THE EFFECTS OF DIARY WRITING ON WRITING FLUENCY AMONG VIETNAMESE EFL HIGH SCHOOL STUDENTS

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Abstract:

This study investigated the impact of diary writing on the writing fluency of EFL high school students. It also explored learners' attitudes toward the use of this approach. Forty tenth-grade students from a high school in a rural area of the Mekong Delta, Vietnam, participated. Writing fluency was measured through (1) the total number of words produced within a fixed time frame and (2) lexical frequency levels, using pre- and post-tests as the main instruments. Comparative analysis revealed a noticeable improvement in students' writing fluency following the intervention. The findings suggest that diary writing positively influences students' writing performance. Additionally, questionnaire responses led to the selection of nine students for follow-up interviews, providing deeper insights into their attitudes. Results indicated generally positive perceptions of diary writing, with many students reporting increased interest and motivation in writing tasks. Based on the findings, pedagogical implications and recommendations for future research are discussed.

Keywords: diary writing, writing fluency, EFL students, student attitudes, Mekong Delta

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1. Introduction

1.1 Rationale

In the 1960s, there were many arguments among researchers and authors about whether the quality or quantity of writing should be focused on first in writing class (Briere, 1966). Pincas (1962) was one of the researchers who argued for quality first. It was understandable that, because the audio-lingual dominated the second language learning in the early 1960s, speaking was primary and writing served to reinforce speech in terms of grammatical and syntactic forms (Raimes, 1983). That was the reason why English as a Second Language (ESL) or English as a Foreign Language (EFL) teachers tended to focus much on techniques which promote accuracy, not fluency.

However, it was believed that the writing work may be blocked because of overemphasis on accuracy and form. Writers are worried too much about form and what to include in the writing work to make it accurate, which hinders their creativity. Moreover, when school writing is mainly graded for form and accuracy, students are unwilling to take risks to express their ideas in their own words (Martin *et al.*, 1976). In other words, overemphasis on accuracy makes students refrain from having more opportunities for growth.

Therefore, it is suggested that the quantity of writing should be focused first (Erazmus, 1960) because "*once ideas are down on the page, grammatical accuracy, organization, and the rest will gradually follow*" (Raimes, 1983, p.7). In addition, it is mentioned that when writing fluency is first focused, writers may explore more in their writing without worrying about grammatical accuracy or pressure from writing class (i.e. grammar errors and grades) (Casanave, 2004). Consequently, their writing will be gradually improved.

In the context of Vietnamese high school education, teachers of English spend much time explaining grammatical forms in their lessons (Canh, 2002), and these forms are much appreciated in the English writing work. That means accuracy tends to dominate in their writing class. As a result, students have difficulties in expressing their ideas. They find it very hard to transfer their thoughts into words.

Consequently, they need to have a regular practice every day to improve their writing fluency. However, students have little chance to practice writing in class because of time pressure. Teachers have to manage time to equip their students with knowledge for tests and examinations. Most of the progress tests, as well as the achievement tests at high schools, even the national examination for General Certificate of Secondary Education (GCSE), are in the form of multiple choice, and there is very little space for writing. Hence, besides some classroom activities, students should be encouraged to actively engage in outside-of-classroom writing activities so that they can have a lot of opportunities to practice writing. Because of this, the current study reflected on how a certain outside-of-classroom writing activity affects students' writing fluency.

The present study assumes that it would be beneficial to investigate the impacts of using diary writing on EFL high school students' writing fluency. A case study related to the field would help the researcher better understand students' problems in English

writing, and some possible solutions are suggested later. For this reason, the current study was conducted to investigate the impacts of diary writing on the writing fluency of grade tenth students at a high school in the Mekong Delta, Vietnam.

1.2 Research Aims
The aims of the current study were to investigate:
1) the impacts of diary writing on EFL high school students' writing fluency.
2) EFL high school students' attitudes towards the use of diary writing in teaching and learning writing.

1.3 Research Significance
The findings from the current study hopefully contribute valuable information to the teaching and learning of the English writing process. Firstly, the study could support the assertion that diary writing can promote students' writing fluency. Secondly, the findings gained from the study could raise learners' positive attitudes towards the importance of using a diary in learning English writing.

2. Literature Review

2.1 Writing
2.1.1 Definition of Writing
According to Wikipedia, writing is defined as "*a medium of communication that represents language through the inscription of signs and symbols*". In this respect, it is a way of communicating a message to a reader for a specific purpose (i.e. to express oneself, to provide information, etc.) (Troyka, 1987) or it is considered a communicative act (William Grabe and Robert B. Kaplan, 1996). Moreover, in a foreign language learning context, writing is the fourth skill of the four language skills, such as Listening, Speaking, Reading and Writing. In this current study, writing refers to one of the four fundamental skills of the English learning process.

2.1.2 The Role of Writing in Language Teaching and Learning
Communication was argued to be the primary purpose for writing in almost every context (William Grabe and Robert B. Kaplan, 1996). When people start to write, they always think of the people who are their readers. The readers may be other people or even themselves. In the same way, when learners learn a second language, they want to communicate with other people in the target language by both speaking and writing. Compared to speaking, writing is more complex because they have to learn how to communicate when the other person is not right there in front of them, without seeing their gestures, facial expressions or hearing their voice. Therefore, it is extremely significant to include writing in the language classroom.

