mastering a variety of components that come together to create clear text. For this, Raimes (1984) suggests eight components of writing: content, organization, grammar, syntax, mechanics, word choice, the target audience and the writer's process. The diagram (Figure 1.1) shows the eight important components that every writer needs to include in his/her writing to create a good piece of written work according to (Raimes, 1984, p. 6).



**Figure 1.1:** *Components of Writing (Raimes, 1984, p. 6)*

To create a skillfully written text, a writer must possess expertise in the various components of writing which, according to Raimes (1984, p. 6), can be defined as follows:

**1.2.1 Content:** Content is one major component of writing. It forms the foundation for all the other elements mentioned earlier. It consists of being appropriate, clear, and logical, among other things.

**1.2.2 Word choice:** The authors freely select the words they want to use, including vocabulary and idioms.

**1.2.3 Writer's process:** The writer's process is the series of steps that a writer takes to get a basic understanding of what they want to write. This includes activities like generating ideas and making a first draft.

**1.2.4 Target audience:** The person reading a piece of writing plays an important role in the writing process. The writer needs to guess what the readers like to read and how they prefer to read it.

**1.2.5 Organization:** It is the ultimate version of the text, encompassing several paragraphs with a clear topic sentence and concluding sentence.

**1.2.6 Grammar:** The effective application of the rules of a given language leads to good writing.

**1.2.7 Syntax:** This refers to the particular arrangement of sentences or phrases in a natural human language. Notably, it includes sentence structure and the like.

**1.2.8 Mechanics:** This covers things like how you write the letters, spell words, use punctuation, and so on. It allows for writing that may have mistakes but does not just focus on grammar errors.

### **1.3 The Process of Writing**

The initial step before commencing the act of writing involves the collection of ideas about the topic they intend to write about. As the writing process unfolds, it progresses through



multiple stages until finishing the final draft (Oshima and Hogue, 1991). They explain these stages as follows:

### **1.3.1 Prewriting**

In this stage, students are organizing their information based on what is most important to them. They are deciding which ideas or pieces of data should come first, which should come second, and so on as described by Oshima and Hogue (1991). The prewriting stage can be divided into three distinct steps. Initially, the writers organize their ideas into subgroups based on the main idea while removing any irrelevant notions. Following this, in the second step, a topic sentence is assigned to each subgroup formed in the previous step. It is crucial for the topic sentence to effectively encapsulate the entire subgroup, allowing readers to anticipate the forthcoming content. Lastly, within the first stage, the writer arranges the subgroups in an order they deem suitable, determining which one should come first, second, and so on. During the prewriting stage, two essential considerations for the writer are the purpose of the writing and the intended audience (Oshima and Hogue, 1991).

### **1.3.2 Drafting**

Drafting involves the initial process of putting thoughts and ideas into written form. During this stage, the focus is primarily on capturing the planned concepts without giving significant attention to grammar or the overall structure of the composition. Oshima and Hogue (1991) call this stage '*Writing and Revising Drafts*'. It comes after the prewriting and planning stages. People understand that no piece of writing is perfect in its first attempt, so writers have to write and revise multiple times until they reach the final draft. Oshima and Hogue (1991) break down the drafting stage into four steps: writing the initial draft, revising the content and organizing it, proofreading the second draft, and writing the final draft. In the first step, the writer needs to follow various steps to reach the final version.

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Oshima and Hogue (1991) recommend that students make a point of underlining the topic sentence in each paragraph to help them concentrate on the main idea. It is also beneficial for them to leave some space, around one or two lines, where they can later include additional information, such as supporting evidence or examples. During the drafting phase, students should feel free to introduce new information without hesitation, as the primary focus should be on developing ideas, ensuring purpose and coherence, relevance, and unity, providing supporting ideas, and concluding sentences. Finally, in the last stage of drafting, students should carefully review their work for any grammar, spelling, or punctuation errors (Oshima and Hogue, 1991).

### **1.3.3 Reviewing / Revising**

Reviewing is an important step for writers to go through their final draft and identify any mistakes or issues. It is like giving the draft a careful check-up. Reviewing happens along with editing as part of the third stage. This means that reviewing is not a separate stage on its own, but it happens both before and after the editing process (Oshima and Hogue, 1991).

### **1.3.4 Editing**

The concluding phase of the writing process plays a crucial role in transitioning from the reviewing stage, characterized by incomplete ideas, spelling errors, and disorganized sentences, to the subsequent phase of rectifying and perfecting the final draft (Oshima and Hogue, 1991).

## **1.4 Stages of Development Writing**

Teachers are primarily focused on helping students improve their skills and abilities in the learning process. One specific area of concern is enhancing students' proficiency in writing. However, it is important to note that students cannot become proficient writers unless they have developed competence in the five essential stages of writing as suggested by Rivers (1968); the

stages of copying, reproduction, recombination and adaptation, guided writing and finally composition.

### **1.4.1 Copying**

The initial phase of transcription in the writing program is considered crucial, as it involves learners practicing oral repetition and reading under the guidance of teachers (Rivers, 1968). According to Harmer (2004), at this point, people have the opportunity to improve their writing abilities on one hand, while also achieving a certain level of competence on the other hand.

Copying is a form of exercise that allows students to differentiate between the visual depiction of sounds and their written symbols. In this way, repetition enables them to transcribe the auditory sounds they have already encountered in textbooks and learned from teachers, and subsequently convert them into written symbols (Harmer, 2004). Similarly, Rivers (1968) argues that the process of acquiring writing skills necessitates specific conditions of precision, which may encompass and entail the stage of copying.

In order to ensure the success and effectiveness of the repetition stage, teachers need to consider the aspects of accuracy. Consequently, the improvement of language learning is connected to the development of writing skills, as Brook and Grundy (1998) say that "Copying is much about using writing to support language learning as about teaching writing itself." (p. 22). Teachers do not rely on copying as a strategy to foster creativity and enhance students' writing styles. In these situations, the absence of a certain kind of creativity becomes apparent when teachers aim to encourage their students.

### **1.4.2. Reproduction**

In the second phase of development, learners are expected to engage in imitation and independent writing, without relying on the original text. According to Rivers (1968), a widely used activity, is particularly suitable for this phase as it allows students to enhance their listening and writing skills while imitating and producing written work without direct reference (Rivers, 1968).

### **1.4.3 Recombination and adaptation**

During this phase of recombination and adaptation, students engage in various writing exercises. Consequently, learners are provided with a range of drills aimed at enhancing their writing precision. These activities encompass a diverse set of tasks, ranging from substituting vocabulary to transforming sentences of different types (Rivers, 1968). According to him, students are encouraged to expand or condense sentences as part of their development process.

Rivers adds that during this phase of learning, students possess the skill to manipulate and substitute nouns with their modifiers or synonyms, autonyms, and also transform sentences from active voice to passive voice. Additionally, learners can enhance the meaning of sentences by incorporating coordinating words and adverbs. As part of their recombination exercises, students may be tasked with reorganizing a dialogue that has been scrambled. Engagement in these preceding activities allows learners to progressively enhance their writing precision.

### **1.4.4 Guided writing**

In the fourth phase of development, learners are not granted complete autonomy in their contributions, but they continue to receive guidance from teachers. As a specific illustration, teachers can supply their students with a written example, such as a paragraph, and the students' task is to compose a similar paragraph while employing their own unique writing style. Learners

may utilize summarization and paraphrasing techniques as they engage in this activity (Rivers, 1968).

#### **1.4.5 The composition**

In order to reach this final stage, learners must have successfully mastered the four preceding stages and demonstrate accuracy in their writing. As stated by Rivers (1968) “the final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning.” (p. 252). The primary focus at this stage is to create well-structured and impactful paragraphs by applying the fundamental principles.

### **1.5 Approaches to Teach Writing**

While there is no agreement on the best way to teach writing, it is important to understand what, why, and how we write in order to select effective techniques and approaches. In the literature, six main approaches to writing are discussed: the product approach, the process approach, the genre-based approach, the creative writing approach, the cooperative writing approach, and the paragraph-pattern approach. Each approach emphasizes different aspects of the writing process, as their names suggest.

#### **1.5.1. The product approach**

The product-based approach to teach writing focuses on the final outcome. In this approach, students often imitate a sample text to create their own. Essentially, students mimic a composition that is given to them by their teachers. For example, in writing classes, teachers provide examples or model compositions for students to use as a guide. Using these models, students create compositions that are similar in style and structure. Steel (2004) reports a set of instructions for implementing the product-based approach in the ESL writing classroom. These steps include:

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- Students should read the given model composition and make notes about its unique characteristics. They should focus on how the ideas are organized and how language and writing mechanics are used.
- Students engage in structured exercises to practice the components described in the model text.
- Students try to imitate the structure of the model essay by arranging a set of preexisting ideas to match the format.
- Students utilize their abilities, sentence formations, and diverse vocabulary levels to construct the expected composition.

According to Tangpermpoon (2008) a product-oriented approach offers several benefits. Firstly, it enables students to develop a systematic understanding of utilizing specific pattern-product methods in their writing, particularly when crafting narrative, descriptive, and persuasive essays. Additionally, this approach helps students enhance their grammatical awareness by teaching them how to appropriately employ vocabulary and diverse sentence structures within these specific types of written texts (Tangpermpoon, 2008).

In summary, even though the product-based approach has been praised for its advantages, it has become less popular because it focuses only on grammar, structure, and syntax without considering the actual process of writing. This approach can discourage students because it emphasizes accuracy in imitating rather than encouraging their own creativity.

### **1.5.2 The process approach**

In contrast to the previously mentioned approach, the process-oriented approach places significant emphasis on the act of writing itself rather than the final outcome. The writing process is composed of four distinct stages: prewriting, composing a draft, revising, and editing.

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Kroll (2001) points out that “drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts is one of the crucial steps in the process-based approach” (p. 221). Adopting this method allows writers to freely revise and enhance their writing, leading to increased creativity as they have the freedom to craft their own compositions. As a result, it is regarded (Kroll, 2001).

The process-based approach is gaining popularity due to its advantages. In the classroom, students can improve their writing skills through scaffolding and receiving feedback from both their teacher and peers. As a result, students are able to produce high-quality written compositions. In the same vein, Maarof et al, (2011) state that: “teacher’s feedback is regarded as a main requirement for improvement in students’ essay writing” (p. 30). Additionally, the approach places emphasis on the thought processes involved in stimulating creativity.

In terms of this particular approach, Nemouchi (2009) outlines the stages a writer experiences during the process of writing as follows:

- a) In the brainstorming and discussion phase, the teacher takes a more passive role, staying in the background and only offering language assistance if necessary. This approach ensures that students are free to generate ideas without feeling inhibited by the teacher's presence.
- b) Students take ideas and turn them into notes. They then carefully assess the quality and usefulness of these ideas.
- c) Concept maps help students organize their ideas by visually representing the hierarchical relationships between them. This visual representation makes it easier for students to generate their thoughts and ideas.

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- d) Students generate their initial version of a written work within the classroom, often engaging in collaborative efforts with their classmates, either in pairs or in small groups.
- e) Classmates exchange drafts with each other, allowing them to read and provide feedback on each other's work. This process helps the writers become aware that their writing is intended for an audience, leading to improvements in their own drafts.
- f) Drafts are provided in response to peer feedback, incorporating enhancements.
- g) A final draft is written.
- h) Once again, students engage in the sharing and reading of each other's work, and they may even write responses or replies. However, the process-based approach, despite its benefits, has drawbacks. One drawback is that it is time-consuming, and another is that it prioritizes the process rather than structures and grammar.

### **1.5.3 Genre-based approach**

According to Badger and White (2000), writing in this approach is “essentially concerned with knowledge of language, and as being tied closely to a social purpose” (p. 155). In contrast to the process-based approach, the genre-based approach considers writing primarily from a linguistic perspective. While this may seem similar to the product approach, there is a crucial distinction: the genre-based approach emphasizes the social aspect of writing.

Genre-based approaches are beneficial because they prioritize different types of texts that are closely connected to societal needs. These approaches offer several advantages. Elashri (2013, p. 7) reports that, first, students should be presented with many examples of the same type of writing or text in order to develop their skills and ability to compose that particular genre or style of writing. This means that Constant exposure to a specific genre can lead to familiarity



and a deeper understanding of that genre. This familiarity can have several benefits, particularly in terms of writing well-crafted texts within that genre.

Second, a genre-based approach is concerned with teaching learners how to effectively use language in a way that aligns with the expected structure and features of different genres or styles of writing, in order to create well-organized and meaningful written work (Tuan 2011, p.123). He considers the fact that every piece of writing serves a specific purpose for its readers. Finally, using genre-based approaches can be beneficial for beginners as they are provided with model texts that help facilitate learning.

This approach has several limitations, including the inability to effectively reach the intended audience due to students' lack of knowledge in language structure and grammar. Additionally, it fails to recognize the students' capabilities as they tend to focus more on end product of their writing rather than the writing process itself (Tuan 2011, p.123).

### **1.5.4 The creative writing approach**

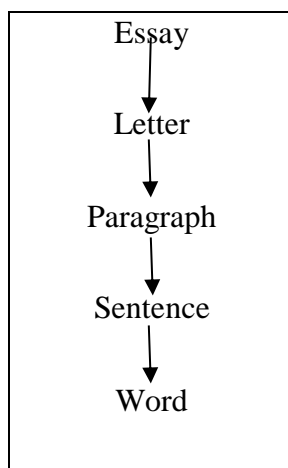
According to Graffild (1998), one effective method for educators to encourage students to embrace this approach is by prompting them to engage in writing activities on a wide range of topics. This strategy makes students more excited about learning. It encourages students to research topics themselves and explore ideas on their own (Graffild, 1998). Writing skills are useful for all subjects, not just some; no matter what students write about, it can help them become better students overall. Similarly, Ur (1996) agrees on this idea by saying, “most people feel pride in their work and wanted to be read”. While many learners may feel satisfied with their self-confidence and awareness of their writing abilities, there are some individuals who might find this approach rather demotivating and frustrating. It could hinder their writing progress and lead to a sense of failure (Graffild, 1998).

### 1.5.5 The cooperative writing approach

According to Boughey (1997), “This approach allows teachers to give more detailed and constructive feedback to group writing since they are dealing with a small number of groups rather than many individual students”. As suggested by Boughey (1997) the cooperative approach simplifies the task of teaching for educators, while also helps them achieve their goals. However, despite teachers' efforts to make writing easier, students often desire practical applications and opportunities to assess their progress.

### 1.5.6 The paragraph-pattern approach

As suggested by Folse et al (2010), learners require a specific development in their language skills in order to effectively communicate their ideas. The figure bellow presented by Folse et al (2010) illustrates the idea more.



**Figure 1.2:** *The relationship of the writing terms (Folse et al, 2010)*

According to the diagram provided, these are the essential components of writing that learners should keep in mind whenever they engage in the writing process.

### **1.5.6.1 Definition of paragraph**

In terms of its linguistic structure, a paragraph is a division within a written composition that typically encompasses multiple sentences and focuses on a specific topic. The commencement of a paragraph is indicated by the beginning of a new line, denoting the presence of an opening or introductory sentence (Oxford Advanced Learner's Dictionary, 2010). According to Berger (1990) a paragraph is a group of related sentences that discuss one main idea or topic. It is a distinct section of writing that conveys a complete thought. Typically, a paragraph is part of a larger written work, like an essay or a book. However, there are times when learners only need a single paragraph to achieve their goals.

