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Using Diaries as a Practice Tool to  
Improve Writing Skills

The Case of Second Year LMD Students in the  
Department of English. University of Constantine

Thesis Submitted to the Department of Foreign Languages in the Partial Fulfillment of the Requirements of the MASTER Degree in Language sciences.

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# Dedication

God knows how much I worked to give this work into light.

To the apple of my EYES, my MOTHER.

To the HARD WORKER whom I take my power, my FATHER.

To the people who believe in me my sisters: Samah, Chahrazed, and the little Chamseddine,  
my brother.

To Zineb who help a lot to finish this work.

To the woman who taught me how to give without waiting for reward.

To all my family.



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I expend my thanks to all who taught me and will teach me in the future. I would like to thank particularly Mrs. Dakhmouche and Mr. Kaouache for providing me with advice and help.

I wish to express my special thanks to all the 3<sup>rd</sup> year students who helped me finishing this work.



# Abstract

The present study aims at evaluating the significance of writing diaries and writing proficiency.

The hypothesis at the beginning of this work is if students write diaries, would they become competent in their writings.

In addition to the hypothesis provided, our research work aims at examining the students' mistakes, their causes and the prevention.

The research methodology adopted in this work is a descriptive one. We have two variables: the writing of diaries and the writing proficiency, and we divided the students into two groups: a control and experimental groups. Each of the two groups contains twenty eight students which took a test to confirm or reject our hypothesis.

The results showed in this work that there is no significance between our two variables, that is to say the writing of diaries does not lead to proficiency in writing, but it prevents some types of errors.

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# List of Abbreviations

Art. : Articles

E.A: Error Analysis

MT.: Mother Tongue

N.L: Native Language

N.T Native Tongue

Pre. : Present

Pers.pron. : Personal Pronouns

Punc.: Punctuation

S .L: Second Language

Sing.: Singular

Spel. : Spelling

Struc. : Structure

T S: Thesis Statement

T.L: Target Language

T1: Topic one

T2: Topic two

T3 : Topic three

Par : Paragraph

% : Percentage



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## **Introduction**

Writing is a very important skill in language learning : it takes many years to achieve proficiency , i.e. to be accurate and fluent Even if the learner is talented or gifted , he / she needs a teacher to teach him / her , especially if the learner is a second or a foreign language learner .

At university, from the first year studying English, teachers make the students good enough in the target language. They, gradually, start learning different types of sentences (simple, complex, compound and complex and compound sentences); teachers explain and teach students the different types of essays (argument, narrative).

Theoretically, writing can be taught following a process of writing, but in reality, it is a very complex activity that needs hard work. In teaching learners how to write any type of essay , teachers , by the way, explain to the students the process of developing an essay , i.e. brainstorming, revising . Despite, all the efforts done by students and teachers, the students' essays are under expected.

Researchers are working out to improve writing for second and foreign language learners, but in our research, we will focus on the diary writing as a means to improve the writing skills.

Diaries are a hobby for some students to write on whatever it comes to their minds or whenever they face a difficulty. For other students, a diary is a way to improve and look for the language difficulties. Teachers sometimes ask their students to write their diaries but without telling them that they are a way of helping them to improve their writings. Sometimes, they are discussed in the classrooms.

## **Statement of the Problem:**

Teachers try all the time to improve the students' writings by making cooperative (students learn with each other), and collaborative learning (students learn with their teachers). Knowing the rules seems something easy to students, and the practice seems easy too, but the achievements are never as expected.

So, the problem we are faced with is what is the best way to improve the students' writings? What the factors that leave them make mistakes are? And how we prevent them from making them?

## **Aim of the Study**

Our aim in this study is to make the 3<sup>rd</sup> year students in the Department of English at Mentouri university of Constantine familiar enough with the writing skills.

## **Hypothesis**

We hypothesize that if learners write diaries to practice their writings of the classroom, their essays would be well written and their marks would be good.

## **Tools of the Research**

According to our hypothesis, we need two groups: one control and the other experimental. The students in the control group do not write diaries and the experimental group writes diaries regularly. And we will apply a t-test for dependent groups.

## **The Structure of the Research**

Our research will be divided into two chapters. The first chapter will be devoted to the review of literature about our research; we will consider the different approaches in the writing process and the writing components. A section will be devoted to the personal writing

that is to say the writing of diaries and their different types. The second chapter will be devoted to the field of investigation; we will define our population, samples. We will define our test, describe and analyze the results.

## Chapter One:

# The writing skill

*IF YOU WANT TO BE A GOOD WRITER, WRITE.*

*EPICTETUS*

(Source: Fairfax and Moat, 1981, 1998).

# **Chapter one: The Writing Process**

## Introduction

### 1.1. Definition

### 1.2. Approaches of writing

#### 1.2.1. The product approach

#### 1.2.2. The process approach

#### 1. 2.3. Differences between the product and process approaches

#### 1.2.4 . The genre approach

#### 1.2.5. Differences between the process and product approaches

### 1.3. The process of writing

### 1.4. Stages of developing writing

### 1.5. Writing components

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#### 1. 6.1. Transfer

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### 1.7. The personal writing

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## Conclusion



## **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.

In this chapter, we try to look at the different approaches to teaching writing, the process of writing and because error analysis plays a vital role in our analysis, we decided to discuss it.

### **1.1 Definition**

Writing is a complex system used to facilitate communication as letters, newspapers, advertisements; each one of them carries out a specific purpose ( a genre will be discussed later). Writing for Cristal (1995) is “... *a way of communicating which uses a system of visual marks made on some kind of surface*” (257).

For other researchers, writing is not as simple as that, but ‘*it is a complex process which is neither easy nor spontaneous for many second language learners*’ Hedge (2000:302).

To practice the ‘*art of writing*’ as Fairfax and Moat (1981, 1998) argue, one should have the capacity to ‘*begin*’, to find ‘*real time*’, and to have specific ‘*place*’ to write . (5,6) .

In addition to these conditions, students willing to be good writers of English should use some strategies according to Oshima and Hogue (1991,1999 :xi) .Many kinds of writing types appear when talking about writing. A letter is not a text ( according to the form ) , an article is not a scientific research ( according to the vocabulary ) . Each type of them may carry different types also; the letter can be formal when addressing superior authority , and informal when addressing a friend, for example.

## 2.1.2 Approaches of Writing:

### 1.2.1 The Product Approach

Nunan (1991) defines the product approach as ‘... a product oriented approach , as the title indicates focuses on the end result of the learning process , what is expected from the learner is to do as fluent and competent user of the language’’ (86) . The product approach aims at making the students competent in the language when they write relevant and coherent pieces of writing. The texts written by the students are based on models provided by the teacher, i.e. to ‘fairly rigidly defined principles of rhetoric and organization which are presented as ‘rules’ for writing’ (Kroll, 1991: 246). The teaching steps of the product approach have been situated under what is called ‘the Traditional Paradigm’ or the ‘Traditional Approach’. It became to be known as the product approach because it focuses on the end result of the product of the writers. Hyland (2003) summarizes the major principles of the product approach as the following. The product approach ‘encourages a focus formal text units or grammatical features of texts’, that is the product approach focuses on the form of texts: how words in sentences are combined, for example. It is based on the model based approach, in order words, in the product approach, students are taught by providing them with model type’s text. A very important element characterizes the model based approach; it is the fact that the teacher and student should have ‘linguistic knowledge and vocabulary choices’, i.e. to facilitate the study of the different models provided (3).

Models provided by the teacher are the main elements in the product approach learning. The writing skills come through many stages summarized by Pincas (1984): the first stage is getting the students attention towards the main elements composing the model and manipulating the most important ideas.

The second stage is asking the students to take some aspects from the model for example connectives and use them to link between sentences .

The model based approach was strongly criticized because it closes the door for the students' creation , i.e. it gives them no chance to add or remove sentences. In addition to that, the product approach gives no importance to the audience as Raimes (1983 ) argues . The product approach was viewed as a linear process , it does not give importance to the writing steps and every step is considered important than the ideas themselves (Sommers ,1980 ).

### **1.2.2 The Process Approach**

One of the critiques to the product approach is the question 'where the model comes from?' . The process approach defines the problem and argues that the final draft of the writer is the result of many stages , i.e. the writer has the right to add and create new ideas each time he / she reads his/her paper . One aim of the process approach is '*thus , the focus is on fluency rather than accuracy*' Nemouchi( 2009 : 77).

In addition, coming to the final draft is not as easy as following a model , but the process activity takes too much time as the learners add and remove word.

The aim of the process approach is to encourage self-discovery and authorial '*voice*' that is to make the learners write about topics that are of interest and importance to them. Then, the process approach focuses on planning writing which is to pass through stages in the writing activity (discussed later). In the process of writing, students gain feedback after each of the drafts they write, the feedback may be from peers, small groups or from teachers. In addition to the work of the classroom, students are asked to write journals as an alternative means to generate writing and develop their writing skills (Grabe and Kaplan, 1996: 87).

The major critiques to the process approach are the difficulty lying under the Students' minds and make them aware about the process writing (Brooks and Grundy cited in Nemouchi, 2009: page). According to Hedge (2000), the drafting stage takes much time than required, which is if students are in examinations, much of the time required to the exam will be consumed in the drafting stage.

### 1.2.3 Differences between the Product Approach and the Process Approach:

<b>The Product Approach</b>	<b>The Process Approach</b>
<p>This is a traditional approach , in which students focus on the study of model texts. Accuracy is given priority and conversations are taken from the model .</p> <p>The following stages have been identified :</p> <ol style="list-style-type: none"> <li>1- Model texts are read , and then features of the genre are highlighted ... students focus on where and how the writer employs these techniques .</li> <li>2. this consists of controlled practice of the highlighted features , usually in isolation .</li> <li>3.Organisation of ideas . this stage is very important . those who favour</li> </ol>	<p>This is the new trend teaching writing, in which priority is given to fluency. It is mainly based on the identification of the steps a writer goes through in his act of writing . He should be made aware of them so that he can gain control on them.</p> <p>These steps are :</p> <ol style="list-style-type: none"> <li>1- Generating ideas by brainstorming and discussion . Students could be discussing qualities needed to do certain job, or giving reasons as to why people take drugs or gambling.</li> </ol> <p>The teacher remains in the background during this phase ; only providing language support if required , so as not inhibiting</p>

this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language .

4. the end result of the learning process . Students choose from a choice of comparable writing tasks . Individually , they use the skills structures and vocabulary they have been taught to produce the product ; to show what they can do as competent users of the language

students in the production of ideas .

2.Students extend ideas into note form , and judge quality and usefulness of ideas .

3.Students organize ideas into concepts map . This stage helps to make the( hierarchical ) relationship of ideas more immediately obvious , which helps the students with their texts .

4. Students write the first draft. This is done in class and frequently in pairs or groups .

5.Drafts are exchanged , so that students become the readers of each others work . By responding as readers , students develop an awareness of the fact that a writer is producing something to be read by someone else , and thus can improve their own drafts .

6.Drafts are returned and improvements are made based upon peer feedback .

7. A final draft is written.

	<p>8. Students once again, exchange and read each others' work and perhaps even write a response or reply.</p>
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(Nemouchi, 2009 : 81-4).

**Table 01:** Differences between the product approach and the process approach.

### 1.2.4 The Genre Approach:

As the name indicates genre approach means 'a style or kind' as defined in Oxford Dictionary (2nd Ed 1991), which means each text conveys a purpose. Newspapers have their own genre (Harmer, 2001: 258-9), telephone, dialogue and informal conversations hold other genres, too (Hedge, 2000: 264-5).

Swales (1990) (cited in Hedge 2000) defines genre as:

*“A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constraints choice of content and style” (320).*

The genre approach is mainly used in ESP classes (English for Specific Purposes); Harmer (2001) details saying:

*“Scientific articles employ passives more general ones; academic essays require a style of discourse and particular expressions which would be out of place in normal social interaction. The language of air traffic control has a specific vocabulary which has to be understood and followed of the system is to work in the tourist industry need to be*

*confident about the specific vocabulary and the types of language interaction, such as dealing with dissatisfied customers, that they may encounter”*. (2001: 10).

Grellet (1996) defines many other genres as acrostics (each line of the poem holds a letter of the name of the person described) . Advertisements, proverbs, and tongue-twisters (each word in the sentence holds the same sound as the other lines which makes the words difficult to pronounce) . The basic principle that underlies the genre approach is that ‘*language is functional*’ , i.e. we achieve certain goals through language ( Nemouchi , 2009 : 92) . Trrible calls the genre approach by Social / Genre Approach since the context plays a vital role in the interpretation of the language.

The genre approach is seen as an extension to the product approach where the focus is on the final draft which makes this point a criticism to the genre approach .

### 1.2.5 Differences between the Process and Genre Approaches:

**Table 02** : Differences between the Process and Genre Approaches .

<b>Process approach</b>	<b>Genre approach</b>
<p>Writing is thinking process concerned with the act of writing.</p> <ul style="list-style-type: none"> <li>- Emphasis on creative writer.</li> <li>- Skills in using languages.</li> <li>- How to product and link ideas.</li> <li>- Makes processes of writing transparent.</li> <li>- Provides basic for teaching.</li> <li>- Assumes L1 and L2 writing similar.</li> <li>- Overlooks L2 language difficulties.</li> <li>- Insufficient attention to product.</li> <li>- Assumes all writing uses the same processes.</li> </ul>	<p>Writing is a social activity concerned with the final product.</p> <ul style="list-style-type: none"> <li>- Emphasis on reader expectations and product.</li> <li>- Knowledge about language.</li> <li>- Knowledge of the context in which writing happens.</li> <li>- How to express social purposes effectively.</li> <li>- Makes textual conversations transparent.</li> <li>- Contextualizes writing for audiences and purposes.</li> <li>- Requires rhetorical understanding of texts.</li> <li>- Can lead to over attention to written skills needed to texts.</li> </ul>

( Nemouchi , 2009 : 95-6 ) .

### 1.3 The Process of Writing:



Before writing takes place, students have to gather their ideas, i.e. about the topic they are going to write about .The process of writing comes through many stages to end with the final draft.

### **1.3.1. Prewriting:**

In this stage, students try to order their data and arrange them according to their priorities which mean which idea is going to be the first, which is the second, and so on. Oshima and Hogue (1991, 1999) divide the prewriting stage into three steps. The first step is to put the ideas into subsists according to the main idea and eliminate all the irrelevant ones. The second step relies on putting a topic sentence to each of the subsists made in the first step and the topic sentence must reflect the whole subsist , that is when the reader reads the topic sentence,he can infer what is coming . The last step in the first stage is to order the subsists according to what the writer thinks is appropriate to be the first, second and so on.

In the prewriting stage, the writer must take into consideration two concepts: the purpose and the audience. The purpose of any piece of writing is '*communication*' ( Boardman and Fryberg , 2002 ) ; but in case of learning settings, the purpose of writing is to evaluate students , i.e. to shed light on the students' weaknesses and in examination the purpose is to get grades .

The second thing students take into consideration when writing is the audience. In a formal letter looking for a job , the audience is obviously the boss's company ; whereas in an informal letter , the audience is the friend ( Boardman and Fryberg , 2002 ) .

### **1.3.2. Drafting:**

Drafting is to start writing according to the ideas planned before. In this stage, there is no consideration to grammar, i.e. no importance to the structure of the composition . Oshima and Hogue (1991, 1999) call this stage as writing and revising drafts. It comes third after prewriting and planning. They see that no piece of writing is perfect than the first draft, the writer has to write once and twice until he /she gets to the final draft. Oshima and Hogue divide the drafting stage into four steps: writing the first draft, revising content and organizing, proofreading the second draft, and writing the final draft. In the first step, the writer should follow many steps in order to get to the final draft. Oshima and Hogue (ibid) advise students to '*underline*' the topic sentence each time to focus on the main idea; to leave one or two lines to add additional information like: article .... Students may add new information in the drafting stage; there is no matter to hesitate because the focus is on ideas, purpose, coherence and relevance, unity, sufficient supporting ideas and concluding sentences. As a last step in the drafting stage, the student checks the grammar, spelling and punctuation mistakes

### 1.3.3. **Reviewing / Revising:**

Reviewing is the stage where the writer comes through his / her final draft and tries to define the different lapses and corrects them in a second draft. In Tribble's reviewing comes in the third stage too with editing.

So, it is noticeable that reviewing is not a stage by itself, but it comes after and before editing.

#### **1.3.4. Editing:**

It is the final step in the process of writing. It is important as a step because it helps moving from the stage of reviewing where there are many incomplete ideas, incorrect spelling and unstructured sentences, to the stage of correcting all the final draft.

### **1.4. Writing Components:**

#### **1.4.1. Notation:**

Before any writing takes place, thinking plays a role. Notation is putting shapes or sounds to different ideas students have in mind (when one reads what he / she notes, he / she will understand the language).

#### **1.4.2. Spelling:**

Spelling means which sounds are used to compose a word. Good written language means spelling. Rivers and Temperly (1978) (cited in Ouskourt) argue that good language comes from practice, i.e. the acquisition of spelling and other elements of the language come from practice.

#### **1.4.3. Composing:**

Composing is starting writing. Good piece of writing is the result of drafting, revising and editing, i.e. all these are the principles of the process approach.

#### **1.4.4. Writing:**

To come to the final draft, one comes through the previous stages mentioned before. Writing cannot be free of problems.

## **1.5. Stages of Development of Writing:**

### **1.5.1. Copying:**

Copying means putting down what students have in mind from previous knowledge learned in the classroom. To facilitate the copying stage, the learners should repeat to themselves what they are copying (Rivers, 1968: 246).

### **1.5.2. Reproduction:**

In this stage, the student will repeat what he / she copied in the copying stage, that is to say, he /she reproduce the piece of writing without referring to the ‘original’ copy (ibid.).

### **1.5.3. Recombination and adaptation:**

This stage means repeating the previous draft and adapting it with the students’ limits and makes the needed replacements (ibid.).

### **1.5.4. Guided writing:**

The student in this stage is given a limited freedom to change some elements, but without going beyond their level (ibid.).

### **1.5.5. The combination:**

After practising the different types of essays, the student is asked to comment on other materials (ibid.).

## **1.6. Error Analysis:**

Error analysis (E A) is the field of study that studies the different errors produced by native and non native speakers of a given language.

Error analysis is defined by Ellis (1994) as “*a set of procedures for identifying, describing and explaining errors in learner language*” (701).

The work of EA is to look at the different errors made by students of a given language and classify them according to the type of errors. There are some errors which are due to transfer, that is the error which are caused by the interference of the mother tongue ( MT ), and some others which are due to the target language itself ( TL ).

Many concepts may lead to confusion when discussing EA; first, interference and transfer; second, error and mistake. Interference refers to the process that is:

*“The psychological use of the term interference refers to the influence of 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”.* (Duly, Burt and Krashen, 1982:98).

Whereas transfer refers to the product as Hammerly (1991, 5) argues :

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

Second, the difference between an error and mistake is as the following. A mistake is made because of many psychological factors such as tiredness, slips of the tongue, and the speaker can immediately correct his mistakes if he/she paid a little attention. Corder (1971, 204) defines them as:

*“ ... 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”.*

However due to the lack of competence that is the ignorance of the rules of the TL, students make mistakes (discussed later in page41,42).

### **1.6.1. Transfer:**

Transfer as said above is the reflect of the MT on the productions of the students in the TL. Duly, Burt and Krashen (1992) define transfer as ‘ ‘ *a process described as automatic, uncontrolled and subconscious use of the past learned behaviours in an attempt to produce new responses* ’ ’ (101). Linguists make the distinction between the different types of transfer: diachronic, synchronic, negative transfer, avoidance and overuse. Cook (1992) defines diachronic transfer as ‘ ‘ *transfer over time* ’ ’, and synchronic as ‘ ‘ *transfer at a particular point in time* ’ ’ (580). Whereas positive transfer is the untaught knowledge of the speaker, it is not institutionalised as the secondary transfer which is taught, but it comes from the community contact (Cook, *ibid*).

Positive transfer as the name indicates is the correct performance of aspects of the TL which are like those in the MT. Negative transfer, in the other hand, is the wrong use of old knowledge in a given situation in the TL which leads obviously to errors. The negative transfer is caused by similar elements in both languages, but different uses.