Similarly, Juzwiak (2009) states that: "The paragraph is a distinct section or portion of a piece of writing, usually intended" (p. 4). The definitions all point to the same basic concept a paragraph is a group of related sentences that communicate a message or idea.

### **1.5.6.2 Kinds of paragraphs**

There are two kinds of paragraphs, the topical paragraphs and the special paragraphs.

#### **1.5.6.2.1 Topical paragraphs**

According to Djouimaa (2005), to ensure effectiveness, a topic or idea should adhere to certain conditions. Firstly, it should focus solely on a single subject, with statements and examples that maintain a consistent theme, often presented through a topic sentence. Secondly, it should evoke a sense of curiosity and interest in readers, as they seek to express their own thoughts on the matter. Thirdly, the sentences within the paragraph should exhibit a logical order that allows readers to easily identify and follow the progression of ideas. Additionally, there should be coherence among the sentences, enabling a smooth transition from one idea to the next, while also acknowledging the existence of gaps in the sequence of ideas (Djouimaa, 2005).

#### **1.5.6.2.2 The special paragraph**

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According to Djouimaa (2005), paragraphs serve the purpose of introducing or concluding a written piece and facilitating smooth transitions between different sections. As a result, paragraphs have a distinct structure that is easily identifiable, with the first line being indented and the content of each paragraph focuses on a single central idea. Additionally, each sentence within a paragraph follows a logical organizational pattern and is closely connected to the other sentences in the paragraph (Djouimaa, 2005).

For Raimes (1994), this approach primarily focuses on organization and imitation. In this method, teachers give learners a written sample to imitate, aiming to help them recognize, choose, modify, and exclude any incorrect statements in order to compose a well-structured paragraph. Additionally, this approach has a distinct characteristic that sets it apart from other methods: it places greater importance on organizing thoughts and ideas rather than on grammar accuracy and content fluency (Raimes, 1994).

### **1.6 Writing and Other Skills**

Becoming skilled in all four language abilities reading, writing, listening, and speaking is difficult. Writing, which involves producing language, requires being accurate, having broad knowledge, and being able to think critically. However, these requirements for writing depend on also being good at the receptive skills of reading and listening. Writing is complex, so it can cause psychological, linguistic, and cognitive problems (Byrne, 1988).

The absence of certain elements like intonation, stress, and pitch in written communication can result in disorganized and disconnected ideas, which is a linguistic challenge. Unlike spoken language, which naturally develops, writing requires formal instruction to be effectively developed. Therefore, it is important to compare writing with other skills to help learners gain a better understanding their learning journey (Byrne, 1988).

### 1.6.1 Writing and speaking

Writing and speaking are two essential skills in language learning, and they are often considered to be beneficial. The widely held belief is that these skills complement each other and play crucial roles in effective language acquisition. Kress (1989) argues on this idea by confirming “The person who commands both the forms of writing and speech is, therefore, constructed in a fundamentally different way from the person who commands the form of speech alone”. The learner who is skilled at both writing and speaking is fundamentally different from someone who is only skilled at speaking. However, various factors and circumstances can contribute to significant differences between the skills of writing and speaking.

To illustrate this view, Brown (1994) gives more explanation to distinguish between spoken and written language, According to him there are a few key factors to consider. Firstly, in terms of performance, speaking skills are considered more immediate and require real-time processing, while written language is permanent and can be read and revisited multiple times. Secondly, there are differences in the orthography of both skills. Writing is limited in terms of the amount of information it can convey compared to the various tools and techniques available to speakers to enhance their message. Additionally, written texts tend to exhibit a wider range of vocabulary and include lower frequency words more frequently than oral speech (Brown, 1994). In the following table, Hyland (2003, p.50) distinguishes between writing and speech:

**Table 1.1:** *Differences between speech and writing (Hyland, 2003, p. 50)*

<b>Speech</b>	<b>Writing</b>
1. More hesitations, interruptions, and self-correction.	1. More subordination and passives.
2. No spelling and punctuation conventions.	2. Longer sentences.
	3. More explicit coding of logical relations.
	4. Less modal modification.

## Diary Writing and Students' Writing Skill

3. Relies on gestures and paralanguage.	5. Structurally elaborate, complex, abstract, and formal.
4. Concrete, fragmented, informal and context dependent.	6. Characterized by monologue.
5. Characterized by turn taking.	

For Harmer (2004), there is a conflicting viewpoint regarding the claim. On one hand, Harmer acknowledges that the claim is valid, but on the other hand, he points out that there may be limitations to its applicability in certain situations. Harmer suggests that speaking skills might become less important or lose their significance in specific contexts also Hyland (2003) argued on that “speech is highly contextualized depends far more on a shred situation” (p. 49). The following table presented by Hyland (2003, p. 50) indicates the considerable differences between speech and writing.

Speaking and writing are closely connected skills. No matter how skilled someone is at speaking or writing, these abilities support and build upon each other. Practicing writing can help improve speaking abilities, and vice versa. Even though some experts may try to distinguish between speaking and writing, at a fundamental level they are intertwined skills that reinforce one another.

According to Weigle (2002), writing and oral skills are of equal importance, although they vary in specific criteria such as textual features, socio-cultural norms, and the cognitive processes employed in creating and comprehending written text. Consequently, the traditional belief that writing primarily serves to reinforce patterns of spoken language is now being replaced by the idea that writing in a second language is a valuable in itself. While writing and speaking skills possess distinct characteristics, they both play a vital role in the advancement of language instruction (Weigle, 2002).

### **1.6.2 Writing and reading**

Reading, like writing and speaking, has various characteristics. It is considered an essential skill in language learning, and it is often seen as the foundation for developing writing abilities. Moreover, reading extensively contributes to the acquisition of vocabulary, ideas, and knowledge by learners. In summary, reading plays a crucial role in language learning and offers significant benefits in terms of language development. Eisterhold (1990) assumes that "Reading passages will function as primary models from which writing skill can be learned or at least inferred". Therefore, the act of reading plays a significant role in enhancing learners' writing skills by enabling them to construct coherent and meaningful paragraphs.

In the same way, White (1988) pointed out that the limitation of writing lies in its dependence on reading. Therefore, writers must always consider their audience (the readers) and how they will interpret their written passages or paragraphs. White connects this issue to reading comprehension, stating that any writing course aimed at effective communication must include a significant emphasis on practicing reading skills for the purpose of writing for readers. This concept suggests that learners cannot become proficient in writing unless they have a strong foundation in reading. Learners should focus on developing their ability to understand written text, as it will enhance their productivity and success in language learning (White, 1988).

### **1.7 Purpose and Importance of the Writing Skill**

Writing is widely accepted as a primary form of communication. Several purposes are suggested by Grabe (2003) in which he argues that writing enables learners to handle the technical aspects of producing a written piece, and they can employ diverse methods such as rephrasing, itemizing, reiterating, and completing sentences to express their unique writing style.

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Engaging in writing exercises facilitates a deeply transformative and impactful form of learning. Consequently, its influence on the advancement and output of learners plays a crucial role in enhancing their psychological and physiological development, as suggested by Mc Arthur (2008) that “the power of writing is so strong that writing about one’s feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system” (p. 11).

White and Arndt (1991) argue that writing serves as a means of expressing one's thoughts to others. It involves deliberate mental exertion and often requires a significant amount of time and commitment; this valuable ability is likely the most crucial skill in facilitating the acquisition of English as a second language (White and Arndt, 1991). Consequently, it empowers learners to articulate their ideas, expand and enhance their knowledge, and facilitates communication, emotional expression, and the establishment of connections between different communities (White and Arndt, 1991).

### **1.8 Difficulties in Teaching the Writing Skill**

Teachers face difficulties in creating an optimal teaching environment due to the absence of certain necessary conditions. Additionally, factors such as the number of students in a class, limited time, and individual student challenges significantly affect the teaching of writing. In order to facilitate the writing process, teachers assume multiple roles in the classroom, aiming to establish a comfortable and supportive atmosphere for their students. Leki (1990) argues that teaching writing in EFL classes can be a challenging task for teachers due to several reasons. Firstly, the large number of students poses a significant barrier as it leads to various problems. Secondly, the limited time available may hinder teachers from achieving their goals and delivering their lessons effectively. Additionally, correcting student’s work and providing



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written feedback to each student becomes a difficult mission for teachers. Nonetheless, students encounter difficulties in writing that can be classified into areas such as spelling and grammar errors, coherence and cohesion, and linguistic accuracy (Leki, 1990).

The purpose of teaching writing is to provide students with the necessary knowledge and skills to write effectively in various situations and for different purposes. It is important for teachers to ensure that writing is given equal importance and recognition across a wide range of contexts. However, according to scholars, teaching writing under these circumstances can pose significant challenges for both teachers and students. Issues such as misinterpretation, distractions, incomplete lessons, and curriculum difficulties may become more prevalent. As a result, potential solutions like group learning, breaking down lessons into smaller parts, utilizing additional educational resources, increasing reading activities, and participating in sessions with other groups can help alleviate these problems.

## **Section Two: Free Writing**

### **1.9 Definition of Free Writing**

Grenville (2001) defines free writing as “non-stop talking into the page because you can't stop to think, your unconscious gets to have a go” (p. 11). This implies that engaging in free writing is a valuable method to allow one's subconscious mind to generate ideas, as it has access to all the cognitive information stored in a person's mind, in essence, free writing is a technique where the subconscious mind takes control instead of the conscious mind, leading to a continuous stream of ideas.

### **1.10 Merits of Free Writing**

According to Grenville (2001), writing freely, like keeping a diary, is an important activity because it helps people uncover thoughts and ideas they did not know they had.

Additionally, it encourages creativity because individuals are willing to take chances in this kind of task.

### **1.11 Teachers' and Students' Attitudes towards Free Writing**

Although free writing holds great importance, the same concept can be conveyed using simpler language, Jacobs (1986) conducted a study, and its findings indicated that students perceive free writing as '*ugly writing*' due to the presence of grammatical errors and/or insignificant ideas. On the other hand, He reported a unique and positive outcome, stating that students perceive rapid writing as a liberating experience (Jacobs, 1986). As far as teachers are concerned, according to Jacobs (1986), some teachers think that making students write fast could make them feel stressed.

### **1.12 Source of EFL Students' Errors**

Error analysis (EA) is a specialized field that examines the diverse errors made by individuals who speak a specific language, whether they are native or non-native speakers. Error analysis is defined by Ellis (1994) as "a set of procedures for identifying and explaining errors" (p. 701). This field focuses on thoroughly studying and understanding the mistakes made by language learners in order to identify patterns, determine their causes, and provide insights for language teaching and research. The role of EA involves examining the various mistakes made by students in a particular language and categorizing them based on the type of errors. Some errors are a result of transfer, where the mother tongue (MT) influences the mistakes, while others are directly related to the target language (TL) (Ellis, 1994).

Accordingly, Duly, Burt and Krashen (1982, p.98) assert that Interference refers to the process that is:

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The psychological use of the term interference refers to the influence of the old habits when new ones are being learned, whereas the sociolinguistic use of interference refers to language "interaction" such as linguistic borrowing and language society.

The psychological interference is about how old habits can interfere with learning new ones, while the sociolinguistic interference is about how different languages can influence and interact with each other within a language society.

While Hammerly (1991, p. 5) asserts that transfer refers to the product:

Faced with something to learn (the second language) that is similar, something they know and use for the same communicative purposes the NI, begin tend to rely initially on their mother tongue. Thus there are frequent NL intrusions in their SL output.

When learning a second language that is similar to their native language, learners tend to rely heavily on their first language at first. As a result, their use of the second language often includes frequent influences or intrusions from their native language. The distinction between an error and a mistake can be explained as follows. A mistake happens because of things like being tired or accidentally saying the wrong thing. When someone makes a mistake, they can usually fix it quickly just by being more careful. In contrast, an error is a more serious problem. Errors are caused by factors like lack of knowledge or understanding, rather than just simple slips or accidents.

According to Corder (1967, p. 204) "...They are not the result of a deficiency in 'competence' but the result of neuropsychological breakdown or interference in the process of encoding and articulating speech". Students make mistakes due to their lack of competence, which stems from their ignorance of the rules of TL.

### **1.12.1 Transfer**

The transfer, as mentioned previously, refers to how the mother tongue MT influences the students' performance in the target language TL. Duly, Burt and Krashen (1982) define transfer as "a process described as automatic, uncontrolled and subconscious use of the past learned behaviours in an attempt to produce new responses" (p. 101). For example, when we encounter a new situation, our brain can automatically draw upon our previous knowledge and learned patterns of behavior to produce a response, without us consciously thinking about it. This allows us to react quickly and efficiently to new circumstances, using our past experiences as a guide.

Linguists categorize transfer into various types, namely diachronic transfer, synchronic transfer, negative transfer, avoidance, and overuse. Cook (1992) defines diachronic transfer as "transfer over time", and synchronic as "transfer at a particular point in time" (p. 580). Whereas positive transfer refers to the speaker's untaught knowledge, which is not formally structured like secondary transfer, but rather acquired through interaction with the community (Cook, 1992).

### **1.12.2 Intralingual errors**

According to Richards (1974, p. 98) intralingual errors occur when mistakes are made in the TL itself, rather than being caused by MT. These errors typically arise because certain structures or rules in the TL pose difficulties for second language learners, leading them to make mistakes. According to him there are four main types of intralingual errors. The first type is overgeneralization, which occurs when English learners apply the "-s" plural marker to all nouns, including irregular ones, without understanding the restrictions of the rule (Richards, 1974).

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The second type is ignorance of rule restrictions, which can be considered a subset of overgeneralization errors where one element is used in place of another. The third type is incomplete application of rules, which involves errors that affect communication. The final type is false concepts hypothesized, which refers to errors resulting from students' misunderstanding of their teacher's explanations (Richards, 1974, p. 98). It is important to note that the teachers themselves are not considered the problem, but they should be more cautious in their teaching methods (Richards, 1974, p. 98).

### **Conclusion**

Writing is a complex form of communication. It involves both a skill to be developed and a way for people to express themselves. Writing also requires organizing our thoughts and ideas to convey precise meaning. Based on the previous literature, we can conclude that mastering writing is very difficult and requires significant practice. Therefore, both teachers and learners need to have essential information that make the process of teaching and learning writing easier and more central.

# **Chapter Two: Diary Writing**

## **Introduction**

Teachers, educators and researchers look all the time for new trends and methods to develop the language learning for second and foreign language learners, in one hand. On the other hand, students try by themselves to develop their abilities in the language learning. The present chapter reviews different definitions of the personal writing, definition of journal, the benefits of journal-writing, definition of diary, types of diaries, history of diaries and journals, diaries vs journals, applications of diary in research, the use of diary writing in learning process, the use of diary writing for language learning, structure of diary writing, procedure of teaching writing using diary writing technique, advantage of diary writing, diary writing as a reflective tool, ways to keep diaries, problems and issues with diary writing, and the benefits of diaries in the classroom.

### **2.1 Definition of Personal Writing**

Personal writing refers to any form of writing that belongs to an individual and involves the expression of their thoughts, emotions, and viewpoints. A common example of personal writing is a diary or journal. Diaries were initially written during the late Renaissance period and served as a means to document social and political events of that time (Britannica, 2003).

### **2.2 Definitions of Journal**

Journals are publications that feature articles written by experts on a particular topic. They play a crucial role in disseminating new research, ideas, and findings within academic and professional communities. Richards (1974) defines a journal as a collection of reflections on the events and experiences encountered during the process of teaching.