Students who learn a second language sometimes confuse in using the rules. So, as a solution, they use avoidance and bring a word or a group of words that substitute for the avoided one.

The overuse errors are one type of the transfer types. This kind of transfer is generally caused by the avoidance transfer.

### **1.6.2. Intralingual errors:**

Intralingual errors are those errors which are due to the TL itself and not the MT, which is some structures of the TL are troublesome to second language students which make them fall in such errors.

Intralingual errors are classified in four major types. Overgeneralization is used in case of English and in case of plural, students who do not know the restrictions of the rule use the –s with all the nouns even they are irregular ones.

Ignorance rules restrictions are the second type of intralingual errors. This kind of errors can be included in the overgeneralization errors, but it is the use of an element in the place of another one.

The third type is incomplete application of rules. This type of errors is ‘*communication based*’ errors.

The final type is false concepts hypothesised which means that errors are due to the misunderstanding of the explanations of teachers by students. In this case , teacher are not considered as the problem; they have to be more careful in their methodology ( pedagogical implications ) ( Richards , 1974 : 98-178 ) .

## **1.7. The personal writing**

### **1.7.1. Definition**

The personal writing as the name indicates is any type of writing that is specific to a given person, that is to say any thing where the person expresses his feeling, opinions.

Diaries or journals are one type of writing. People began to write diaries in the “late renaissance... as a record of social and political history”. (Britannica).

In this context, the focus is on the learning journals. Richards and Lockhart (1996) define a journal as the reactions to the events happened during the teaching experience. First, the data recorded in the journal have a future use, i.e. teachers can benefit from the notes they write on their journals later on; second, the records can be used to find solutions to the different difficulties in the teaching system. Others, such as Klug (2002) defines a journal as:

*A tool for self–discovery, an aid to concentration, a mirror for the soul, a place to generate and capture ideas, a safety valve for the emotions, a training for the writer and good friend confident (1).*

In this sense, journals are tools to keep in touch with the writing skill; this leads us to set out the different benefits of journals.

Harmer (2000) cites the following benefits: journals make students think about the process of learning, and how they are learning, i.e. *‘the value of reflection’*. When writing, students can express their *‘idiosyncratic style’* since they are the readers by their own. Autonomy is developed if the learners write frequently and a lot. Teachers can read what the students write not to evaluate, but to seek the different difficulties of students.

## **1.7.2. Types of Journals:**

### **1.7.2.1 Learning journals:**

As the name indicates, learning journals have to do with learning matters, that is to say, learners use this type of journals in order to overcome their learning difficulties. Learning journals can be written on a notebook or even a tape recorder. Progoff (1975) suggests that learning journals help making *‘inner conversations’*, that is to say, they help students make conversations with themselves (87).

### **1.7.2.2. Diaries:**



A diary comes from daily writing, which means writing everyday. Progoff (1975,87) defines diary as “*typically a notebook, booklet of blank pages, or any source for students to record thoughts, reactions to learning experiences, and even inner most fears about a learning activity*”. One benefit of diaries is ‘*being able to look on specific days or time periods in an attempt to sort out personal feelings*’

### **1.7.2.3. Dream book or log:**

A log is a record of event. It is like a psychological treatment; students who have fears in some matters in the language may have dreams. So, as a solution, they write on their dreams to overcome them.

### **1.7.2.4. Autobiography, Life Story and Memoires:**

An autobiography is one’s life story; it focuses on self- assessment. Life stories writing concerns writing personally. The memoir is a more formal type of telling the others’ stories.

### **1.7.2.5. Spiritual Journals:**

The spiritual journal takes a different form from the other journals. It has to do with the reactions about spiritual matters or even religious things.

### **1.7.2.6. Professional Journals:**

They have specific purposes depending on the profession one is investigating or studying. Progoff (1975, ibid).

### **1.7.2.7. Interactive Reading Log:**

Students write on interactive reading logs whatever their reactions are about what they have read and will read. (Perham, 1992). A log is a recorded passage of what students feel about their learning (Oxford, 2002, 2nd Ed).

### **1.7.2.8. Theory Log:**

The theory log or journal represents the idea that students keep a journal in order to reflect on their studies. The theory log helps students to learn to think and critically reflect on corresponding terminology, theory or knowledge. (Progoff: *ibid*).

### **1.7.2.9. Electronic Journaling:**

The electronic journaling takes as the name indicates an electronic form. The only difference between this type and the others is that it is written on an electronic base.

(Progoff: *ibid*).

### **Conclusion:**

In this chapter, we tried to shed some light on the different approaches to teaching writing. And as a conclusion, we can say that many factors may influence the improvements in a learning a foreign language. In the second chapter, we will describe, discuss and analyse the results obtained in the light of what we have discussed in the first chapter.

## **Chapter Two: the Field of Investigation**

### **Introduction**

2.1. Hypothesis

2.2. The population

2.3. The sample

2.4. Description of the test

2.5. Analysis of the test

### **Conclusion:**

## **Introduction:**

The second chapter or the field of investigation tends to give us insights about the significance of writing diaries and what are the most influencing factors in the students' writings. First, through the test given to students of 3<sup>rd</sup> year, we analyse what the students think of the writing diaries, what are their problematic points and how to prevent them from making mistakes.

### **2.1. The population:**

According to Brown (1988:144): '*A population is the entire group of interest in the study*'. The population of interest is all students (700 students) of English 3<sup>rd</sup> year LMD at Mentouri University in Constantine, Algeria.

This population is particularly chosen because the students in this level are expected to be good enough to expose a cleaned essay far from mistakes: it is supposed that students are familiar enough with the different aspects of the language. Then, the population would be divided into two groups: one control and experimental groups.

### **2.2. The sample:**

According to Brown (ibid: 114), a sample is '*a subgroup taken from a population to represent it*'.

In this research, we opted for the experimental / control group designs where we randomly took two groups, one which was used as an experimental and another as the control.

The sample contains sixty five students aged from nineteen to thirty years old, with a majority of girl presence.

The study took place in the academic year 2009 /2010 during normal classes, i.e. the test took place surprisingly without telling the students about it.

The test was delivered to students in the morning; one group took it at 9:30 and the other group at 11:00. One group is following the studies in Applied Languages and the other in Language Sciences.

### **2.3. The test**

We tried to make the students feel better before starting the test because they were against the idea of writing from the beginning. But when we told them that it is to be not graded and it is for the sake of research they motivated and started to write and ask questions.

The students were asked to write about one of the topics bellow:

#### **Topic one:**

‘Writing improves writing’

#### **Topic two:**

‘If you could change something in you, physically or mentally, what would you change and why?’

#### **Topic three:**

‘What is the best event that ever happened to you and never be again’

The topics were chosen for the following reasons:

- Whether the students are familiar enough with the different types of essays that they already learned through their three years at university.
- To measure the readiness of students whatever the case they confront in the near or far future.

- To give us as researchers an idea about the students competence in different aspects of the language such as different types of essays.
- Whether the students are able to use appropriately what they have already learned in the previous years as pronouns, articles.
- Whether the students learned to differentiate between first and foreign languages and that each language has its own soul, i.e. each language differs in many items from the other languages.

The following table represents the different mistakes of students in both control and experimental groups.

After examining the copies, we classify the two groups in columns. The first column represents the students i.e. each student is represented by a number.

The second and fourth columns represent the number of mistakes in both control and experimental groups.

The third and fifth columns represent the squared data in the second and fourth columns.

**Table 03:** Total mistakes of both groups.

Students' mistakes	Control group		Experimental group	
1	7	49	13	169
2	7	49	13	169
3	15	225	25	625
4	12	144	10	100
5	7	49	13	169
6	16	256	9	81
7	6	36	15	225
8	15	225	11	121
9	20	400	11	121
10	7	49	14	196
11	12	144	15	225
12	15	225	19	361
13	32	1024	13	169
14	22	484	9	81
15	11	121	14	196
16	10	100	21	441
17	8	64	4	16
18	19	361	9	81
19	7	49	17	289
20	19	361	12	144

21	26	676	11	121
22	9	81	21	441
23	20	400	24	576
24	11	121	5	25
25	8	64	14	196
26	17	289	22	484
27	9	81	12	144
28	10	100	14	196

To calculate the value of t (t-test for independent groups), we apply the formula:

$$t_{n_1+n_2-2} = \frac{(\bar{x}_1 - \bar{x}_2) \sqrt{(N_1 + N_2 - 2)(N_1 N_2)}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2)(N_1 + N_2)}}$$

$\bar{X}_1$ : mean of the first group

$\bar{X}_2$ : mean of the second group

$N_1$ : number of students in the first group

$N_2$ : number of students in the second group

$S_1$ : standard deviation of the first group

$S_2$ : standard deviation of the second group

### 2.3.1 T- test for independent group design:

The null hypothesis:



There is no difference between writing diaries and writing proficiency, i.e.  $H_0 = X_1 + X_2$ .

The alternate hypothesis:

The performance of the experimental group is better than the performance of the alternate hypothesis, i.e.  $H_0 = H_1 > H_2$ .

The t value is calculated as in the following:

Control group:

$$\sum x_1 = 377$$

$$X_1 = \frac{\sum X_1}{N_1}$$

$$\sum X_1 = 6227 \text{ (the value of X is squared)}$$

$$S_1 = \frac{\sum X_1}{N_1} - X_1$$

$$S_1 = 6227 / 28 - 182.25$$

$$= 40.14$$

Experimental group:

$$X_2 = \frac{\sum X_2}{N_2}$$

$$\sum x_2 = 390$$

$$\sum x_2 = 6190$$

$$S_2 = \frac{\sum X_2}{N_2} - X_2$$

$$S_2 = 6190 / 28 - 193.21$$

$$=27.86$$

$$Df= 28+28-2=54$$

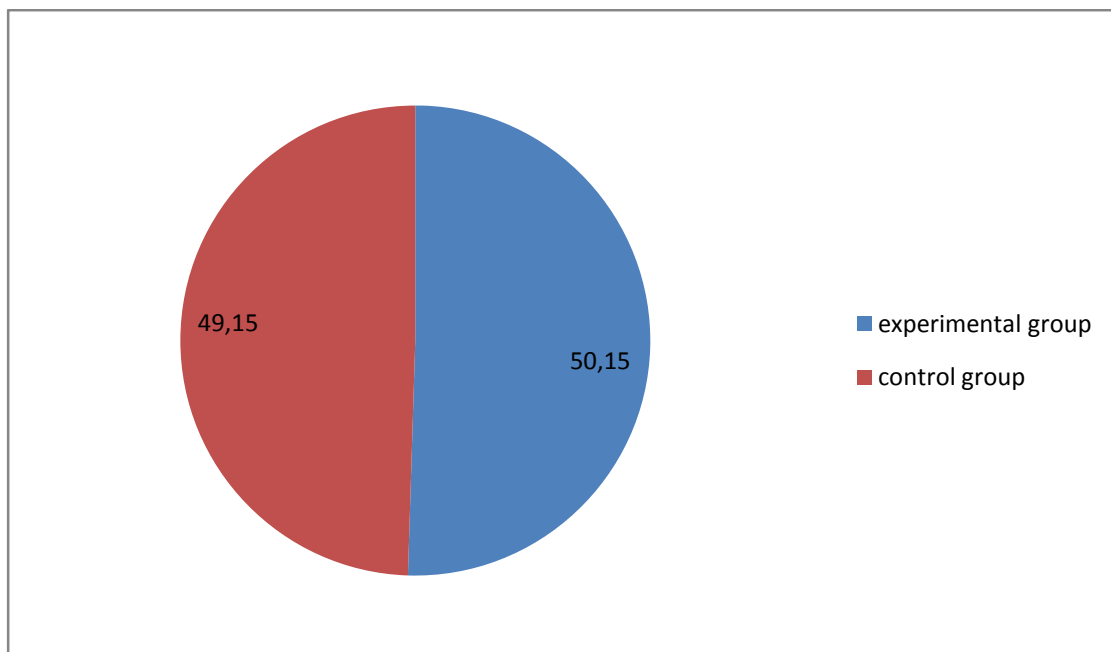
The t value of mistakes is as the following:

$$T_{54}= - 0.25$$

The negative sign is not of importance because when compared to the critical value, it is taken as a positive value. The degree of freedom of 56 students is 54. The observed value of t is less than the critical value of t which is 1.67(Miller and Richard, 1975) that is to say, there is no significance in writing diaries and writing proficiency. To confirm our results, we opt for another study, which is the qualitative study to get more reliable results. Before, we make some analysis of the students' copies to show that not all students respect the instructions given by teachers.

Analysing the students' copies:

**Figure 01:** Representation of mistakes in both control and experimental groups.

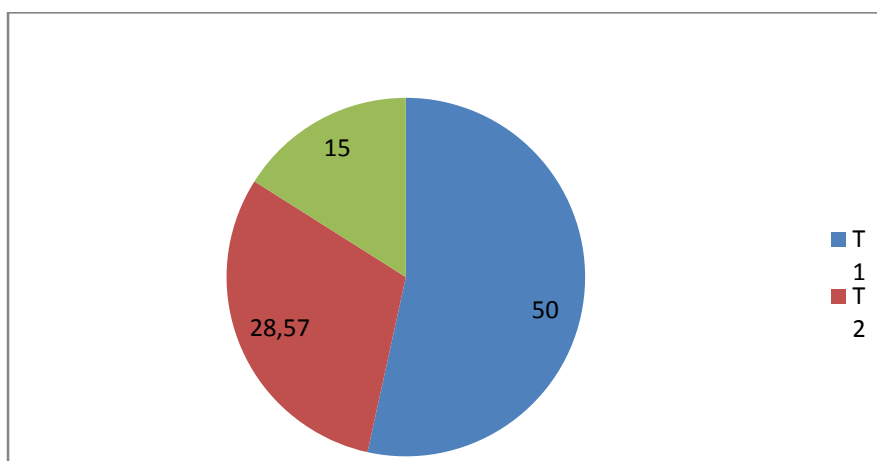


As it is observed (see appendix 1 and 2 page 53 and 54), the mistakes are not stable at all; we can find an average of about **13 mistakes** per copy with a majority of mistakes in the experimental group, but the highest score of mistakes is found in a copy in the experimental group with **30 mistakes** (see appendix 2, student 12). The copy belongs to a female student coming from Constantine, she does not write diaries, and she chose to write about the majority choice topic. Whereas the lowest score is **4 mistakes** (see appendix 1, student 7). The copy belongs to a female student, too. She put that she writes diaries but rarely and she writes about the first topic. The problematic points of both students are the confusion in using past and present tenses, the wrong use of personal pronouns, and third person singular.

**Table 04:** Topic Choice in the Control Group.

Topic	01	02	03
Control	14	8	6
Percentage	50%	28.57%	21.42%

**Figure 02:** Choice of Topics in the Control Group.



The great majority in the control group chose to write about the first topic which is ‘writing improves writing skill’. As a conclusion, students restated their thesis statements and others who stated that reading improves writing and not the given topic.

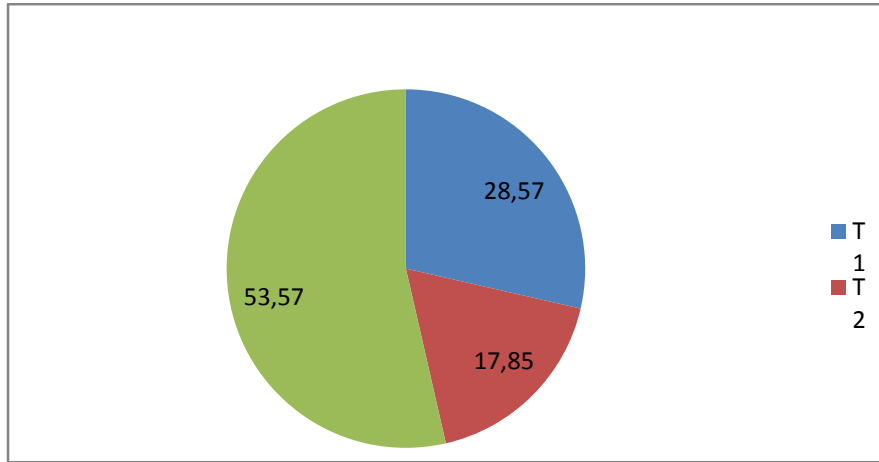
The second highest topic chosen was the second one (8 students chose it). The whole eight students gave examples from history when they talked about mental change like the case of the American president Obama when he became the president even he is an African American.

The last topic was chosen by six (6) students, the majority of students wrote about their success in the baccalaureate exam.

**Table 05:** Topic Choice of the Experimental Group.

Topic	01	02	03
Experimental	8	5	15
Percentage	28.57%	17.85%	53.57%

**Figure 03:** Experimental Group Choice of Topics.

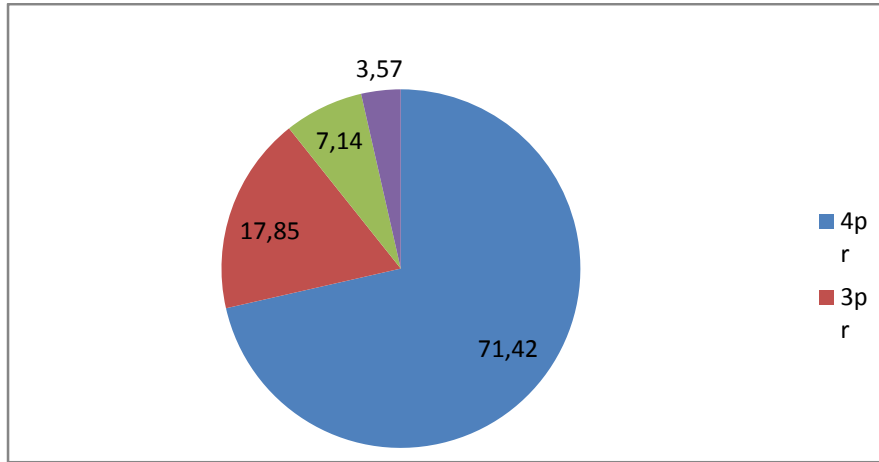


In the experimental group, 53.57% of the students chose to write about their best events. The students' best events differ from one student to another like parents, Algeria in the world cup and having the same birthday as the Independence. The second topic came in the second place with 28.57%. The students argued that reading improves writing and not the opposite. Finally, the third topic came in the third place with five (5) students i.e. 17.85% of the total mistakes wrote about it. Many students want to change their physical appearance like their faces and some others like to change their mental characteristics and like to have buildy bodies especially boys.

**Table 06:** Number of Paragraphs in the Students' copies in the Control Group.

Paragraphs' number	4	3	2	1
Control	20	5	2	1
percentage	71.42%	17.85%	7.14%	3.57%

**Figure 05:** Paragraphs' Number of the Control Group.



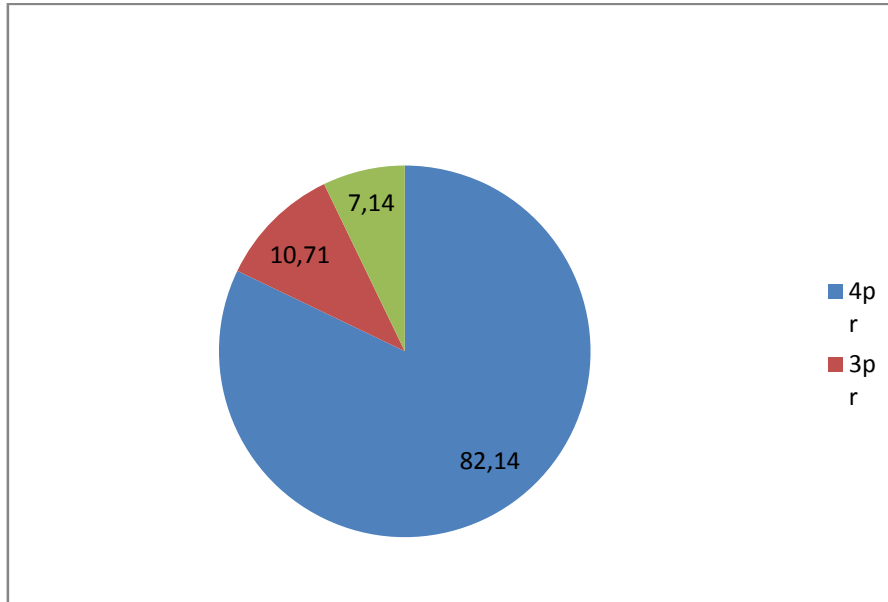
It was recommended from the students to write four (4) paragraphs, i.e. one (1) introductory, two (2) developmental and one (1) concluding paragraph; but unfortunately not all students did what they were asked to.