Moreover, Klug (2002) defines a journal as: a tool that offers a wide range of benefits. They can help us learn more about ourselves, improve our ability to focus, provide a means of

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self-expression and idea generation, act as a source of emotional release, enhance our writing skills, and become trusted companions and confidants. In essence, journals are valuable resources for maintaining a connection with our writing abilities, and they offer numerous advantages that are worth exploring.

Journal is a description of what happened each day or writing for a newspaper, magazine, or similar publication (“Journal”, 2024). In addition, the use of journal has been studied a lot to see how it affects students and their writing ability. One way to help students develop their writing skills is by having them write in a journal regularly, such as making an entry every day. As Spaventa (2000) claims that, journals are notebooks where writers keep track of their thoughts, views, and descriptions of their daily experiences. Keeping a journal helps writers grow and improve their creativity.

Journals come in various types serving for different purposes. Examples include personal journals, dialogue journals, and response journals (Rasinski & Padak, 1996). There exists a wide array of journals, each possessing unique strengths and specialized focuses tailored to their respective purposes and subject matters. As far as writing proficiency is concerned, it seems that the most obvious way to become a skilled writer is to actually keep writing, and at this point, the benefits of journal writing can be highly encouraging (Rasinski & Padak, 1996).

### **2.3 The benefits of Journal Writing**

According to Hamp-Lyons and Heasley (2006), the act of journal writing can significantly enhance a learner's writing skills over time. This is because journal writing offers learners a greater number of chances to express their thoughts on any desired topic, at their own convenience. By engaging in regular journal writing, learners are able to practice and improve their writing abilities progressively (Tuan, 2010). Moreover, maintaining a journal for the



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purpose of enhancing writing proficiency offers writers numerous chances to improve their skills by writing about topics they find interesting and documenting their daily experiences.

Additionally, there are several benefits associated with journaling. One such benefit is that it establishes a direct connection between the writer's thoughts and the teacher through informal discourse within the journal (Spaventa, 2000). Additionally, it promotes the growth and refinement of ideas, enhances critical thinking skills and provides a means to organize and explore personal thoughts and insights, as Lagan (2000) proposed.

According to Tuan (2010), while journal writing may not initially yield noticeable improvements in writing proficiency, consistently practicing this habit can eventually foster disciplined thinking and aid in the development of writing skills. Moreover, as Tin (2004) points that, engaging in creative writing activities has the potential to influence students' self-perception as learners and their understanding of the world around them. In contrast to writing activities done in a classroom setting that can create a stressful environment, journal writing offers notable advantages. By allowing students to work independently, journal writing reduces the pressure they may feel and provides a more comfortable and relaxed experience (Ngoh, 2002).

According to (Arikan, 2006), the way students improve their writing abilities has evolved. One of the newer methods is using writing journals, which involves students working together with their peers or teachers to give and receive feedback on their writing. This collaborative process helps students develop their writing skills by getting direct or indirect feedback from others (Arikan, 2006). At the same time, engaging in self-reflection through journal writing enables students to retrospectively analyze their actions and experiences throughout the lesson (Al-Rawahi & Al- Balushi, 2015).

## 2.4 Definition of Diary

Diary writing is a personal activity that many people find rewarding. It is a way to write down thoughts, feelings, and experiences. A diary is a way through which someone writes regularly to record what happens in his/her their daily life. In a diary, people can write down their thoughts, emotions, and observations as they happen.

Nowadays, diaries are being utilized more and more in academic, professional, and educational contexts to explore social, psychological, and physiological processes that occur in everyday situations (Kacewicz, Slatcher, & Pennebaker, 2007). Diaries are chance to record the small moments of daily life that make up the majority of our working hours and occupy the majority of our conscious focus (Wheeler & Reis, 1991, p. 340).

Some scholars such as Klimova (2015) believes that diaries can be maintained with varying frequencies, ranging from daily entries to a minimum of once per week. Additionally, diary writing plays a vital role in language learning and teaching methodologies. As Rubin (2003) points out, more successful learners exhibit a sense of control over their learning, they possess clarity regarding their objectives and methods, recognize their mistakes, and possess the ability to rectify them.

A diary is a personal journal that chronicles the language learning or teaching experience from a first-person perspective, with regular and candid entries (Bailey, 1990, p. 215). According to Crème (2008), this genre occupies a hybrid space between the realms of '*life narrative*' and '*university essay*'.

In an academic context, a diary serves as a tool for documenting first-person introspective reflections on one's learning or teaching experiences (Bailey, 1990). The teacher or student brings up concerns regarding emotional factors, personal perspectives, and strategies

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related to language learning (Bailey & Ochsner, 1983). Diaries serve as an invaluable resource for uncovering classroom dynamics and providing insights into the realities of teaching and learning processes that may not be readily apparent through direct observational research (Nunan, 1992; Bailey, 1990; Numrich, 1996). Goodson and Sikes (2001) state a diary serves more than just a record of factual events. It is a valuable tool for analysis and interpretation. By documenting experiences and thoughts, a diary helps refresh memories and uncover patterns or trends that might have been overlooked or forgotten if they existed solely in one's mind. The written record allows for deeper reflection and understanding of past events, emotions, and behaviors (Goodson and Sikes, 2001).

According to Proff (1975) writes,

diary writing usually involves the unstructured, chronological recording of the events of a person's life (...) We have to recognize, however, that the mere fact of continuously writing entries, as is done in the keeping of a diary, is not sufficient in itself to bring about deep changes in a person's life (p. 87).

While diary writing involves recording the events of a person's life, the act of keeping a diary alone may not necessarily lead to deep personal changes or growth. The mere habit of consistently writing entries is not enough on its own to bring about significant transformations in someone's life.

According to Christensen's (1981) work describing how a personal diary can serve as a complementary resource to classroom exercises, through ongoing writing and reflection, learners can start to identify desired or unexpected personal changes as they emerge. He encourages learners to explore the following suggestion: read and engage in the process of self-reflection.

## Diary Writing and Students' Writing Skill

According to (Progoff, 1975) Typically, authors commonly perceive a diary as a handwritten account that is organized chronologically, serving as a means to express personal emotions, thoughts, and daily experiences. It is important to note that diaries are not intended for public consumption or publication (Johnson and Bytheway, 2001).

Diaries are often seen as a form of uninhibited writing where authors can express themselves without the fear of judgment or evaluation from others (Barjesteh et al., 2011). Alternatively, some perceive it as a tool for introspective research, aiding in the process of generating and conveying meaningful written communication (Porter et al., 1996). Bailey (1990), for example, a diary study can be defined as a regularly written first-person account of a language learning or teaching experience, which is later analyzed to identify recurring themes. Similarly, Hiemstra (2001) discusses the practice of learners keeping learning diaries, in which they record their thoughts, emotions, and reactions to specific activities or events that occur during their educational experiences.

Diaries typically prioritize conveying meaning over adhering to specific writing structures, allowing learners to express their thoughts on topics that interest them; likewise, teachers focus on engaging with the message rather than correcting linguistic mistakes, giving learners the freedom to write without concerns about formalities (Bagheri & Pourgharib, 2013). Fluency, according to (Brown, 1994) can be described as the act of expressing or composing a continuous stream of words for a brief duration without engaging in any form of self-editing or making corrections.

Mac-Gown-Gilhooly (1991) reports that when emphasis was placed on fluency rather than accuracy in classrooms, students exhibited increased self-confidence, and teachers observed a decrease in students' apprehension towards writing, particularly among those who struggled with learning at a slower pace. Students also experienced improved feelings as they

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developed greater fluency in their writing and became capable of generating a greater number of ideas, as opposed to being constantly corrected on their work (McDonough & McDonough, 1997). Despite this, learners' responses in diaries vary, with some individuals recounting stories while others simply list a series of activities.

Diaries are highly valuable instruments for conducting language research as Nunan (1992) says that diaries can be “important introspective tools in language research” (p.118). These tools assist researchers in extracting valuable insights about learners by granting us access to the voices of participants (Bailey & Nunan, 1996, p.199). Engaging in discussions about their problems enables learners to find solutions, while teachers acquire valuable insights into the language learning processes (Peterson, 2012).

### **2.5 Types of Diaries**

Elg et al (2011) suggested four distinct categories of diaries: brief, descriptive, reporting, and reflective, they explain them as follows:

#### **2.5.1 The brief diary**

This category pertains to diaries that contain sparse or minimal content. Generally, individuals provide concise accounts of their everyday experiences and emotions (Elg et al, 2011).

#### **2.5.2 The reporting diary**

This category offers a sequential record of the day-to-day events and emotions that an individual goes through (Elg et al, 2011).

#### **2.5.3 The descriptive diary**

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The descriptive diary is a method for regularly documenting one or multiple experiences, focusing on the individual's health or interactions with healthcare providers. These diaries provide a more comprehensive understanding of the challenges faced by the person in their everyday activities (Elg et al, 2011).

### **2.5.4 The reflective diary**

According to Elg et al (2011), this kind of diary is different from the ones mentioned before because it includes thoughts and observations that happen during the day. This type of diary sees diaries as a way to reflect on experiences, which is not a new idea in literature. Elg et al (2011, p. 137) suggest the passage below taken from a reflective diary as an example of this type of diary “Maybe I should be more active [...] maybe get a little more mobile, so that it will not hurt so much [...]”.

## **2.6 History of Diaries and Journals**

According to Janesick (1999), Diary-writing can be traced back to ancient times in Greece and Rome, as some of the earliest known diaries were written during that period. Later on, individuals like St. Augustine and Pascal also maintained diaries to record events and experiences in their lives, aiming to explore the workings of the human mind. In the 10<sup>th</sup> century, Japanese women wrote detailed and honest texts about their daily lives, dreams, aspirations, ideas, fantasies, emotions, and inner thoughts. These diaries were called ‘Pillow Diaries’ because they were kept hidden under their pillows (Janesick, 1999).

Several scholars such as in Tuan (2010, p. 82), states that engaging in diary writing or personal writing offers numerous benefits. He further asserts:

It is a powerful tool to find our own untapped creative power, uncover our family history, learn to see the world more clearly, heal unsolved issues, understand our fears, and explore our motivation. Through personal writing, we can develop both

## Diary Writing and Students' Writing Skill

writing skills and awareness, can develop greater awareness and interpersonal understanding, increasing the ability to relate to others.

This highlights how personal writing can be a valuable tool for self-exploration and personal growth. Through the act of writing about oneself and one's experiences, individuals can uncover new insights, develop greater self-awareness, and improve their ability to understand and relate to others.

According to Janesick (1999), Before the Victorian era, numerous spiritual and organized religious groups maintained diaries. This latter were widely used as political records. For example, during the French Revolution, many individuals wrote diaries in which they expressed personal reasons for supporting the revolution, these diaries revealed strong emotions of love for their country, a sense of national identity, and a strong disapproval of the corrupt monarchy. In addition to renowned authors and notable individuals from the past, there were also psychologists who engaged in the practice of maintaining personal diaries; these psychologists held the belief that the act of journaling was beneficial within the realm of therapy in the field of psychology (Janesick, 1999).

Lately, According to Janesick (1999) and Progoff (1975) devised a framework for maintaining a comprehensive journal, known as the intensive journal. This method involves engaging in a contemplative and thorough process of writing, vocalizing the written words, and, in certain instances, sharing the written content with others (Janesick, 1999, p. 510). Notably, Janesick (1999) added that the key to unleashing the potential for growth and experiencing life fully lies in reflecting upon one's internal thoughts.

In the present era, the practice of journaling has become incredibly widespread, to the point where numerous diary-related materials and illustrations are readily accessible with just a single click.

## 2.7 Diaries vs Journals

Although many writers in the field of dairy-writing have used the terms '*diary*' and '*journal*' interchangeably, some researchers argue against considering them synonymous. They have emphasized a clear distinction between these two terms. According to Nakano (1985), a diary is a personal record that someone keeps for themselves, while a journal is a written account that is meant to be shared with others. The main difference between the two lies in their purposes: a diary is private, while a journal is meant to be shown or shared with others.

## 2.8 Applications of Diary in Research

Diary is a tool used in research. Researchers ask people to write about their daily activities and thoughts in a diary. By studying these diaries, researchers learn about people's experiences and behaviors. Table 1 provides a range of research applications of diaries, accompanied by illustrative examples (Bazir, 2016).

**Table 2.1** *Applications of Diary in Research (Bazir, 2016)*

		<b>Author</b>	<b>Area Of Research</b>
<b>pedagogic</b>	Learners in classrooms	Peck, S. (1996)	growth of cultural sensitivity in FL learners
		Block, D. (1996)	(oral diaries):the problem of uptake and gaps in teacher and learner perceptions of learning
	Trainees	Thornbury, S. (1991)	use of teaching practice logs for trainee self-assessment and awareness
		Richards, K. (1992)	reflection on FLL as a consciousness-raising tool
language learning	Bailey, K. (1983)	the role of affective issues ('anxiety' and 'competition') in LL	
	Campbell, C. (1996)	prior LL experience in FLL(re-use of prior learning styles and strategies)	



<b>expert</b>	experienced teachers	Ashton-Warner, S. (1963)	importance of learner-centred methods in vocabulary acquisition
		Towndrow, P. (2004)	Laptop journal exploring on-line tutoring difficulties
	teacher trainers	Bailey, K. (1996)	class-group diary and the dialogic process

## 2.9 The Use of Diary Writing in Learning Process

Keeping a diary can hold immense importance in the process of learning. According to Jado (2015), the benefits of engaging in this form of writing can be outlined as follows:

### 2.9.1 Allowing anxiety-free writing

According to Schneider (1994), Learning diaries, by their essence, bear a strong resemblance to ordinary spoken language (Jado, 2015). Hence, the act of writing in these diaries is free from any sense of self-awareness or restraint which, according to Jado (2015), creates a safer environment for honing writing skills, free from restrictions related to format, target readers, and criticism, this style of writing is unlike any other that they have encountered during their class (Jado, 2015).

### 2.9.2. Promoting critical thinking skills

Keeping learning diaries improves the ability to think critically (Jado, 2015).

### 2.9.3. A means for reflection

A learning diary is a systematic method of documenting learning experiences and collecting information for the purpose of self-analysis and reflection (Jado, 2015). This suggests that the use of learning diaries motivates learners to record their personal thoughts on their learning experiences, which in turn improves their learning and promotes reflective thinking (Jado, 2015).

## 2.10 Structure of Diary Writing

According to Hoffman (2012), a diary is commonly written in a physical book, where each page represents a separate entry. He further adds that a diary entry typically follows a specific structure as follows:

**2.10.1. Date:** A diary is a journal or a record that is updated regularly, typically each day. The person writing a diary, known as a diarist, customarily starts each new entry by noting the current date, such as stating the day of the week and the numerical date, like “Friday, November 11th” The entries are organized chronologically by their dates.

**2.10.2. Orientation:** The entry format mentioned involves starting with the current date, followed by an orientation or introduction. The writer greets their diary, using a phrase like ‘*Dear Diary*’ and then provides a brief overview of what the entry will be about, typically in the form of the first few sentences.

**2.10.3 Paragraphs:** Following, the series of occurrences will be depicted alongside the particulars and the sentiments and responses of the writers towards them. In this section, furthermore, the writers have the liberty to articulate their sentiments, contemplations, and emotions regarding the events or undertakings that transpired throughout the day using alternative vocabulary.