Starting by the control group, the majority of students wrote as it was recommended, i.e. twenty (20) i.e.71.42% students wrote as it was asked from them. Five (5) students i.e. 17.85 % wrote one introductory paragraph, one in the development and a conclusion. Two students which make 7.14% wrote two paragraphs as an introduction and a developmental paragraph. At last, one student wrote just one paragraph. One student wrote one paragraph which makes 3.57% of the total mistakes.

**Table 07:** Number of Paragraphs Number in the Students' Copies of the Experimental Group.

Paragraphs' number	04	03	02	01
Experimental group	23	3	2	0
Percentage	82.14%	10.71%	7.14%	0%

**Figure 06:** Paragraphs' Number of the Experimental Group.

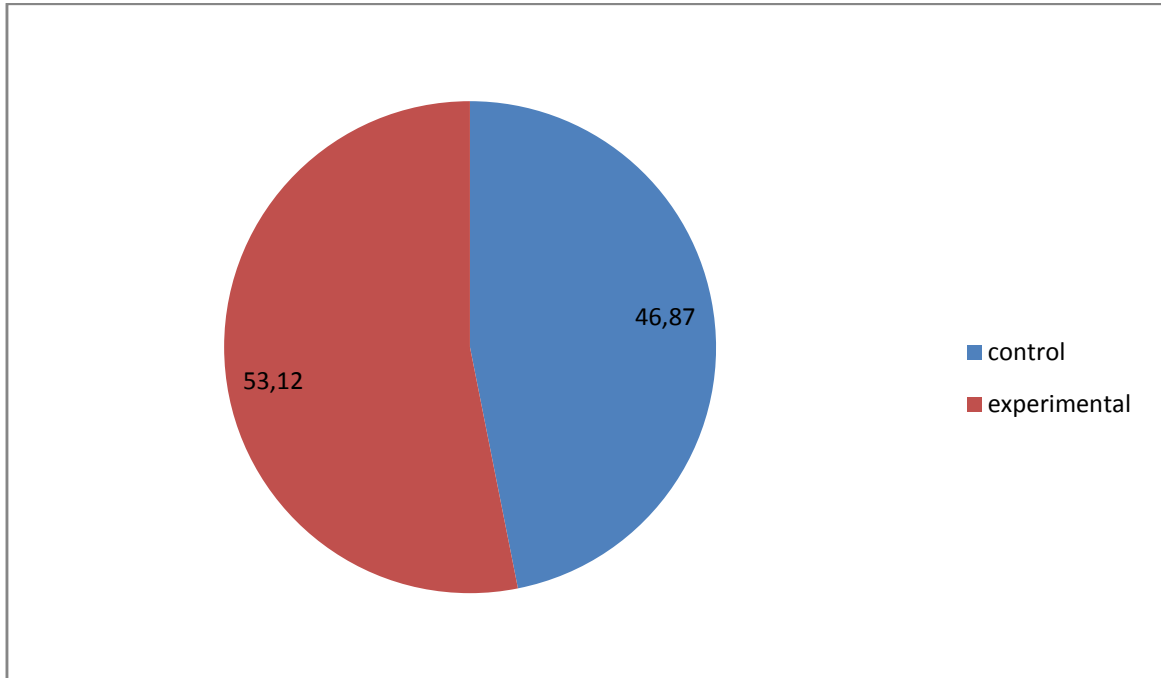


The experimental group is more or less like the control group in the number of paragraphs. Twenty-three (23) which is 82.14% students wrote four paragraphs as it was recommended from them. Then three students i.e. 10.71 % wrote three paragraphs with one paragraph in the introduction, one developmental and one in the conclusion. Two students that are 7.14 % like in the control group wrote two paragraphs, but no student in the experimental group wrote just one paragraph. Motivation and awareness are important in this case, so that students did not obey what was asked from them.

**Table 08:** Articles mistakes of both control and experimental groups.

	<b>Control (28)</b>	<b>Experimental ( 28 )</b>	<b>Total (56)</b>
<b>Articles</b>	17	15	32
<b>Percentage</b>	53.12%	46.87%	100%

**Figure 07:** Articles mistakes of both control and experimental groups.



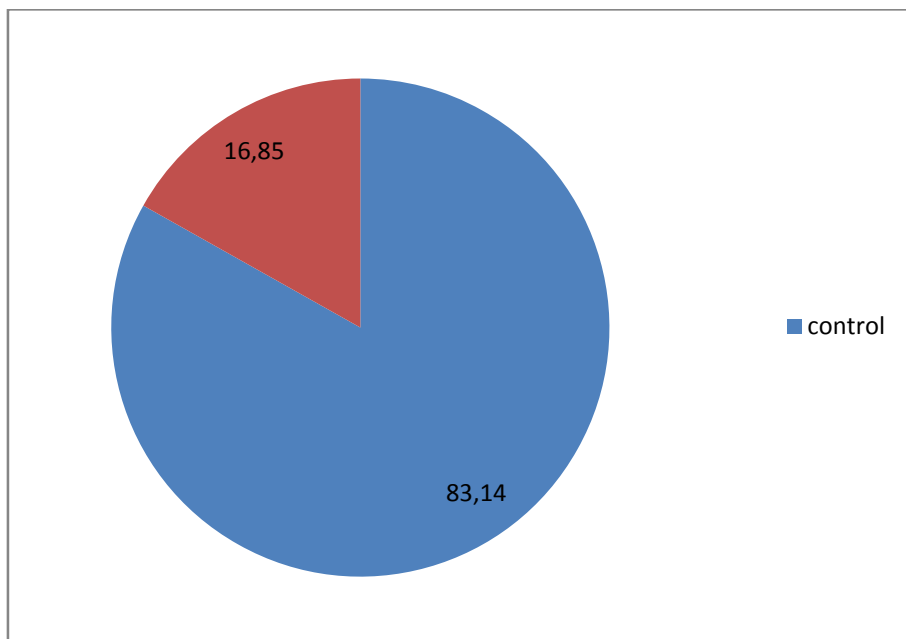
Both control and experimental groups seem to have similar number of mistakes, with a little higher percentage in the control group. It seems that the students who write diaries make little mistakes compared with those in the control group. Students confuse in using the articles with nouns as in the following examples : “ ....all the teachers say” instead of “ ... all teachers say” , “ at the university” instead of “ at university” , and “ it is the best way to improve writing skill” instead of “ it is the best to improve the writing skill” . The interference of the mother tongue played a very important role in the performance of students.

**Table 09:** Distribution of Pers. Pron. Mistakes in both control and experimental groups.

	<b>Control ( 28 )</b>	<b>Experimental ( 28 )</b>	<b>Total ( 56 )</b>
<b>Pers. pron.</b>	74	15	89
<b>Percentage</b>	83.14%	16.85%	100%



**Figure 10:** Distribution of Pers. Pron. both control and experimental groups.

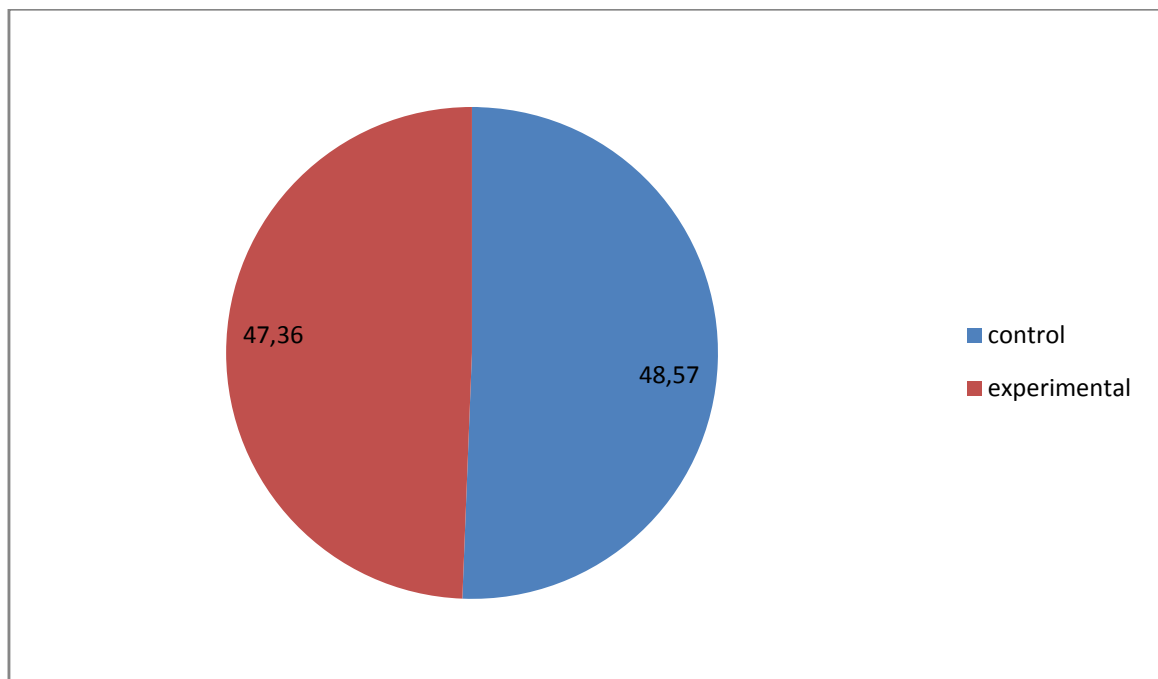


Students in both groups use the personal pronoun ‘you’ when they compose which is already a form that teachers ask their students not to do. Other personal pronouns are ‘he’ and ‘they’ without any previous reference. The students in the experimental group used less mistakes with 16.85% compared with those of the control group with 83.14%. Neither transfer nor interference is the cause in this case, but awareness which lack students, i.e. their knowledge about the target language is limited.