**2.10.4 Personal reflection:** In this section, the writers will think back on what happened to them during the day and share their thoughts and feelings about those experiences. It is like a summary of their overall impressions of the day.

**2.10.5 A sign-off:** In conclusion, certain writers conclude their diary entries by providing their signature, while others may choose not to include it. It is an optional aspect of the entry.

## 2.11 Procedure of Teaching Writing Using Diary Writing Technique

According to Taqil et al, (2015, p. 76-77) there are some steps to follow when writing diary activities, such as:

- a) The teacher provides an explanation to the students regarding the concept of writing a diary.
- b) Then, the teacher proceeds to instruct the students on the practical application of their diary.
- c) The students record their thoughts and experiences in diary entries, which will be collected by the teacher.
- d) The teacher proceeds to go through each diary and appended a comment to the end of each entry. The comments may serve as encouragement for self-expression and further writing. Some comments highlight interesting topics and express a desire to hear more about them. However, the teacher refrains from commenting on the vocabulary used or grammatical errors, as the primary objective is to promote continuous writing.
- e) The teachers return the diaries to the students the following day and ask them to continue writing in them.
- f) During the class session, the teacher highlights the essential characteristics of diary writing. The students engage in a discussion about the challenges they encountered while maintaining their diaries. Additionally, they explore potential modifications they could incorporate in their upcoming diary entries.

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- g) The teacher decides how long students have to write their diaries, usually between 15 and 20 minutes. The teacher uses a clock or a timer to show students when they should be done writing.
- h) In the next, the diaries are gathered together to assess the quantity of written content and establish connections.
- i) The comments with the change in writing styles and quantity.

Based on the steps provided, the diary writing technique involves the teacher guiding students through the process of maintaining a diary. The aim is to encourage continuous writing and self-expression, rather than focusing on grammatical or vocabulary errors. The teacher provides feedback and facilitates discussions to help students improve their diary writing over time. This technique allows students to practice their writing skills in a personal and meaningful way.

### **2.12 Advantages of Diary Writing**

Practicing writing is essential for improving one's writing skills. One effective method to gain writing practice, even before starting to compose essays, is to maintain a daily or almost daily diary. Keeping a diary helps cultivate the habit of expressing thoughts on paper and demonstrates how ideas can emerge through the writing process.

Brown (2003) mentions that diary or journal writing, where students express their thoughts, feelings, reactions, and responses to something that has happened, falls under the category of self-writing, where the audience is primarily oneself". Diary or journal writing allows students to explore and document their internal world, their perspectives, and their personal growth, without the pressure of writing for a specific external audience. It is a form of self-reflection and self-discovery, where the students are the main focus and beneficiaries of the writing process.

### **2.13 Diary Writing as a Reflective Tool**

Experience alone does not ensure learning. Instead, one must actively explore, adjust, and challenge learner's experiences in order to transform them into knowledge (Dyke, 2006). Lacking the reflection needed to reach personal insight, '*reflection*' is a concept too often regarded as '*just thinking*' and loosely used, some critics claim experience (Knight, 2002). A diary can turn into a valuable learning tool when you read it again and carefully examine it for recurring patterns (Jeffrey and Hadley, 2002). Dyke (2006) further claims that true learning occurs when individuals engage with patterns in order to re-evaluate their past experiences. While maintaining a diary serves as a means of documenting these experiences, it is the act of reflecting upon these actions that fosters profound comprehension and facilitates personal transformation (Dyke, 2006).

McDonough and McDonough (1997) point out that the introspective research holds significant value for teachers as a suitable research approach. Diaries serve as a valuable tool in enhancing comprehension of teaching and learning behaviors and practices. According to Proffoff (1975), "experiences that would otherwise be intangible and therefore too elusive to grasp thus become accessible to us so that we can work with them" (as cited in McDonough and McDonough, 1997, p.135). These authors contend that documenting personal experiences transforms them into something concrete or perceptible.

### **2.14 Ways to Keep Diaries**

Teachers can maintain personal diaries to document classroom events, enabling them to later reflect upon those experiences. These diaries serve multiple purposes, such as recording events for future contemplation or evaluating thoughts and decisions (Burton, 2005). Personal diaries offer valuable insights and contribute to personal and professional growth. However,

## Diary Writing and Students' Writing Skill

Day (1993, p.88) argues, "Reflection is a necessary but not sufficient condition for learning".

Day (1993) also claims confrontation, whether initiated by oneself or others, plays a crucial role in challenging and improving professional development.

According to Gebhard and Nagamine (2005), building a connection with teachers who share similar sensitivities plays a vital role in our growth as teachers.

### **2.15 Problems and Issues with Diary Writing**

The presence of '*bias*' and '*perspective*' is considered crucial for maintaining the reliability and credibility of research (McDonough and McDonough, 1997). Therefore, when it comes to diary reflection, the concept of subjectivity and objectivity becomes uncertain. Research involving diary writing can be influenced by bias because the person conducting the study is both the subject and object of their own self-reflection and evaluation (Jopling, 2000).

Jopling (2000) claims that the experience of feeling impartial can clash with opposing emotions of self-regard and self-denial when attempting to write about a situation, it can be challenging to maintain impartiality due to personal biases and a lack of detachment from reality. This dilemma arises when comparing one's recollection of events in the classroom to the objective reality of what actually took place. Also Richards and Farrell (2005) suggest "using video recordings or transcripts of lessons to distinguish between subjective perceptions and objective reality". Using video recordings or transcripts of lessons refers to analyzing the objective, factual record of what happened in a lesson, rather than relying solely on subjective perceptions or memories. This can help distinguish between what was actually said or done versus how it was interpreted by different people.

Creating distance from the experience, according to Regan (2007), the concept of '*temporal distance*' refers to a process that can contribute to improved comprehension and

impartial evaluation. This distancing allows for a deeper understanding and a more objective analysis of feelings and experiences, enabling them to be fully appreciated and comprehended (Regan, 2007). Furthermore, Jopling (2000) addresses the act of '*stepping back*' from research is often seen as a means to detach oneself and gain objectivity. However, this detachment can be misleading, as it creates a false sense of independence, and the use of the first person perspective still poses problems. The appearance of disassociation cannot be fully trusted or relied upon (Jopling, 2000, p.64).

Making assumptions and beliefs objective means making them transparent and open to scrutiny by others (Pring, 1999). Conversely, Jopling (2000) contends that the discoveries are mostly difficult for anyone except the person who wrote the diary to access.

### **2.16 The Benefits of Diaries in the Classroom**

According to Absalom and Leger (2011), diaries can serve various valuable purposes within the classroom setting; they provide a comprehensive compilation of these purposes. For example, to illustrate a student's learning experience or as a tool for pre-service teachers to assess their teaching methods; a learner can utilize a diary. In this context, a diary can aid learners in cultivating critical thinking skills and analytical approaches. Additionally, diaries can contribute to the enhancement of communication abilities and the fostering of creativity. Diaries can also be employed to facilitate research planning. Lastly, teachers can employ diaries to assess students' comprehension of lesson concepts (Absalom and Leger, 2011).

While Barjesteh et al. (2011) talk about writing in a diary can be helpful for students because it encourages them to write more. Elbow (1998) emphasize the importance of not editing diaries can help students improve their ability to express themselves more confidently. Additionally, diaries can be used for reflecting on past entries and assessing their own progress.

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This encourages independent learning, where students are responsible for their own learning, keep track of their progress, and analyze the strategies they employ. Ultimately, this approach helps develop their thinking abilities (Richard & Lockhart, 1996).

### **Conclusion**

In conclusion, diaries are not given much importance in the Algerian context. Keeping a diary plays an important role in the improvement students' writing habits. In this chapter, our main concern is writing diaries as a tool used for enhancing students writing skills. Using diaries may help students to be good writers. Through diary writing, students can write freely without pressure. This can have a significant impact on EFL learners' attitudes towards writing. This chapter reviewed definitions of the major concepts related to the term diary its types, history and its relation to journals and the teachers' and students' attitudes towards it. Furthermore, this review has put forward the use of diaries in improving students' writing skills.



# **Chapter Three: Methodology and Data Analysis**

## **Introduction**

The development of writing skills in English as a Foreign Language (EFL) learners is a crucial aspect of language learning and education. Various approaches and techniques have been employed to enhance the writing proficiency of EFL learners, and one such approach is the practice of diary writing. This practical component of the dissertation aims to explore the impact of diary writing on the development of EFL learners' writing skills. The primary tools utilized for data collection in this study are a questionnaire administered to students and an interview conducted with teachers, adopting a descriptive approach. The questionnaires and interviews seek to investigate the perceptions and prescriptions of both teachers and students regarding the use of diary writing as a tool for improving writing skills. The questionnaires administered to students will provide valuable information about their attitudes towards diary writing, their perceived benefits, and challenges they may face.

Additionally, the interviews conducted with teachers will shed light on their perspectives on integrating diary writing into the EFL curriculum, and the perceived impact on students' writing skills. By combining the perspectives of both teachers and students, this study aims to provide a comprehensive understanding of the role of diary writing in enhancing EFL learners' writing abilities. This chapter examines a questionnaire that was given to 30 students and interview with 6 teachers.

### **3.1 Methodology**

The study adopts a qualitative approach, allowing for an in-depth understanding of the participants' experiences and perceptions. The research methodology employed in this investigation aims to explore the role of diary writing as a tool to enhance the writing skills of English as Foreign Language (EFL) students.

### 3.1.1 The students' questionnaire

#### 3.1.1.1 Sample

The sample is chosen from the second year students in the University of Biskra at the Department of English. The questionnaire was given to 30 students and answers were received from all of them (30 answered questionnaires). The researcher chose second year students as a sample because they are most concerned with finding solutions to improve their writing skills.

#### 3.1.1.2 The questionnaire description

The questionnaire includes three sections. The first one is about "Diary Writing Frequency and Duration" contains two (02) questions, the second section labeled "Impact on Writing Skills" includes four (04) questions, the last section labeled " Overall Impact and Emotional Connection" contains three (03) questions. All the questions are simple and clear to be understood by learners, the type of questions is a closed-ended with multiple-choice options.

#### 3.1.1.3 Questionnaire's Analysis

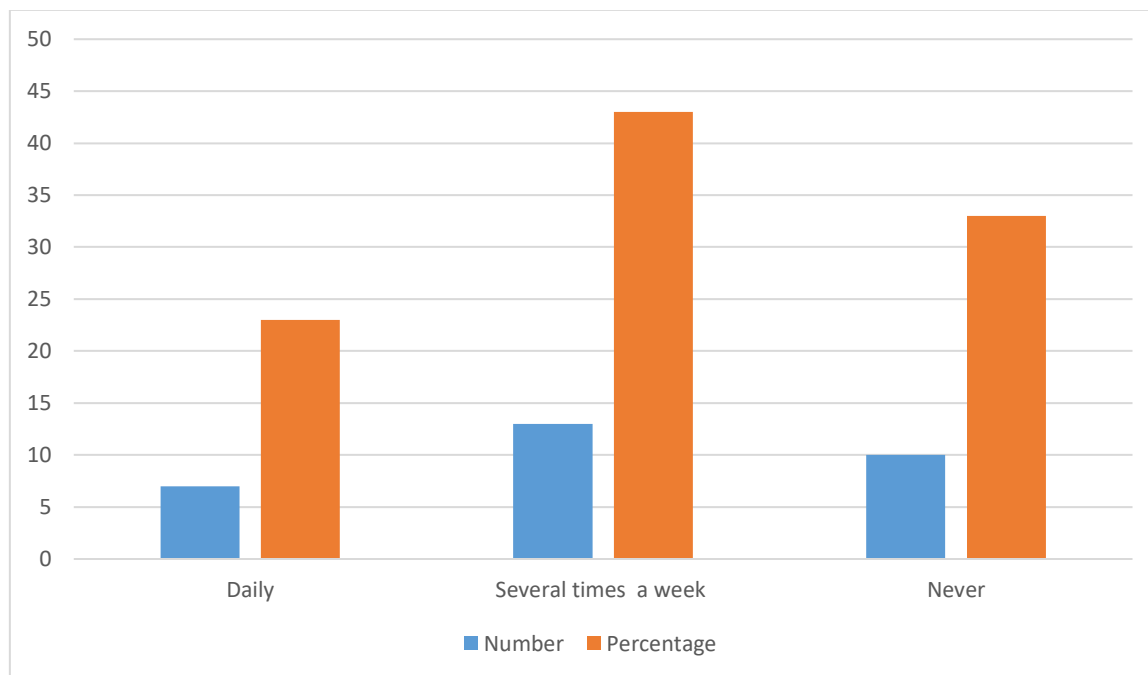
##### Section 1: Diary Writing Frequency and Duration

**Question 1:** Do you write diary?

**Table 3.1** *Diary Habits Assessment*

<b>Question 1</b>		
<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Daily	7	23%
Several times a week	13	43%
Never	10	33%
<b>Total</b>	<b>30</b>	<b>100%</b>

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**Figure3.1** *Diary Habits Assessment*

In this question, students were asked about their diary-writing habits and given three options to choose from: writing daily, writing several times a week, or never writing a diary. According to students' answers, 23% of students stated that they write diary daily. This consistency helps to develop several writing skills. Daily writing enhances fluency and flow of thoughts, as students become accustomed to expressing their ideas in written form on a regular basis. It also improves vocabulary and grammar as students actively engage with language during their daily writing sessions.

Furthermore, daily diary writing promotes self-reflection and introspection, which can lead to deeper insights and emotional intelligence. Also, 43% of them stated that they write diary several times a week. Students who write in their diary several times a week also benefit from regular writing practice, although not as frequently as those who write daily. Writing multiple times a week allows for continued development of writing skills, including vocabulary

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expansion, articulation of ideas, and organization of thoughts. While it may not offer the same level of consistency as daily writing, it still provides opportunities for self-expression and self-reflection and 33% of them indicated that they never write a diary. The students who do not write in their diary miss out on the benefits of regular writing practice. However, it is important to note that not everyone finds diary writing to be a suitable or preferred method of self-expression.

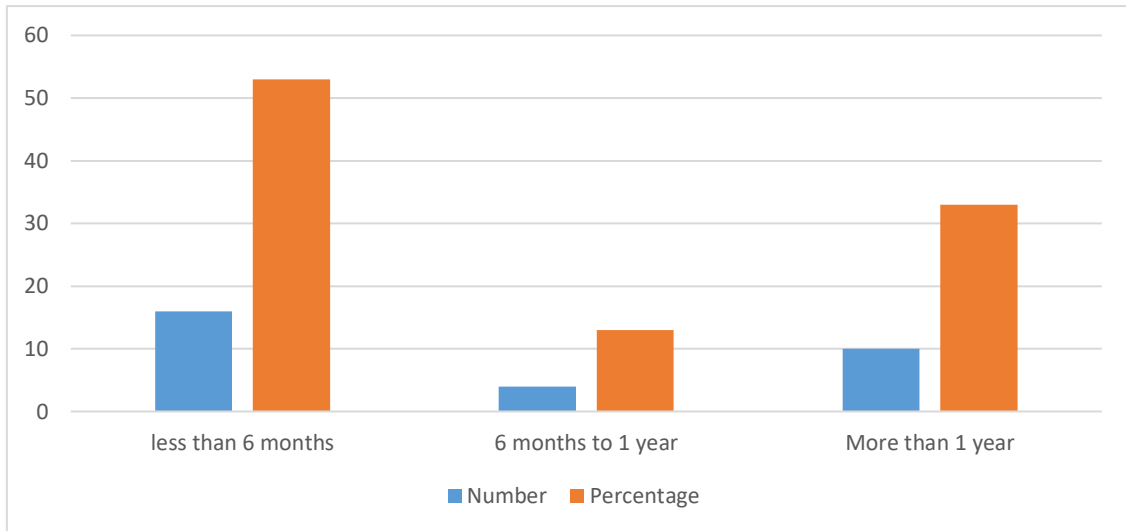
While writing skills can be enhanced through other means, such as academic writing, professional communication, or creative writing, the specific benefits related to diary writing, such as self-reflection and emotional processing, may be missed. In summary, regular diary writing, whether daily or several times a week, can contribute to the development of various writing skills, including fluency, vocabulary, grammar, organization, and self-expression. However, it's important to recognize that different students have different preferences and methods of self-expression, and writing skills can also be cultivated through other forms of writing.

**Question 2:** How long have you been writing in a diary?

**Table 3.2** *Diary Duration*

<b>Question 2</b>		
<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Less than 6 months	16	53%
6 months to 1 year	4	13%
More than 1 year	10	33%
<b>Total</b>	<b>30</b>	<b>100%</b>

## Diary Writing and Students' Writing Skill



**Figure3.2** *Diary Duration*

In this question, students were asked about the duration of diary writing. It categorizes the students into three options: less than 6 months, 6 months to 1 year, and more than 1 year. According to students' answers, 53% (16 students) chose the first option (Less than 6 months). This option represents a short duration of diary writing, indicating that more than half of the students have been writing in a diary for less than 6 months. While this may imply a new practice, it still contributes to writing skills in several ways like regular practice, even within a short period, consistent writing in a diary allows students to develop a regular writing habit.

Regular practice is crucial for improving writing skills and, reflection and self-expression, writing in a diary encourages individuals to reflect on their thoughts, experiences, and emotions. The act of expressing oneself through writing helps develop clarity, coherence, and organization in written expression also, vocabulary expansion, writing in a diary often involves describing personal experiences and feelings, which can lead to the exploration and adoption of new words and phrases. This contributes to the expansion of vocabulary and language proficiency.

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Also, 13% (4 students) chose the second option (6 months to 1 year) this option represents a slightly longer duration of diary writing compared to the previous category. While the percentage of students falls into this category is relatively low, the duration still contributes to writing skills in ways similar to the previous category, the continued practice, writing consistently for 6 months to a year further reinforces the habit of writing and allows students to build on their previous progress and enhanced self-reflection, with a longer duration of diary writing, students may gain a deeper understanding of their thoughts, emotions, and experiences. This can lead to more profound reflection in their writing, which contributes to improved writing skills, also the development of personal style, over time, individuals may develop their own unique writing style and voice through diary writing. This contributes to the cultivation of individuality and creativity in writing, and 33% (10 students) chose the third option (More than 1 year) this option represents the longest duration of diary writing among the provided choices.

Students falling into this category have been writing in a diary for over a year. Writing for such an extended period offers the best contributions like the mastery of writing habits, with over a year of consistent practice; students are likely to have developed strong writing habits. Regularly engaging in writing activities strengthens writing skills and leads to more effortless and fluent expression and, improved writing fluency, the longer duration allows students to refine their writing skills, leading to increased fluency and efficiency in expressing ideas and thoughts on paper also, it enhanced self-awareness, writing in a diary for an extended period promotes self-awareness and self-reflection. This, in turn, leads to a deeper understanding of one's own writing strengths and areas for improvement.

In summary, the duration of diary writing, regardless of the specific timeframe, contributes to the development of writing skills through regular practice, self-reflection,

## Diary Writing and Students' Writing Skill

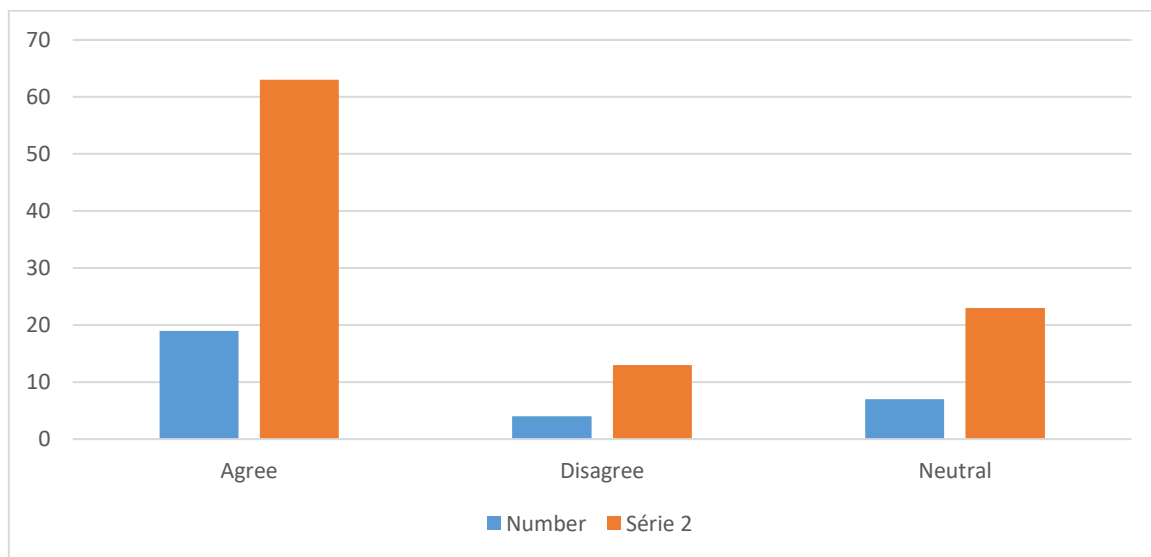
vocabulary expansion, habit formation, self-awareness, and the cultivation of personal style. The longer the duration of diary writing, the greater is the potential for mastery and refinement of writing skills.

### Section 2: Impact on Writing Skills

**Question 3:** Do you think that diaries writing improved your writing skills?

**Table 3.3** *Attitudes toward the Impact of Diary Writing on Writing Skills*

Question 3		
Option	Number	Percentage
Agree	19	63%
Disagree	4	13%
Neutral	7	23%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 3.3** *Attitudes toward the Impact of Diary Writing on Writing Skills*

The majority of students agreed that diary writing improved their writing skills (63% of students). This indicates that most students are aware of the importance of writing diaries in improving students' writing skills and they perceive diary writing as a beneficial activity for



## Diary Writing and Students' Writing Skill

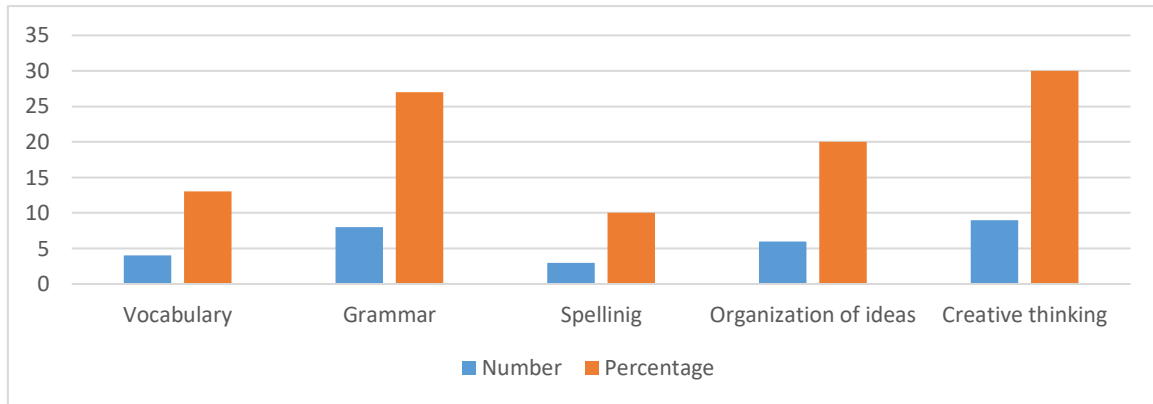
enhancing their writing abilities, while 23% of them are neutral, this indicates that a significant portion of the students neither agreed nor disagreed with the statement that diary writing improved their writing skills. It suggests that these students may have mixed opinions or may not have noticed a significant impact on their writing skills through diary writing, and only 13% of students disagreed that diary writing improved their writing skills. This indicates that a small minority of the students believe that diary writing did not improve their writing skills. It suggests that these students do not perceive diary writing as an effective method for enhancing their writing abilities or may have had a different experience with diary writing. Overall, the majority of students in this questionnaire believe that diary writing has positively influenced their writing skills, while a smaller percentage disagree or hold a neutral stance.

**Question 4:** In what ways do you think diaries improved your writing?

**Table 3.4** *How Keeping a Diary Enhances Various Writing Abilities*

Question 4		
Option	Number	Percentage
Vocabulary	4	13%
Grammar	8	27%
Spelling	3	10%
Organization of ideas	6	20%
Creative thinking	9	30%
<b>Total</b>	<b>30</b>	<b>100%</b>

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**Figure 3.4** *How Keeping a Diary Enhances Various Writing Abilities*

This question aims to know how diary helped improve students writing skills. The researcher found that 30 % of students believed that diaries improved their creative thinking, diaries can have a significant impact on enhancing creative thinking. Through the act of diary-writing, students are encouraged to reflect on their experiences, emotions, and ideas. This introspection stimulates creativity and can lead to more imaginative and original writing.

Additionally, diaries provide a safe space for students to explore their thoughts and experiment with different writing styles, fostering creative thinking and expression and, 27% of them believed that diaries helped them improve their grammar. This suggests that diaries can help students improve their grammar skills. When writing in a diary, students tend to pay more attention to the structure of their sentences and the correct use of grammar rules. With consistent practice, they can become more aware of grammatical errors and work on improving them, leading to better grammar skills overall and, 20% of them mentioned that diaries improved their organization of ideas. This indicates that keeping a diary can enhance the organization of ideas in writing. As students document their thoughts and experiences, they develop a habit of structuring their entries in a coherent manner.

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This practice helps them organize their ideas more effectively and present them in a logical sequence, leading to improved overall organization in their writing. Also 13% of them mentioned that diaries improved their vocabulary this suggests that diaries have likely contributed to improving vocabulary skills. By regularly writing in a diary, students have the opportunity to explore different words and expressions, expanding their vocabulary over time. This practice allows them to become more comfortable and proficient in using a wider range of words in their writing, and only 10% of them stated that diaries improved their spelling. Although diaries can help improve spelling to some extent, the lower percentage suggests that it may not be the primary aspect of writing that benefits from diary keeping.

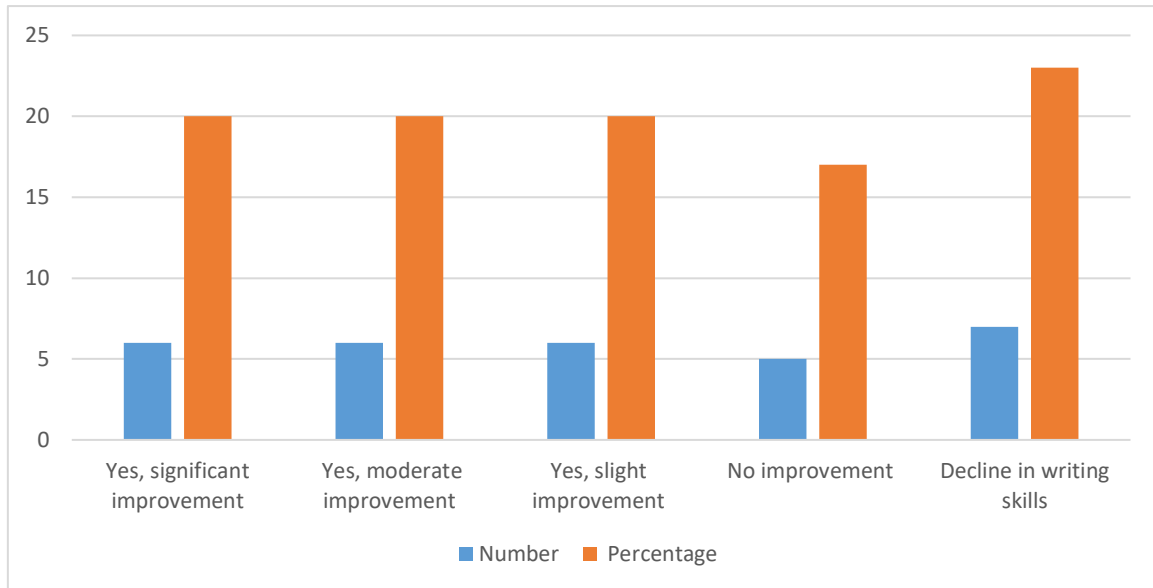
Students often write in diaries without the immediate need for perfect spelling, focusing more on capturing their thoughts and emotions. However, over time, regular writing in a diary may indirectly contribute to better spelling skills through increased exposure to words and self-correction. Overall, the table suggests that diaries can have a positive influence on various aspects of writing. While the percentages may vary, this analysis highlights the potential benefits of diary keeping in terms of vocabulary, grammar, spelling, organization of ideas, and creative thinking.

**Question 5:** Since you began keeping diaries, have you seen any progress in your writing abilities?

**Table 3.5** *Impact of Diary Writing on Writing Skill*

Question 5		
Option	Number	Percentage
Yes, significant improvement	6	20%
Yes, moderate improvement	6	20%
Yes, slight improvement	6	20%
No improvement	5	17%
Decline in writing skills	7	23%
<b>Total</b>	<b>30</b>	<b>100%</b>

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**Figure 3.5** *Impact of Diary Writing on Writing Skills*

Students were given five options in order to know the extent to which diary writing affects the development of writing abilities. According to students' answers, 20% of them reported a significant improvement in their writing abilities (the first option). This suggests that keeping diaries has had a positive impact on their writing skills and another 20% of them reported a moderate improvement in their writing abilities (the second option). While not as significant as the first group, they still experienced noticeable progress. Similarly, 20% of them reported a slight improvement in their writing abilities (the third option).