**Table 10:** Distribution of Preposition Mistakes in both Control and Experimental Groups.

	<b>Control ( 28 )</b>	<b>Experimental ( 28 )</b>	<b>Total ( 56 )</b>
<b>Preposition</b>	17	18	35
<b>Percentage</b>	48.57%	51.43%	100%

**Figure 11:** Distribution of Preposition Mistakes in both Control and Experimental Groups.



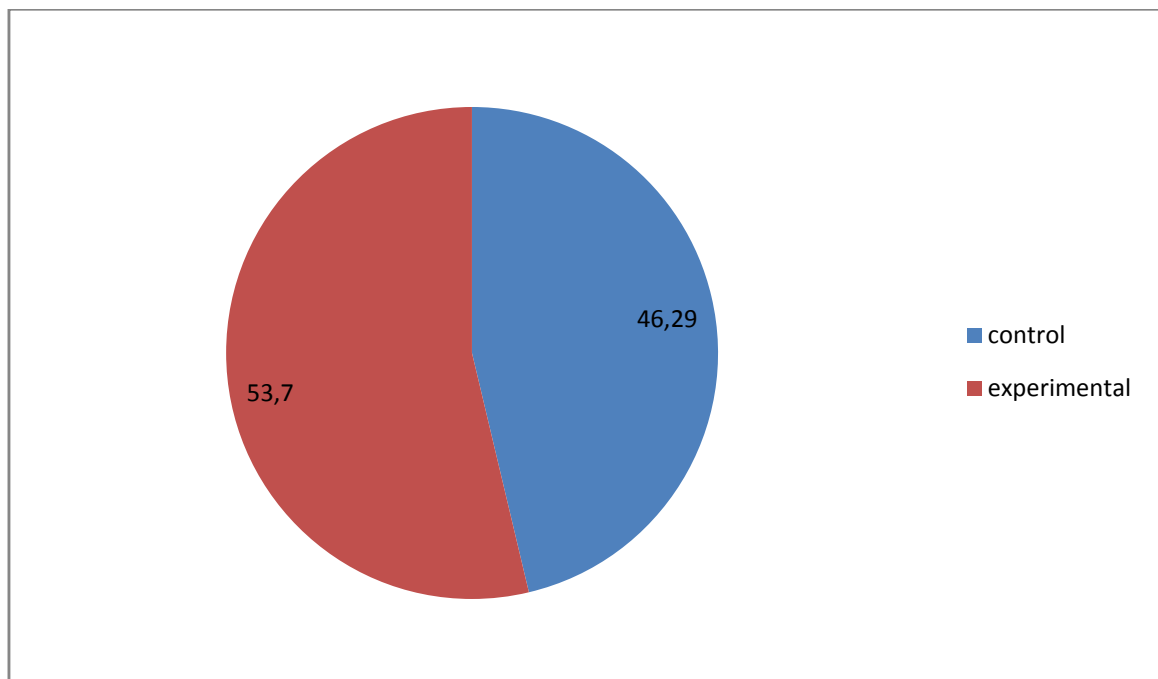
In the use of preposition, students in the control group made 17 times wrong use of prepositions which is 47.57% in 28 copies, whereas the experimental group made 18 mistakes, i.e. 48.57% of the total mistakes.

This represents that both groups confuse in the use of prepositions and mainly because of the negative transfer like the following: “all these methods are learned by writing” instead of “all these methods are learned through writing”, “... events that happen with people” instead of “events that happen to people”.

**Table 11:** Distribution of Punctuation Mistakes in both Control and Experimental Groups.

	Control ( 28 )	Experimental ( 28 )	Total ( 56 )
Punctuation	25	29	56
Percentage	46.29%	53.70%	100%

**Figure 12:** Distribution of punctuation mistakes in both control and experimental groups.

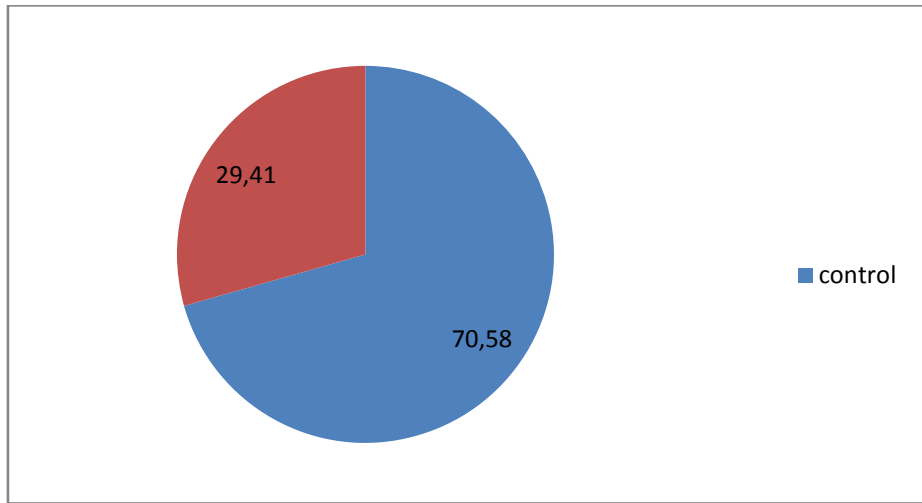


In punctuation mistakes, students in both control and experimental groups seem to have similar proportions with 53.70% of the total mistakes. On the other hand, the control group made little mistakes with 46.29% of the total mistakes. Students seem to have problematic points in the use of commas like in “when *I was on the period of exams I was very wrong and freed my family too especially my mother*” instead of “when I was in the period of the exams, I was much stressed and especially my mother in the whole family”. “Of *course. neither his cloths nor his race was the reason. It was his idea of change*” instead of “neither his clothes nor his race, but his idea of change.

**Table 12:** Distribution of s (plural.) mistakes in both control and experimental groups.

	Control ( 28 )	Experimental ( 28 )	Total ( 56 )
<b>S (plur.)</b>	12	5	17
<b>Percentage</b>	70.58%	29.41%	100%%

**Figure 13:** Distribution of s (plur.) mistakes in both control and experimental.



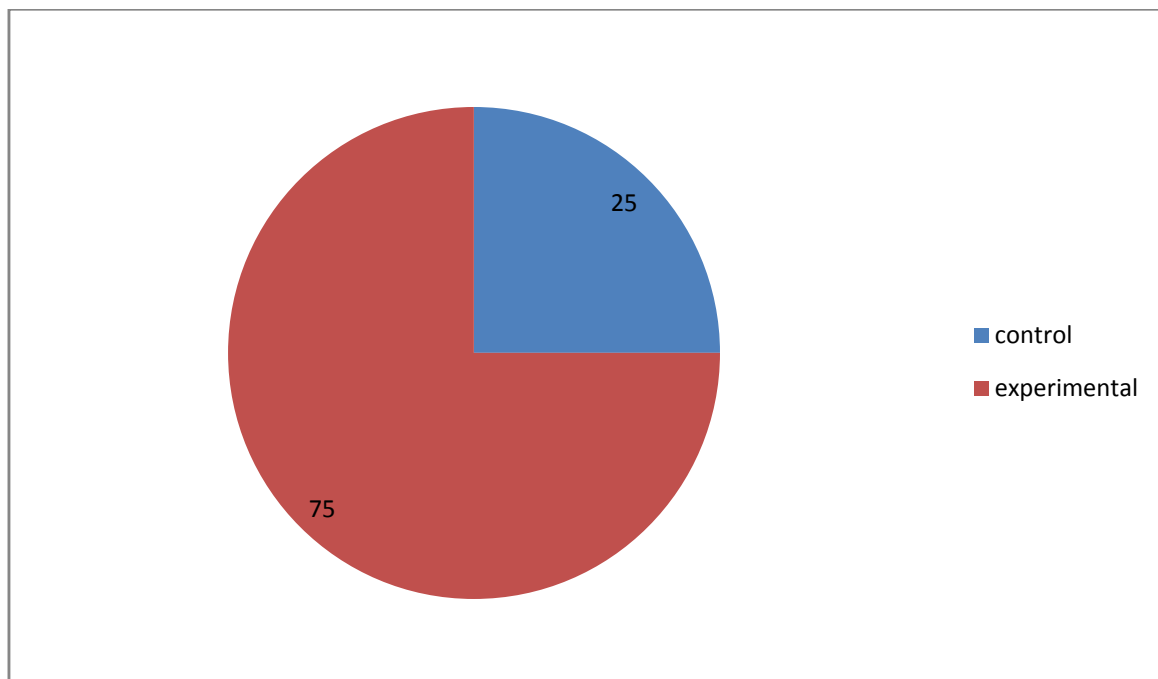
The control group made more mistakes than the experimental group in the use of the plural “s”. Students in the control group made 70.58% mistakes of the whole mistakes, whereas the experimental group made just 29.41%. It seems less the proportion of the control , but still there are problematic points in the use of the ‘s’ of the plural as in : “ *writing is a technique in which you express your feelings through it*” instead of “ writing is a technique that is used to express one’s feelings” , “ all these method” instead of “ all these methods” .

Intralingual errors are the main cause in the students’ performance in this case.