Although the improvement might be relatively minor, it is still perceived by them, and 17% of the stated that they have not seen any improvement in their writing abilities since they began keeping diaries (the fourth option). This suggests that, in their case, keeping diaries did not have a noticeable impact on their writing skills. Interestingly, 23% of the students reported a decline in their writing skills since they started keeping diaries. This indicates that, for some students, the act of keeping diaries might have had a negative effect on their writing abilities

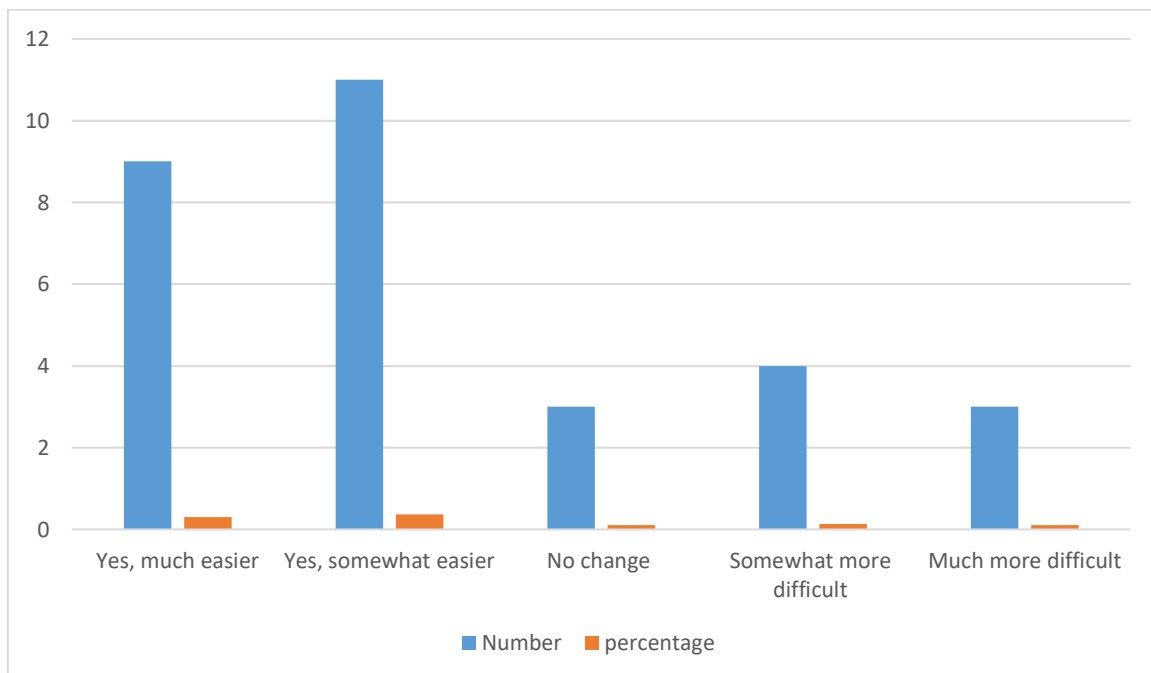
## Diary Writing and Students' Writing Skill

(the fifth option). The majority of students 60% reported some form of improvement in their writing abilities since they began keeping diaries, with varying degrees of significance. However, a notable portion of students 23% experienced a decline in their writing skills.

**Question 6:** Since you started diaries writing, do you find it simpler to put your ideas and feelings into words?

**Table 3.6** *Impact of Diary Writing on Expressing Ideas and Feelings*

Question 6		
Option	Number	Percentage
Yes, much easier	9	30%
Yes, somewhat easier	11	37%
No change	3	10%
Somewhat more difficult	4	13%
Much more difficult	3	10%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 3.6** *Impact of Diary Writing on Expressing Ideas and Feelings*

## Diary Writing and Students' Writing Skill

This question aims to know if students find it simpler to put their ideas and feelings into words since they started diary writing. Students were given five options and the researcher found that 30% of them chose the first option ("Yes, much easier"). This suggests that the act of regularly documenting their thoughts and emotions has helped them develop their writing skills and articulate their thoughts more effectively and 37 % of them chose the second option ("Yes, somewhat easier").

The majority of students selected this option, indicating that they experienced some improvement in expressing their ideas and feelings through writing since starting diaries. While not as significant as the previous group, these students still found the practice beneficial in enhancing their ability to communicate their thoughts, and only 10% chose the the third option ("No change"). This suggests that for these students, keeping a diary did not have a noticeable impact on their writing skills or the ease with which they expressed themselves. Similarly, 10% of them chose the fifth option ("Much more difficult"), indicating that keeping a diary had significantly hindered their ability to express ideas and feelings in writing. The reasons for this could vary, such as feeling overwhelmed by the process, experiencing writer's block, or finding it challenging to accurately convey their emotions.

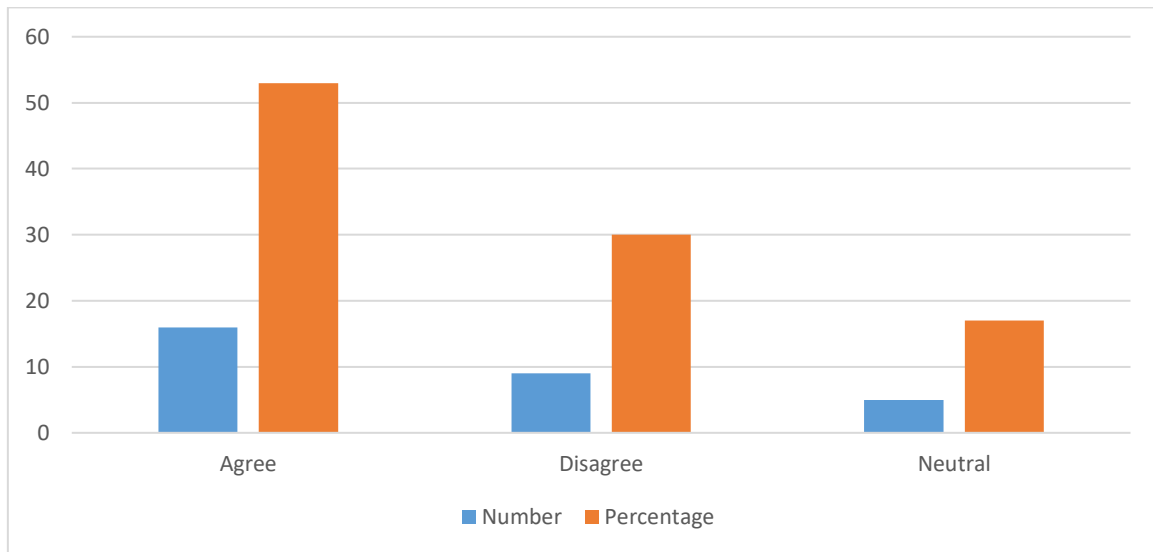
Also, 13% of them chose the fourth option ("Somewhat more difficult"), It's possible that these students may have encountered difficulties in translating their thoughts into written words or experienced self-consciousness or creative blocks. Overall, the results suggest that the act of keeping a diary has been beneficial for the majority of students, either making it easier or somewhat easier for them to express their ideas and feelings in writing. However, a small portion of students found it somewhat or much more difficult after starting a diary.

**Section 3: Overall impact and emotional connection**

**Question 7:** Do you believe that writing in a diary has made you a better disciplined and organized writer?

**Table 3.7** *Opinions on the Effect of Diary Writing on Disciplined and Organized Writing*

Question 7		
Option	Number	Percentage
Agree	16	53%
Disagree	9	30%
Neutral	5	17%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 3.7** *Opinions on the Effect of Diary Writing on Disciplined and Organized Writing*

The majority of students 53% agreed that writing in a diary has made them better disciplined and organized writers. This suggests that a majority of the students found diary writing to be beneficial for their writing discipline and organization, while 30% disagreed that writing in a diary has improved their discipline and organization as writers. This indicates that

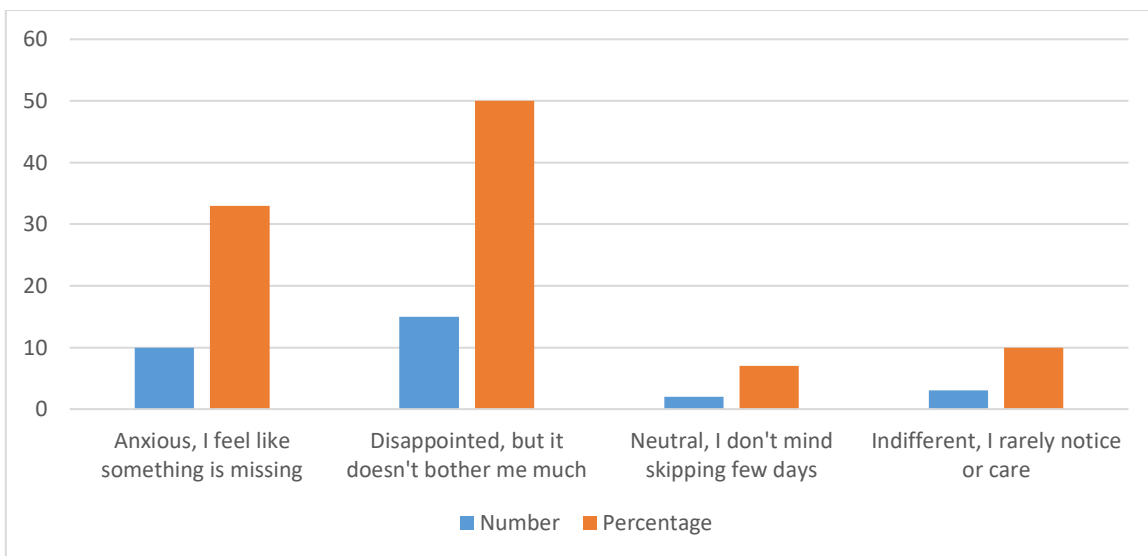
## Diary Writing and Students' Writing Skill

a significant minority of the students did not see a positive impact from diary writing in terms of their writing skills, and only 17% chose the neutral option.

**Question 8:** When you miss diaries writing for a long time how does it make you feel?

**Table 3.8** *Emotional Responses to Missed Diary Writing*

Question 8		
Option	Number	Percentage
Anxious, I feel like something is missing	10	33%
Disappointed, but it doesn't bother me much	15	50%
Neutral, I don't mind skipping few days	2	7%
Indifferent, I rarely notice or care	3	10%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 3.8** *Emotional Responses to Missed Diary Writing*

In this question, students were asked about their feelings when they miss diary writing for a long time. The majority of students, 50%, indicated that they feel disappointed when they miss writing in their diaries for a long time, but it doesn't bother them much (the second option). This suggests that while they may have some level of disappointment, it does not significantly impact their well-being or daily life and, 33% of them expressed feeling anxious when they miss



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diary writing for an extended period (the first option). This indicates that for a significant portion of students, not engaging in diary writing creates a sense of unease or the feeling that something is missing from their routine or personal reflect.

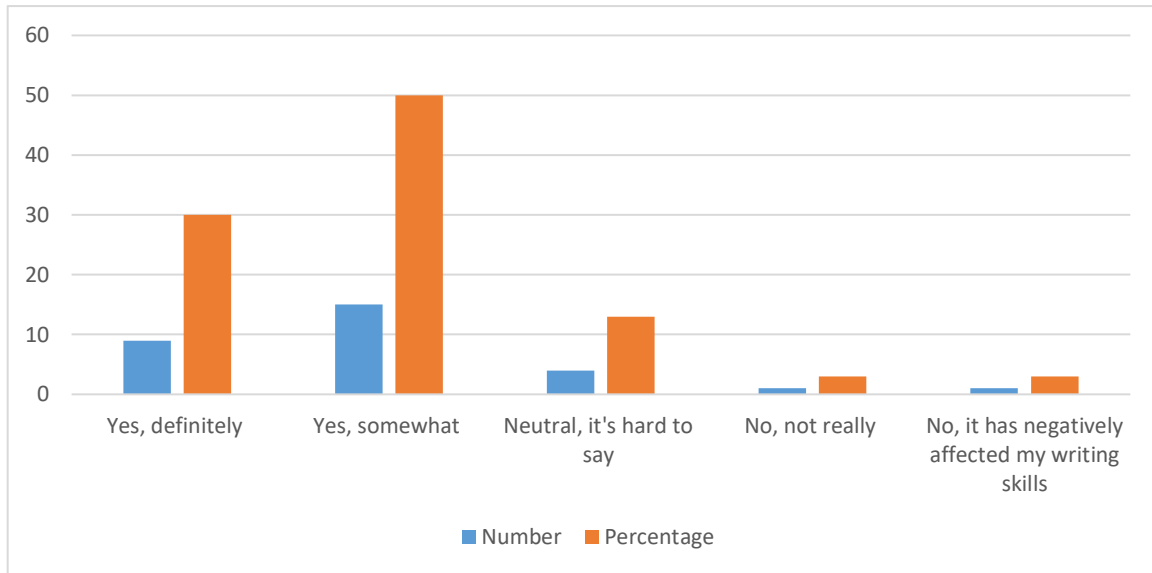
Also, a small percentage of students, 7%, stated that they feel neutral and do not mind skipping a few days of diary writing (the third option). This suggests that these individuals do not attach much importance to maintaining a consistent diary-writing habit and are not concerned about occasional gaps. Lastly, 10% of them claimed to be indifferent, rarely noticing or caring about missing diary writing (the fifth option). This implies that for these students, diary writing does not hold significant value or impact their emotional state or sense of well-being.

**Question 9:** Overall, do you believe that writing in diary had a positive impact on your writing skills?

**Table 3.9** *Self-Evaluation: Diary Writing and Writing Skills*

<b>Question 9</b>			
<b>Option</b>	<b>Number</b>	<b>Percentage</b>	
Yes, definitely	9	30%	
Yes, somewhat	15	50%	
Neutral, it's hard to say	4	13%	
No, not really	1	3%	
No, it has negatively affected my writing skills	1	3%	
<b>Total</b>	<b>30</b>	<b>100%</b>	

## Diary Writing and Students' Writing Skill



**Figure 3.9** *Self-Evaluation: Diary Writing and Writing Skills*

In this question, students were asked about the impact of writing in a diary on their writing skills. Students were given five options. 50% of students chose the second option (Yes, somewhat) they believed that writing in a diary had at least some positive impact on their writing skills and, 30% of them chose the first option (Yes, definitely) they strongly believed that writing in a diary had a positive impact on their writing skills. This indicates that they perceived diary writing as a beneficial activity for improving their writing abilities also, 13% chose the third option (Neutral, it's hard to say) they were uncertain about the impact of writing in a diary on their writing skills. They neither strongly agreed nor disagreed with the statement and, only 3% chose the fourth option (No, not really) they felt that writing in a diary did not have a significant positive impact on their writing skills. Likewise, only 3% of them chose the fifth option (No, it has negatively affected my writing skills) they believed that writing in a diary had negatively affected their writing skills.

### 3.1.2 The teachers' interview

#### 3.1.2.1 Sample

The sample is chosen from the teachers in the University of Biskra at the Department of English. The interview was conducted with the teachers (6 interviewees). The researcher chose University teachers as a sample taking into consideration their experience in study and education.

#### 3.1.2.2 The description of interview

The interview includes three sections. The first one is about “ Incorporating Diary Writing in the Classroom” contains three (03) questions, the second section labeled “ Benefits of Diary Writing” includes three (03) questions, the last section labeled “Impact of Diary Writing” contains three (03) questions. All the questions are simple and clear to be understood by teachers, the type of the question is an open-ended questions that allow for detailed responses and exploration of the topic.

#### 3.1.2.3 Analysis of teachers' interview

##### Section 1: Incorporating diary writing in the classroom

**Question 1** Do you include diary writing into your teaching in the classroom?

**Table 3.10** *Teachers' Inclusion of Diary Writing in Classroom Teaching*

Teachers	Answers
Teacher 1	I rarely include diary writing into my teaching in the classroom.
Teacher 2	I rarely include diary writing into my teaching in the classroom.
Teacher 3	I never include diary writing in my teaching.
Teacher 4	I did not include as a teaching strategy.
Teacher 5	I have never used it. However, I always recommend diary writing for my students as a method to improve their language skills.
Teacher 6	Often.

## Diary Writing and Students' Writing Skill

In this question, the teachers are asked whether they include diary writing in their teaching in the classroom. The teacher 1 answered with "I rarely include diary writing into my teaching in the classroom. "This teacher indicates that diary writing is not a common practice in their teaching. It suggests that they might have alternative methods or activities they prefer to use instead. And the teacher 2 answered with "I rarely include diary writing into my teaching in the classroom".