**Table 13:** Distribution of s (pre.) mistakes of both control and experimental groups.

	<b>Control ( 28 )</b>	<b>Experimental ( 28 )</b>	<b>Total ( 56 )</b>
<b>S (pre.)</b>	21	7	28
<b>Percentage</b>	75%	25%	100%

**Figure 14:** Distribution s (pre) mistakes of both control and experimental groups.

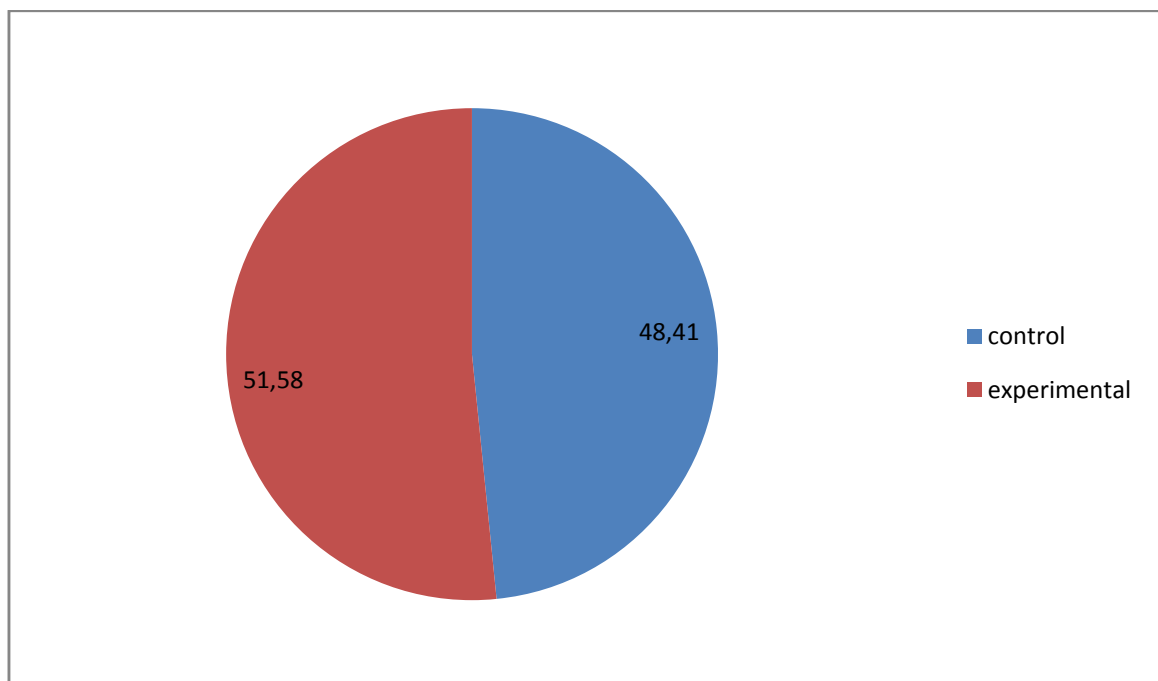


In the control group, it appears that there is a little wrong use of the ‘s’ of the present with a percentage of 25% which means  $\frac{1}{4}$  of the total mistakes. Whereas in the control group, the percentage is 75% of mistakes. Students ,in some cases , put the ‘s’ with plural nouns like in : “ *some people argues*’ instead of “ some people argue” , or the opposite like in “ so , vocabulary refreshe” instead of “ vocabulary refreshes ..”. Ignorance of the rules is the major factor in the performance of students.

**Table 14:** Distribution of spelling mistakes in the control and experimental groups .

	Control ( 28 )	Experimental ( 28 )	Total ( 56 )
<b>Spelling</b>	107	114	221
<b>percentage</b>	48.41%	51.58%	100%

**Figure 15:** Distribution of spelling mistakes in both control and experimental groups .



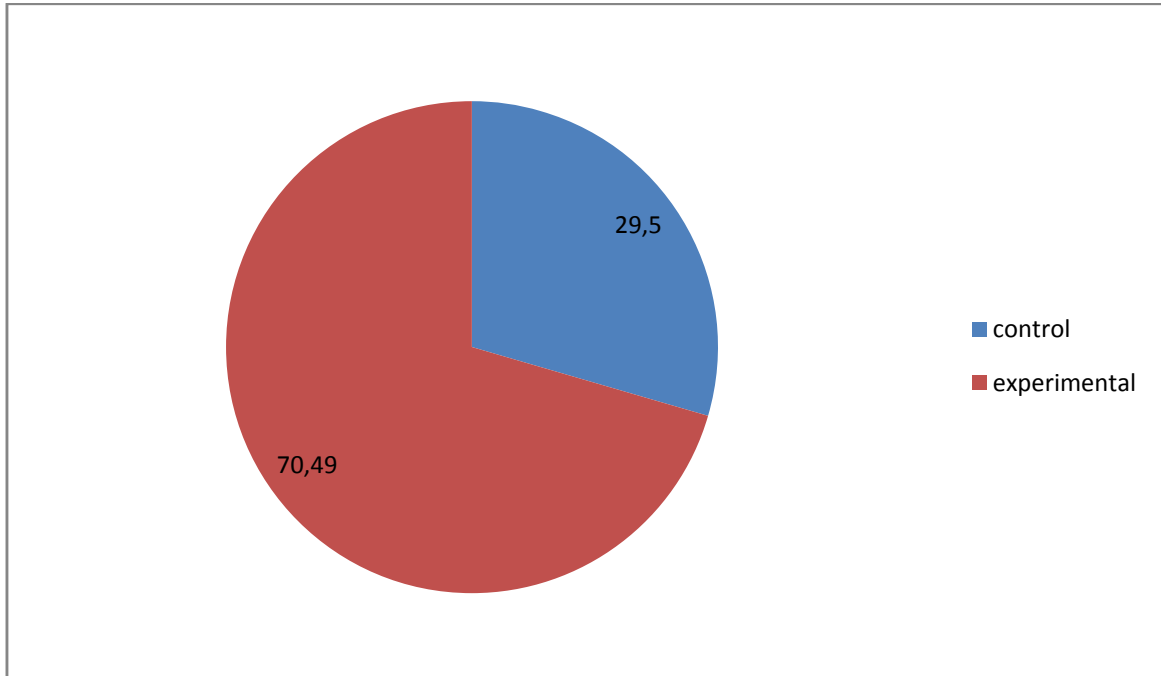
The major spelling mistakes belongs to the experimental group with a proportion of 51.58% of the total mistakes; however , there is no big difference between the two groups since the control group made 48.41% of total mistakes .

Students use translation, and they keep the same spelling, when they compose their essays like in the following examples: “*futur*” instead of “future”, “*methode*” instead of “method”, and “*informe*” instead of “inform”.

**Table 15:** Distribution of tense mistakes in both control and experimental groups.

	<b>Control ( 28 )</b>	<b>Experimental ( 28 )</b>	<b>Total ( 56 )</b>
<b>Tense</b>	18	43	61
<b>Percentage</b>	29.50%	70.49%	100%

**Figure 16:** Distribution of tense mistakes of both control and experimental groups.



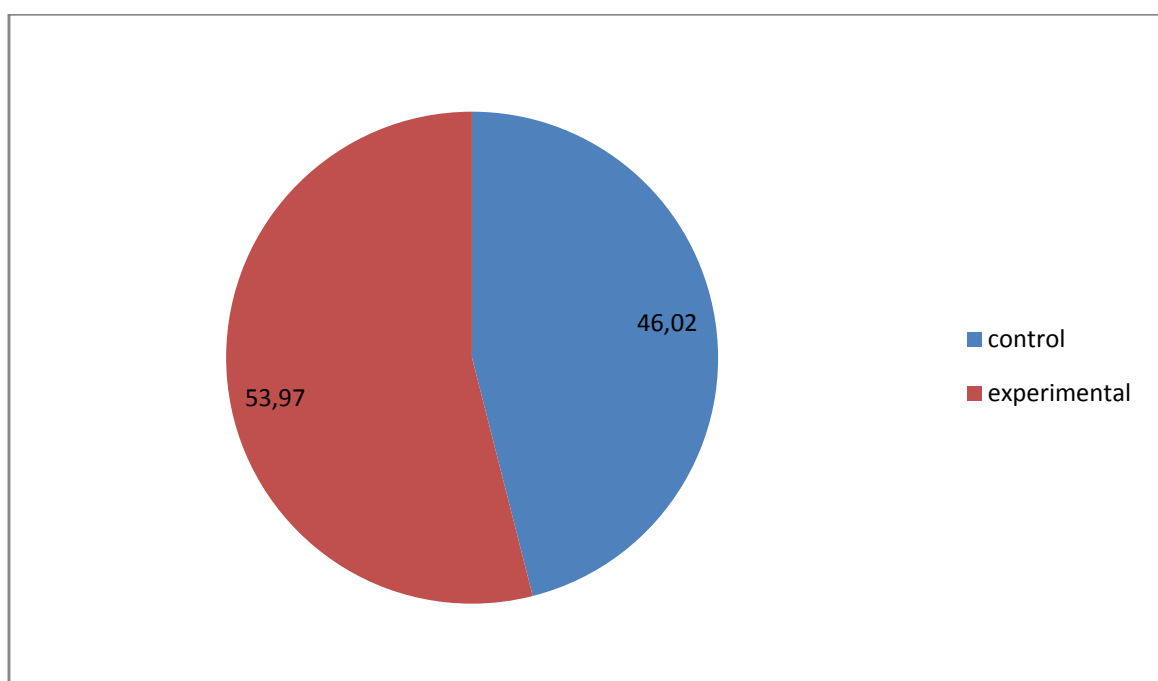
Students in the control group seem more competent in the use of tense, and the figure represents 29.50% of the total mistakes. However, the experimental group appears to have more difficulties in the use of tenses and the figure represents 70.49% of the total mistakes.

The problematic points of both groups are past and present, and sometimes students created tenses. These are some of the mistakes: “writing *is improved your skills*”; instead, it is better reformulated “writing improves the students’ skills”, “all *what had be said*” instead of “all what has been said”. Many aspects of tense are absent in the mother tongue which lead students made mistakes.

**Table 16:** Distribution of structure mistakes in both the control and experimental groups.

	<b>Control ( 28 )</b>	<b>Experimental ( 28 )</b>	<b>Total ( 56 )</b>
<b>Structure</b>	81	95	176
<b>Percentage</b>	46.02%	53.97%	100%

**Figure 17:** Distribution of structure mistakes in both control and experimental groups.



The table represents the number of mistakes in both groups, and the figure represents the proportions. Students in experimental group made more mistakes that is 53.97% compared with 46.02% in the control group.

The main structure mistakes are “*this is the day of the results*” instead of “the day of results comes”, “if this means a thing” instead of “that means just one thing”.

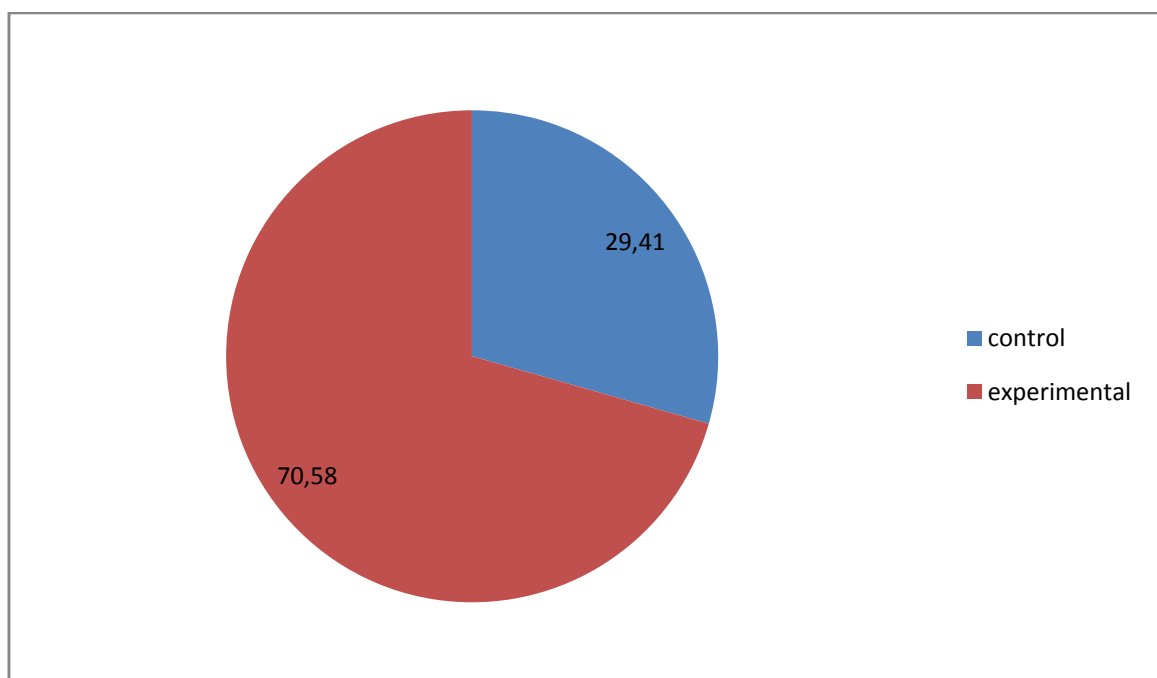
Transfer from Arabic and French plays a role in the performance of the students, as a result, students made mistakes.



**Table 17:** Distribution of ignoring the thesis statements in both control and experimental groups.

	<b>Control ( 28 )</b>	<b>Experimental ( 28 )</b>	<b>Total ( 56 )</b>
<b>Thesis statement</b>	5	12	17
<b>Percentage</b>	29.41%	70.58%	100%

**Figure 18:** Distribution of ignoring the thesis statements in both the control and experimental.



The figure and the table represented above show that many students did not state their thesis statements especially in the experimental group; 70.58% of the students did not state their thesis statements. However in the control group, 29.41% of the students only did not state theirs. One of the reasons is that students do not follow a process in their writings.

**Conclusion:**

The obtained results showed that diaries play a role in improving some difficulties like in case of prepositions, and that some errors are due to transfer and intralingual errors, like in case of spelling and tense. Overgeneralization appeared more in case of tense, interference in case of spelling and prepositions. Transfer appeared in many cases because students thought that translation always works.

## **Discussion:**

In analyzing the results obtained from the beginning of the analysis, it appeared to us that students do not obey the instructions given, like in our case, they did not write the number of paragraphs needed. The choice of topics gave us insights that some students like to share their private events with their teachers and others like to write about general topics.

In the analysis, we focused on the different types of mistakes to give more information about the strengths and weaknesses of the students. It appeared that the students' level is almost similar to each other, whether they write diaries or not; according to the analysis of copies, with some exceptions (appendix 1, 2).

Writing diaries is not totally behind all the mistakes because we found many copies in the experimental group nearly without mistakes. Diaries can prevent making some mistakes like articles, personal pronouns, and prepositions as the results showed; but because there are differences between the two languages students made mistakes.

Transfer errors mainly appeared in spelling mistakes of the students like in the words and the intralingual mistakes in the tense, since the Arabic language does not have the different aspects like English. Intralingual errors appeared in many cases, like in overgeneralization of the rules (case of the plural "s").

In some cases, motivation played a role in the students' performance, since they did not write the number of paragraphs asked.

**General conclusion:**

In this research, we tried to shed some light on the importance of using diaries as a practice tool to improve writing skills. Two groups were asked to fulfil a test of three topics of choice. And the results obtained are derived from the analysis of the students' mistakes.

The results showed that the experimental group made more mistakes than the control group, but the mistakes were due to two main aspects which are transfer and intralingual errors which were discussed in the first chapter.

Many factors influence the improvements in learning a language: motivation and awareness play a vital role in this case. Motivation is a psychological factor that students can develop by their own or teachers can do it. If the student is motivated, his performance will be better than when he/she is not motivated.

Awareness is a conscious factor that teachers should build in foreign language learners, so that students become more competent in their learning.

Last and not least, we suggest some recommendations in case of future research. Teachers should give more importance to linguistics in teaching students a foreign language.

Students, on the other hand, are asked to be more motivated when studying especially in a foreign language.

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### Appendix one: The Students' Mistakes in the Control Group

mistakes	Arti.	Pers. Pron.	Prep.	Punc.	S(plur)	S(sing.)	Spel.	Struc.	Tense	Thesis S
1		3					2	2		+
2							3	4		+
3				3			6	4	2	+
4							7	5		+
5	1			1			3	1		-
6	2	8		1	1			4		+
7							2	2		+
8	8	5		2	1	2	2	1		+
9		7	2	2	1		3	4	1	+
10		4			1		1			-
11		1		1			5	3	1	-
12		4			2		5	2	1	-
13	3	10		2		8	6	1	2	+
14			4	1			5	5	7	+
15	3	1	2		1		1	3		+
16	1	4	1				2		1	-
17		2	1				1	4		+
18		7	1	1		1	6	3		+
19	1							6		+
20	1	1	2			1	9	2	3	+



21		6			1		14	5		+
22	1	1		1			4	2		+
23		8		1	1		2	8		+
24			2	3			2	4		+
25	1					5		2		+
26	1	1		1	1	2	8	3		+
27					2		7			+
28		1	2	5			1	1		+

**Appendix two: The Students' Mistakes in the Experimental Group.**

mistakes	Arti.	Pers. Pron.	Prep.	Punc.	S(plur)	S(sing.)	Spel.	Struc.	Tense	T
1		1			1	1	8	2		+
2			1				8		4	+
3	1	2		1	3	3	8	6	2	-
4		1					2	3	3	-
5			2	1	1		4		5	+
6	1	1	2	1			1	3		+
7	1	2	1				5	2	4	+
8		5		2		2	2			+
9		4		5			2			+
10				2			5	1	5	-
11			1	1			5	5	3	+
12		2	1	3			2	10	2	+
13		2	1	1	1		3	3	2	+
14	2		1					1	5	+
15		6		1	1		2	4		+
16	1	1		1			8	10		+
17	2	1						1		+
18	1		2	1			1	3		-
19	1	3	2	2			1	5	2	-
20		1					5	5		-

21	2		1	1			1	4	1	-
22	2	6				1	6	6		+
23	1	2		5			7	7	1	-
24							2	1		-
25		3		1			10			+
26		7					5	8	1	-
27							5	4	2	-
28			3				8	1	1	-

**Appendix three: The Test**

The test: this work is not going to be graded, so help us to finish it and we will be grateful to you.

**Mentouri University: Constantine.**

**Faculty of Letters and Languages.**

**Department of Foreign Languages.**

Male:

female:

Age:

Town:

Do you write diaries?

Yes

no

If yes, how frequently do you write?

Each day

sometimes

regularly

rarely

Choose one of the following topics:

**Topic one:**

“Writing improves writing”, discuss.

**Topic two:**

“If you could change something in you, physically or mentally, what would you change and why?”

**Topic three:**

“What is the best event that happened to you and never be again”.

Thank you again.

## **Résumé :**

L'objectif de cette thèse est d'identifier et de mesurer l'effet de journaux de la maîtrise du processus d'écriture. Comme les journaux sont composés de plusieurs avantages, on a évalué la confirmation de l'hypothèse qui stipule que « les journaux servent à améliorer le style d'écriture chez les étudiants ».

Nous avons testé 56 étudiants de la 3<sup>ème</sup> année d'Anglais à l'Université de Mentouri, Constantine parce qu'il est pensé qu'ils ont un niveau mieux que les étudiants des première et deuxième années.

Les étudiants ont été invités à produire un essai sur l'un des trois sujets donnés. La première partie contient des questions sur des informations personnelles et l'habitude des étudiants vis-à-vis l'écriture des journaux (s'ils écrivent chaque jour, parfois ou rarement).

L'évaluation a porté sur la correction des erreurs de toutes les copies.

Une série de recommandations a été faite à la lumière des résultats obtenus.

## الملخص:

إن هذا البحث يهدف إلى تقييم مدى أهمية كتابة اليوميات لدى طلاب فرع الإنجليزية بجامعة وري بقسنطينة .

لقد تم أخذ العينة من طلاب المرحلة النهائية أي السنة الثالثة ل.م.د انجليزية ، و السبب أن طلاب السنة النهائية يعتقدون بأنهم أكثر ممارسة للغة من غيرهم من طلاب السنتين الأولى و الثانية .

أما بالنسبة للاختبار فقد أردنا أن يكون فجائيا لكي يعطي أكثر مصداقية ، و بخصوص الأسئلة فقد كان الاختبار مقسما إلى جزئين : الأول و الذي عني بالمعلومات الخاصة بالطلاب ( الجنس ، العمر ) و سؤال من يكتب اليوميات ، أو لديه دفتر يوميات ، و الدرجة التي يكتبون بها ( دائما أو غالبا أو أحيانا أو نادرا ) أما القسم الثاني فيضم ثلاثة مواضيع اختيارية ، الهدف الرئيسي بالنسبة لهذه المواضيع تقييم الأسلوب الكتابي للطلاب و ذلك بتقييم مختلف الأخطاء التي قام بها التلاميذ ثم مقارنتها بين مجموعتين الأولى ( الشاهد ) و الثاني التجريبي .

الهدف الإجمالي من القسم التطبيقي هو رؤية مدى كفاءة الطلاب الذين يكتبون يومياته

مقارنة بالمجموعة الشاهدة، و التي في الأخير أثبتت أن الطلاب الشاهدين أكثر براعة

كتابية أفضل من منافسيه