Similar to Teacher 1, this teacher also rarely includes diary writing in their teaching. It implies that diary writing is not a regular part of their instructional approach. Also, the teacher 3 answered with "I never include diary writing in my teaching". This teacher states that they do not use diary writing as part of their teaching strategy. They may have personal reasons or pedagogical preferences that lead them to exclude diary writing from their classroom activities. And the teacher 4 answered with "I did not include it as a teaching strategy. I have never used it. However, I always recommend diary writing for my students as a method to improve their language skills". This teacher acknowledges that they have not used diary writing as a teaching strategy themselves. However, they recognize its potential benefits and recommend it to their students as a way to enhance their language skills.

In addition to teacher 5, who answered with the answer "No answer". And the teacher 6 answered with "Often." This teacher indicates that they frequently include diary writing in their teaching. It suggests that they consider it a valuable activity for their students and incorporate it into their instructional approach regularly. Overall, the teachers' responses vary in terms of their usage of diary writing in the classroom. Some teachers rarely or never include it, while others recommend it to their students or use it frequently as a teaching strategy. The choice of each teacher likely depends on their teaching style, their goals for the students' language development, and their personal preferences.

**Question 2** Do you think writing in a diary helps students become better writers?

**Table 3.11** *Teachers' Consensus: Writing in a Diary Enhances Students' Writing Skills*

<b>Teachers</b>	<b>Answers</b>
<b>Teacher 1</b>	Yes, it helps them become better writers.
<b>Teacher 2</b>	Yes, it is kind of realistic practice.
<b>Teacher 3</b>	Yes, it greatly helps students become able to write easily.
<b>Teacher 4</b>	Yes, I believed in that.
<b>Teacher 5</b>	I agree, my opinion based on my personal experience.
<b>Teacher 6</b>	I strongly believe.

In this question the researcher asks whether writing in a diary helps students become better writers. According to the teachers' answers, Teacher 1 answered with "Yes, it helps them become better writers." This teacher believes that writing in a diary has a positive impact on students' writing skills. However, no specific reason is provided for this belief and, the teacher 2 answered with "Yes, it is kind of realistic practice". This teacher suggests that writing in a diary offers students a form of realistic practice.

By reflecting on their daily experiences and expressing themselves in writing, students can develop their writing abilities. Also, the teacher 3 answered with "Yes, it greatly helps students become able to write easily". According to this teacher, writing in a diary significantly aids students in becoming more proficient at writing. The regular practice of expressing thoughts and emotions in a personal diary can enhance their writing fluency and make the process more effortless and, the teacher 4 added "Yes, I believed in that". This teacher agrees that writing in a diary contributes to students' improvement as writers.

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Also, teacher 5 answered with “I agree, my opinion based on my personal experience”. This teacher's agreement is based on personal experience, implying that they have observed the positive effects of diary writing on their own writing skills, and the teacher 6 Answered with “I strongly believe” This teacher holds a strong belief that writing in a diary is beneficial for students' writing development. In summary, the teachers' responses indicate a general consensus that writing in a diary helps students become better writers. The reasons given include the realistic practice it offers, the ease it brings to writing, personal experiences, and strong beliefs. While the responses lack detailed explanations, they collectively suggest that diary writing can have a positive impact on students' writing proficiency and fluency.

**Question 3** In your experience, how have students responded to writing in diaries? Have you noticed any changes in their writing abilities?

**Table 3.12** *Teachers' Perspectives on Students' Responses to Diary Writing and its Impact on Writing Abilities*

<b>Teachers</b>	<b>Answers</b>
<b>Teacher 1</b>	They like, prefer writing in diaries. Yes, their writing becomes less errors making, more accurate and organized.
<b>Teacher 2</b>	It is a modest, but fruitful especially when it becomes a routine practice.
<b>Teacher 3</b>	We have never experienced.
<b>Teacher 4</b>	As I said earlier, I did not include it in my teaching. That is to say, I cannot determine students' responses.
<b>Teacher 5</b>	I have only suggested it. So, I have no idea if they use it for real.
<b>Teacher 6</b>	Well motivated. Yes, I noticed radical changes.

Analyzing the teachers' responses, we can see a range of perspectives on students' responses to writing in diaries and the changes in their writing abilities. The teacher 1 states that

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students like and prefer writing in diaries. According to this teacher, students' writing becomes less error-prone, more accurate, and organized. This suggests that students find value in diary writing and that it positively impacts their writing skills and the teacher 2 describes diary writing as a modest practice but emphasizes its fruitfulness, particularly when it becomes a routine.

While the response does not directly mention changes in writing abilities, it implies that regular diary writing can have a positive impact also, teacher 3 states that they have never experienced students' responses to writing in diaries. It suggests that this teaching approach has not been implemented in their classroom, so they cannot provide any insights into its effects and, the fourth teacher did not include diary writing as part of their teaching approach, so they cannot determine students' responses or any changes in writing abilities. This response indicates a lack of familiarity with the topic (diary writing).

The teacher 5 suggests that they have only suggested diary writing to students but do not know if it has been implemented or how students have responded. This response indicates a lack of information on student experiences. And the last teacher (teacher 6) states that students are well-motivated when it comes to diary writing and that they have noticed radical changes. This suggests that students' writing abilities have significantly improved as a result of engaging in diary writing. Overall, the responses indicate that diary writing can be beneficial for students' writing skills, leading to improvements in accuracy, organization, and motivation. However, some teachers have not implemented or experienced diary writing in their classrooms and, therefore, cannot provide specific insights into student responses or changes in writing abilities.

**Section 2: Benefits of diary writing**

**Question 4** Do you believe that writing in diaries helps improve students' ability to communicate their ideas and feelings?

**Table 3.13** *Teachers' Consensus: Writing in Diaries Enhances Students' Communication Skills and Emotional Expression*

<b>Teachers</b>	<b>Answers</b>
<b>Teacher 1</b>	Yes, it does.
<b>Teacher 2</b>	Yes, it does.
<b>Teacher 3</b>	Yes, for sure.
<b>Teacher 4</b>	I strongly, believe in that.
<b>Teacher 5</b>	I agree.
<b>Teacher 6</b>	Yes, of course.

Based on the responses provided by the teachers, it appears that all of them believe that writing in diaries helps improve students' ability to communicate their ideas and feelings. The teacher 1 believes that writing in diaries provides students with a private space to express their thoughts and emotions without fear of judgment. By regularly practicing writing in diaries, students can become more comfortable expressing themselves and develop their ability to communicate effectively and, Similar to the first teacher, the second teacher may believe that writing in diaries encourages self-reflection and introspection.

By regularly reflecting on their experiences and emotions through writing, students can gain a deeper understanding of themselves, which can ultimately enhance their ability to communicate their ideas and feelings to others and the third teacher seems to have a strong conviction that writing in diaries is beneficial for students' communication abilities. They may



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believe that the act of writing helps students organize their thoughts, improve their vocabulary, and develop their writing skills, all of which contribute to better communication overall.

Also the teacher 4 expresses a strong belief in the positive impact of diary writing on students' communication abilities. They might have observed firsthand how students who regularly engage in diary writing demonstrate improved articulation self-expression, and emotional intelligence in addition to that, teacher 5 agrees that writing in diaries can make students better at communicating, but they didn't give any specific reasons for their agreement. They might agree for the same reasons as the other teachers and, the teacher 6 answered with "Yes, of course". This teacher's response suggests a high level of confidence in the positive effects of diary writing on students' communication abilities. They may believe that regular writing practice in diaries helps students develop their voice, creativity, and empathy, which are crucial components of effective communication.

In summary, all the teachers in the interview believe that writing in diaries helps students improve their ability to communicate their ideas and feelings. Their reasons include providing a safe space for self-expression, fostering self-reflection, developing writing skills, enhancing organization and vocabulary, and promoting emotional intelligence.

**Question 5** Have you seen any advances in the imagination and inventiveness of your students as a result of their diary writing?

This question aims to know if the practice of diary writing led to noticeable advancements in the imagination and inventiveness of students.

**Table 3.14** *Impact of Diary Writing on Students' Imagination and Creativity*

Teachers	Answers
<b>Teacher 1</b>	Yes, writing diaries enable students to use their creative side of brain, they create new ideas and expressions.
<b>Teacher 2</b>	Of course, it is a self-training activity.
<b>Teacher 3</b>	No answer.
<b>Teacher 4</b>	Those who tend to use diary writing at home based on their own choice can be better in terms of their performance.
<b>Teacher 5</b>	No answer.
<b>Teacher 6</b>	Writing expands the imagination.

Teacher 1 answered with Yes, writing diaries enable students to use their creative side of the brain, they create new ideas and expressions, and this teacher acknowledges that writing diaries can stimulate creativity in students. By engaging in diary writing, students have the opportunity to explore their thoughts, emotions, and experiences in a personal and expressive manner. This process can foster imagination and inventiveness as students learn to articulate and reflect upon their inner world and, teacher 2 answered with “Of course, it is a self-training activity, this teacher recognizes that diary writing is a form of self-training”. By regularly engaging in the practice of writing diaries, students develop their writing skills, self-expression, and self-reflection.

Through this process, they become more adept at generating ideas and exploring their imagination and, the teachers 3 and 5 did not provide a response. In addition, teacher 4 answered with, those who tend to use diary writing at home based on their own choice can be better in terms of their performance. This teacher suggests that students who engage in diary writing voluntarily and independently at home may demonstrate better performance. The act of writing a diary can enhance writing skills, self-expression, and critical thinking, which can positively

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impact overall academic performance. Also, the teacher 6 answered with writing expands the imagination. This teacher emphasizes that writing, including.

**Question 6.** What techniques do you employ to students to write in their diaries on a regular basis?

**Table 3.15** *Techniques to Encourage Regular Diary Writing in Students*

<b>Teachers</b>	<b>Answers</b>
<b>Teacher 1</b>	I encourage them to read novels and short stories, at least one in 15 days, then I asked them to try to imagine end or retell it again.
<b>Teacher 2</b>	To write about the major events and their impressions about them.
<b>Teacher 3</b>	No answer.
<b>Teacher 4</b>	No answer.
<b>Teacher 5</b>	No answer.
<b>Teacher 6</b>	I advise them to write freely without any restrictions.

Diary writing has the potential to expand the imagination. Through the act of writing, students engage in a creative process that encourages them to generate new ideas, explore different perspectives, and think imaginatively. Diary writing, specifically, allows students to delve into their personal experiences and emotions, which can further enhance their imaginative thinking.

This question discusses the techniques that teachers employ to encourage students to write in their diaries on a regular basis, teacher 1 answered with encouraging reading and retelling stories. This teacher suggests that students read novels and short stories regularly, at least one every 15 days. By doing so, students can improve their imagination and storytelling skills. The idea is for students to imagine different endings or retell the stories from their own

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perspective in their diaries. This technique helps students engage with literature and develop their writing abilities and, the second teacher answered by writing about major events and impressions. This teacher advises students to write about significant events that occur in their lives and express their impressions and feelings about them. This technique encourages students to reflect on their experiences and emotions, enabling them to develop their personal writing style and self-expression.

Moreover, the teacher 6 answered with encouraging free writing. This teacher advises students to write freely without any restrictions. This technique allows students to express themselves without worrying about grammar, structure, or any other constraints. It fosters creativity and helps students develop a habit of writing regularly. There are teachers 3 and 4 and 5, indicating a lack of input or consideration for diary writing as a regular practice. In summary, the first two teachers provide concrete techniques to encourage diary writing, such as reading and retelling stories or reflecting on major events. Teacher 6 suggests free writing as a way to promote regular writing habits. On the other hand, Teachers 3, 4, and 5 did not provide any specific techniques, indicating a lack of focus on diary writing.

**Section 3: Impact of Diary Writing**

**Question 7** Have you observed any students who have particularly benefited from writing in diaries? If yes, what modifications have you noticed in their work?

**Table 3.16** *Benefits of Diary Writing for Students' Writing Skills*

<b>Teachers</b>	<b>Answers</b>
<b>Teacher 1</b>	Yes, he/she becomes self-confident writer, lack or errors making, coherent and cohesive pieces of writing.
<b>Teacher 2</b>	Yes, they start acquiring fluency in writing and flexibility.
<b>Teacher 3</b>	No answer.
<b>Teacher 4</b>	Not really.
<b>Teacher 5</b>	In the process of learning the language, I have noticed that I acquired new vocabulary thanks to diary writing. I start writing and search for words in English to be able to write.
<b>Teacher 6</b>	Yes, their writings are well elaborated in terms of vocabulary, grammar and spelling.

The question asks the teachers if they have observed any students who have benefited from writing in diaries and if yes, what modifications they have noticed in their work. Teacher 1 answered with Yes, he/she becomes a self-confident writer, lacks errors, and produces coherent and cohesive pieces of writing. This teacher has noticed that the student who writes in a diary becomes more confident in their writing abilities. Additionally, their writing shows improvement in terms of accuracy (lack of errors) and organization (coherence and cohesion) and, teacher 2 answered with they start acquiring fluency in writing and flexibility. According to this teacher, diary writing helps students develop fluency in writing, meaning they can write more easily and smoothly. It also helps them become more flexible in their writing style, suggesting that they can adapt their writing to different contexts or purposes.

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Also, teacher 5 answered with process of learning the language; I have noticed that I acquired new vocabulary thanks to diary writing. I start writing and search for words in English to be able to write. This teacher, as a language learner themselves, has personally experienced the benefits of diary writing. They have noticed an improvement in their vocabulary acquisition as they write in their diary and actively search for English words to express their thoughts.

Teacher 6 answered with, their writings are well elaborated in terms of vocabulary, grammar, and spelling. According to this teacher, students who write in diaries produce more elaborate and sophisticated pieces of writing. They demonstrate improvement in vocabulary usage, grammar, and spelling. Otherwise, teacher 4 answered with not really. This teacher indicates that they have not observed any significant benefits or modifications in students' work as a result of diary writing and the third teacher did not provide a response to the question, so we do not have any information about their observations. Overall, the responses from the teachers indicate that some students do benefit from writing in diaries. The observed modifications in their work include increased self-confidence, improved accuracy and organization in writing, enhanced fluency and flexibility, vocabulary acquisition, and better elaboration of ideas with improved language skills. However, it is also worth noting that not all teachers have observed these benefits, as indicated by the lack of response or the statement of no significant improvement from some teachers.

**Question 8.** Do you have any tips for teachers who are interested in incorporating diary writing into their curriculum?

**Table 3.17** *Tips from Teachers on Incorporating Diary Writing in the Curriculum*

<b>Teachers</b>	<b>Answers</b>
<b>Teacher 1</b>	I advise them to adopt their learners to read daily and reinvest what has been read in writing their diaries.
<b>Teacher 2</b>	By motivating them to make it a routine task / brief writing.
<b>Teacher 3</b>	No answer.
<b>Teacher 4</b>	They should share a model of writing (ie: a diary) for their students at the beginning. They should also provide feedback to their students at each stage of writing that diary.
<b>Teacher 5</b>	I suggest they include self-report on writing so that students assess and report the progress they attain from diary writing.
<b>Teacher 6</b>	Ask their students to adopt the good habit of using diaries and write even with mistakes.

In this question, teachers were asked for tips on incorporating diary writing into their curriculum. Teacher answered with “I advise them to adopt their learners to read daily and reinvest what has been read in writing their diaries.” This teacher emphasizes the importance of reading as a foundation for diary writing. By encouraging students to read daily, they can expand their vocabulary, improve their writing skills, and gather ideas for their diary entries as a result students may develop stronger language and writing skills, as well as a broader range of topics to write about in their diaries.

The second teacher answered with “By motivating them to make it a routine task / brief writing”. This teacher focuses on making diary writing a regular and consistent activity. By establishing it as a routine task, students are more likely to develop a habit of writing regularly as a result of this students are more likely to engage in diary writing consistently, which can

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lead to improved writing fluency, reflection, and self-expression. Moreover, teacher 4 answered with “They should share a model of writing (i.e., a diary) for their students at the beginning. They should also provide feedback to their students at each stage of writing that diary”. This teacher suggests using a model diary as an example for students to understand the format, style, and content expectations.

Additionally, providing feedback at each stage helps students improve their writing skills and understand areas for growth as a result of this students gain a clear understanding of what is expected in diary writing and receive guidance on how to improve their writing through feedback, leading to enhanced writing proficiency. Also Teacher 5 answered with “I suggest they include self-report on writing so that students assess and report the progress they attain from diary writing”. This teacher proposes incorporating self-reflection and self-assessment into the diary writing process. By encouraging students to evaluate their own progress, they become more aware of their strengths and weaknesses and can set goals for improvement as a result of this students developed metacognitive skills by reflecting on their writing progress, which enhances their self-awareness and self-directed learning abilities.

Teacher 6 answered with “Ask their students to adopt the good habit of using diaries and write even with mistakes”. This teacher emphasizes the importance of developing the habit of using diaries consistently, even if mistakes are made. By fostering a supportive environment that encourages students to write without fear of making errors, they can overcome perfectionism and focus on self-expression as a result of this students may feel more comfortable expressing themselves and taking risks in their writing, leading to increased creativity, fluency, and confidence and only the third teacher did not answered this question. Overall, the teachers' responses demonstrate various approaches to incorporating diary writing into the curriculum. These approaches focus on aspects such as reading, routine, modeling, feedback, self-



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assessment, and creating a supportive environment. By implementing these tips, teachers can effectively integrate diary writing into their teaching practice and help students develop their writing skills, reflection abilities, and self-expression.

**Question 9** Do you think writing in diaries is an effective tool for improving students writing abilities overall? Why or why not?

**Table 3.18** *Perspectives on the Effectiveness of Diary Writing for Improving Students' Writing Abilities*

<b>Teachers</b>	<b>Answers</b>
<b>Teacher 1</b>	Yes, I do believe that this improves the writer's skills in a way or another.
<b>Teacher 2</b>	Yes, it develops their imagination, language structures, expressive skill.
<b>Teacher 3</b>	Yes, it can be considered as an effective tool for improving students writing abilities since it pushes them to write about topics they like.
<b>Teacher 4</b>	Yes, it can be as students can express their ideas clearly and persuasively through time.
<b>Teacher 5</b>	It is a great way to improve language learning in general and writing abilities, too. The students get the chance to proof read what they have written and reflect on the different aspects of writing.
<b>Teacher 6</b>	Yes, it is one of the crucial tools that help students improve their writing skills as it gives them more confidence and reinforce their intellectual background.

This question aims to know if writing in diaries is an effective tool for improving students' writing abilities. The first teacher believes that writing in diaries improves the writer's skills in some way, but they don't specify the exact reasons or outcomes and teacher 2 answered with writing in diaries develops students' imagination, language structures, and expressive skills. By regularly engaging in writing activities and expressing their thoughts and ideas in a diary,

## Diary Writing and Students' Writing Skill

students can enhance their creative thinking, build stronger sentence structures, and improve their ability to effectively communicate their thoughts and, teacher 3 suggests that writing in diaries can be effective because it encourages students to write about topics they like.

When students are interested in the subject matter they are writing about, they are more likely to be motivated and engaged, which can lead to improvements in their writing abilities and, teacher 4 provided that writing in diaries allows students to express their ideas clearly and persuasively over time. By consistently practicing and reflecting on their writing in a diary, students can refine their ability to convey their thoughts in a coherent and convincing manner. Moreover teacher 5 emphasizes that writing in diaries is not only beneficial for improving writing abilities but also for language learning in general. By reviewing and reflecting on what they have written, students can identify areas for improvement, learn from their mistakes, and gain a deeper understanding of various aspects of writing.

According to teacher 6 writing in diaries is a crucial tool for improving writing skills because it boosts students' confidence and reinforces their intellectual background. By regularly expressing themselves in writing and receiving feedback, students can gain confidence in their abilities and develop a stronger foundation of knowledge. Overall, the teachers' responses suggest that writing in diaries can be an effective tool for improving students' writing abilities. The reasons provided include developing imagination, language structures, and expressive skills, writing about topics of interest, improving clarity and persuasiveness, enhancing language learning, and building confidence and knowledge.

## **Conclusion**

The main objective of this chapter is to test the hypotheses and reach comprehensive answers to the research questions that were raised at the beginning of the present research. As the main concern of this investigation was to test the use of diaries writing as a tool to Enhance EFL Students' Writing Skills, two research tools were used: questionnaire for students and interview for teachers. Thus, the results showed that the students' and teachers' reactions to the use of the diary writing showed positive enthusiasm. Students' questionnaire reveals that the diary application improves the students' writing skills. Also writing dairies helps student's build good writing habits. Additionally, the teacher's interview revealed that diary writing is an important tool for developing students' writing and expressive skills and should also be included in the curriculum.

# **General Conclusion**

## **General Conclusion**

Writing skill is one of the four skills necessary to attain progress and develop language proficiency and accuracy. The current study investigates the effectiveness of diary-writing in enhancing second year students' writing skills. Practically, a qualitative approach was adopted. It aimed for an in-depth understanding of the participants' experiences and perceptions,

The present research work consists of three main chapters. The first and the second chapters devoted to the theoretical framework of the study whereas the third is devoted to the practical part of the study. As far as the theoretical part is concerned, the first chapter deals with the definitions of the key terms and concepts related to writing and reviews its approaches, stages of development, its importance and purpose. However, the second chapter reviews different definitions of the key terms related to the term 'diary', its types, history, relation to the term 'journal', use and attitudes towards the diary writing. Additionally, the chapter at hand aims at highlighting the merits of using diaries as far as writing skills are concerned.

The third chapter reports the practical aspects of the study, which deal with the interpretation and analysis of data. The findings of the study in hand reveal that diary-writing is relatively effective in enhancing students' writing skills. Precisely, it is effective in enhancing student's writing elements.

Writing diaries can impact students' writing skills and improve students' fluency. The more students write the more comfortable and confident they become with putting their thoughts on a paper, and develop voice and style. Through diary writing, students can experiment with different ways of expressing themselves. It enhances organization and structure, as students

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continue writing in their diaries, they may start to organize their thoughts and ideas in a more coherent way. Also, it increases creativity.

The nature of diary writing encourages students to be more imaginative and creative in their expression, which can boost their overall writing skills. There are a few ways that keeping a diary can help enhance learners' writing skills like enhancing vocabulary and grammar. Learners write in their diaries consistently, they have the opportunity to focus on proper grammar, spelling, punctuation, and other mechanical aspects of writing. This attention to detail can carry over to their other written work. In addition, diary writing allows learners to reflect on their experiences, thoughts, and emotions. This reflective practice can help them organize their ideas and express them more clearly on paper. There are perceived benefits of using diaries as a tool can help learners improve their writing skills, foster self-reflection, enable emotional expression, encourage experimentation, develop their unique writing voice, and build their confidence.

All in all, based on these findings, the research hypotheses are confirmed. Thus, they add to the realm of research on the use of diary-writing to enhance students' writing skills. Therefore, further research is encouraged to investigate more on this topic from different angles.

## **Recommendations**

The results of this study lead the researcher to draw some recommendations for both teachers and students for the purpose of making them aware of diary writing importance and try to develop students' writing skills through it.

### **• Recommendations for teachers**

Since teachers play an important role in developing their students' writing skills the following recommendations are suggested for them:

- 1) It would be better for teachers to explain what a diary is and its purpose. Discuss how diaries serve as personal records of thoughts, feelings, and experiences.
- 2) It would be better for teachers to provide the students with examples of well-written diary entries to give them an idea of the style, structure and tone, the use of descriptive language, emotions, and personal reflections.
- 3) It would be better for teachers to discuss different diary formats to explore various diary formats such as traditional written diaries, online blogs, or even audio/video diaries and encourage students to choose a format that suits their preferences and learning styles.
- 4) It would be better for teachers to encourage students to write in their diaries regularly daily, weekly, or bi-weekly. Set aside dedicated class time for diary writing to establish the routine.
- 5) Teachers could provide students with feedback on their diary entries. Focus on both content and writing skills, offering suggestions for improvement and encourage students to revise and edit their entries for clarity and coherence.

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- 6) It would be better for teachers to teach students various writing techniques such as vivid descriptions, sensory details, dialogue, and figurative language to encourage them to incorporate these techniques into their diary entries to make their writing more engaging.
- 7) The teacher is responsible to encourage students to express themselves freely and develop their writing skills in a personal and meaningful way through diaries writing.

### • Recommendations for learners

Students are responsible of developing their writing skills, so the following recommendations are suggested for them:

- 1) Students have to make diary writing a regular habit to enhance their writing skills.
- 2) Students should allocate a specific time each day for diary writing to create a consistent writing routine.
- 3) Students have to choose meaningful topics or themes for their diary entries to encourage creativity and self-expression.
- 4) Students should experiment with different writing styles, such as descriptive, narrative, or reflective, to develop versatility in their writing abilities.
- 5) Students have to pay attention to grammar, punctuation, and spelling while writing in their diaries to improve their language skills.
- 6) Students should challenge themselves by setting writing goals, such as completing a certain number of diary entries per week or experimenting with complex sentence structures.
- 7) Students should consider seeking feedback from teachers, peers, or mentors on their diary entries to receive constructive criticism and identify areas for improvement.



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- 8) Students have to read widely to broaden their vocabulary and expose themselves to different writing styles, which can be incorporated into their diary writing.
- 9) Students should utilize online resources, such as writing prompts or creative writing websites, to spark their creativity and overcome writer's block.
- 10) Students have to embrace the process of revision and editing by reviewing their diary entries and making necessary revisions to refine their writing skills.

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# Appendices

## Appendix 01: Students' Questionnaire

### Questionnaire for students

This is a questionnaire about the impact of writing diaries on developing EFL students writing skills. This questionnaire is done to help second-year students of English at Biskra University improve their writing skills. This questionnaire will take you around 10 minutes.

**Note: Please answer all questions candidly and to the best of your abilities.**

### Section 1: Diary Writing Frequency and Duration

1-Do you write diary?

- Daily
- Several times a week
- Never

2- How long have you been writing in a diary?

- Less than 6 months
- 6 months to 1 year
- More than 1 year

### Section 2: Impact on Writing Skills

3- Do you think that diaries writing improved your writing skills?

- Agree
- Disagree
- Neutral

4- In what ways do you think diaries improved your writing?

- Vocabulary
- Grammar
- Spelling
- Organization of ideas
- Creative thinking

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5- Since you began keeping a diary, have you seen any progress in your writing abilities?

- Yes, significant improvement
- Yes, moderate improvement
- Yes, slight improvement
- No improvement
- Decline in writing skills

6- Since you started diaries writing, do you find it simpler to put your ideas and feelings into words?

- Yes, much easier
- Yes, somewhat easier
- No change
- Somewhat more difficult
- Much more difficult

### Section 3: Overall Impact and Emotional Connection

7- Do you believe that writing in a diary has made you a better disciplined and organized writer?

- Agree
- Disagree
- Neutral

8- When you miss diaries writing for a long time how does it make you feel?

- Anxious, I feel like something is missing
- Disappointed, but it doesn't bother me much
- Neutral, I don't mind skipping a few days
- Indifferent, I rarely notice or care

9- Overall, do you believe that writing in diary had a positive impact on your writing skills?

- Yes, definitely
- Yes, somewhat
- Neutral, it's hard to say
- No, not really
- No, it has negatively affected my writing skills

**Appendix 02: Interview for Teachers**

**Interview for teachers**

The purpose of this interview is to investigate how diary writing affects students' writing abilities. Your answers will be useful in determining how well diary writing is integrated into the curriculum. All answers will be treated with the utmost confidentiality and used exclusively for study.

**Section 1: Incorporating Diary Writing in the Classroom**

1- How frequently do you include diary writing into your teaching in the classroom?

.....  
.....  
.....

2- Do you think writing in a diary helps students become better writers?

.....  
.....  
.....

3- In your experience, how have students responded to writing in diaries? Have you noticed any changes in their writing abilities?

.....  
.....  
.....



**Section 2: Benefits of Diary Writing**

4- Do you believe that writing in diaries helps improve students' ability to communicate their ideas and feelings?

.....  
.....  
.....

5- Have you seen any advances in the imagination and inventiveness of your students as a result of their diary writing?

.....  
.....  
.....

6- What techniques do you employ to students to write in their diaries on a regular basis?

.....  
.....  
.....

**Section 3: Impact of Diary Writing**

7- Have you observed any students who have particularly benefited from writing in diaries? If yes, what modifications have you noticed in their work?

.....  
.....  
.....

Diary Writing and Students' Writing Skill

8- Do you have any tips for teachers who are interested in incorporating diary writing into their curriculum?

.....  
.....  
.....

9- Do you think writing in diaries is an effective tool for improving students writing abilities overall? Why or why not?

.....  
.....  
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## المخلص

تبحث الدراسة الحالية في دور كتابة اليوميات في تطوير مهارات الكتابة لدى طلاب السنة الثانية لتعلم اللغة الإنجليزية كلغة أجنبية في جامعة محمد خيضر ببسكرة. تكمن المشكلة الرئيسية لهذا البحث في التحديات التي يواجهها الطلاب في تطوير مهارات الكتابة لديهم. الهدف الرئيسي من الدراسة هو التحقيق في دور كتابة اليوميات في تطوير مهارات الكتابة لدى الطلاب. لذلك، تهدف الدراسة الى جعل الأساتذة والطلاب على حد سواء يدركون أهمية كتابة اليوميات وزيادة استخدامها للمساعدة في تحسين مهارات الكتابة لدى الطلاب. تقترض الدراسة أن طلاب السنة الثانية للغة الإنجليزية الذين يحافظون على كتابة يوميات منتظمة يظهرون مهارات كتابة محسنة مقارنةً بأولئك الذين لا يمارسون كتابة اليوميات، وأن كتابة اليوميات تؤدي إلى تطوير مهاراتهم الانشائية. في هذا الصدد، تم توزيع استبيان على ثلاثين (30) طالبًا من السنة الثانية للغة الإنجليزية في جامعة محمد خيضر، بالإضافة إلى إجراء مقابلة مع ست (6) أساتذة في جامعة محمد خيضر. هدف الباحث هو الحصول على تصورات الطلاب والأساتذة حول دور كتابة اليوميات في تطوير مهارات الكتابة. تظهر النتائج أن معظم الطلاب والأساتذة يدركون أهمية كتابة اليوميات، ويعرفون أن كتابة اليوميات تلعب دورًا كبيرًا في هذه العملية. أظهرت نتائج استبيان الطلاب ومقابلات الأساتذة أن كتابة اليوميات مهمة وتلعب دورًا كبيرًا في تحسين مهارات الكتابة لدى الطلاب.

**الكلمات المفتاحية:** مهارات الكتابة، كتابة اليوميات، اساتذة اللغة الإنجليزية كلغة أجنبية، متعلمو اللغة الإنجليزية كلغة أجنبية.