Moreover, the more important reason to teach writing is that learners can learn the target language in some ways thanks to the help of writing (Raimes, 1983). Firstly, writing can serve as a means to reinforce grammatical rules, words, idioms or structures that they have learned. Secondly, writing is a good way to reinforce language learning due to the constant use of eyes, hands and brains and the great effort to express ideas. As a result, they become very involved in the new language. Thirdly, they have a chance to take risks with the language that goes beyond their knowledge, as well as to discover something new to write when they try to express their ideas. Hence, it is fair enough to conclude that writing is a valuable part of any language teaching and learning.

2.1.3 Approaches to Teaching Writing

Writing is considered the most difficult skill for learners to obtain in comparison with other fundamental skills such as speaking, listening and reading because learners need a certain amount of lexical and syntactic knowledge and principles of organization as well to produce good writing (Alsamadani, 2010). Thus, it is also a big challenge for teachers to teach that kind of skill. Therefore, a variety of teaching writing methods have been introduced under the umbrella of many different approaches. During the long history of second language teaching, teaching writing has shifted from an accuracy focus to a fluency focus.

2.1.3.1 Focus on Accuracy

In the 1950s and early 1960s, the controlled approach was employed in teaching and learning writing. This approach was under the domination of the audio-lingual approach, in which speaking is served as the primary goal and writing is used to reinforce speaking with grammatical and syntactic form. Therefore, students are given writing exercises in which they often work with sentences and paragraphs to copy or manipulate grammatically. These activities help students reduce mistakes and reinforce new language items (Silva & Matsuda, 2002). By doing these controlled compositions, students have a chance to write a great deal with very few errors (Raimes, 1983). In the mid–sixties, there was a trend that learners needed to perform in extended written texts, so the paragraph pattern approach was shaped. This approach refers to Kaplan's (1996) notion of contrastive rhetoric, and it emphasizes the organization of writing. Under this approach, student writers in the language classroom are encouraged (1) to analyze the form of model paragraphs, for instance, to analyze the elements of a paragraph such as topic sentence, supporting ideas and concluding sentence and (2) to imitate model passages.

As can be seen, both mentioned approaches to the teaching of writing – the controlled composition approach and paragraph pattern approach – stress the focus on accuracy. These approaches aim to help students familiarize themselves with certain features of the texts (i.e. grammar, syntax, organization), then imitate the model texts and produce their own written product.

2.1.3.2 Focus on Fluency

However, these mentioned approaches fail to encourage students' creativity because there is little chance for them to express their own ideas. Most of their writing works are products of imitating the model texts. Moreover, whenever they write, they always think of what to write and how to write it accurately. Consequently, they may get stuck in their writing flow.

As the writing work may be locked because of the overemphasis on accuracy and form, some researchers (i.e. Eugene Briere, 1966) suggested a free writing approach which emphasizes quantity of writing rather than quality. That means this approach encourages students to focus on content and fluency first, not to worry about form. It is believed that *"once ideas are down on the page, grammatical accuracy, organization, and the rest will gradually follow"* (Raimes, 1983, p.7). In other words, when fluency is the focus of a writing class, the students have more chances to improve their writing ability. In the class, they are encouraged to express their own ideas as much as they can, which promotes their creativity and interest in the writing activity as well. Gradually, they are more engaged in the target language, and they can discover its grammar as well as the mechanics of writing, thanks to regular practice of writing. Moreover, Nation (2009) asserts that a successful English program includes a focus on fluency practice. It may easily demotivate students if a writing class only focuses on accuracy. They may feel ashamed of making mistakes, so they can deny creating or even writing. Therefore, it is suggested that both accuracy and fluency should be paid attention to in an English program. Adhering to the free–writing approach, the current study is conducted with the hope of promoting EFL learners' writing fluency.

2.2 Diary

2.2.1 What a Diary Is

A diary, or journal, is a permanent personal record that is kept of events, thoughts, and ideas associated with an individual. It is defined as "*a record with discrete entries arranged by date reporting on what has happened over the course of a day or other period*" (Wikipedia). According to Progoff (1975), diary writing is a kind of free writing which is often written in an unstructured and chronological recording of events of a person's life. The people who keep writing diaries are called diarists. There is no one proper way to keep a diary. Some people may use a diary as a means of recording daily events, sometimes noting experiences that are out of the ordinary. Others only write in their diaries when something new, exciting or even shocking occurs in their lives. In this sense, a diary provides a means of preserving memories associated with important happenings such as marriages, births, promotions, celebrations, deaths and other experiences. It is believed that there is a small difference between diary writing and journal writing. While a diary is written daily, a journal does not necessarily have to be written every day. However, diary writing is sometimes called journal writing (Harmer, 2004). In the current research, diary writing and journal writing can be used interchangeably.

2.2.2 Types of Diaries

According to Safitri (2011), there are eight common types of diaries: (1) Personal Diary, (2) Travel Diary, (3) Food Diary, (4) Sleep Diary, (5) Audio Journal, (6) Fictional Diary, (7) Art Diary, and (8) Blog or Online Diary.

2.2.2.1 Personal Diary

A personal diary is a private, daily record of one's experiences, emotions, and reflections. It is usually kept for the writer alone, providing a safe space for self-expression (Safitri, 2011; Wikipedia, n.d.).

2.2.2.2 Travel Diary

A travel diary records journeys, destinations, and travel memories. It may include photos, ticket stubs, or notes, and can be private or shared online to connect with fellow travellers (Safitri, 2011; Wikipedia, n.d.).

2.2.2.3 Food Diary

A food diary documents daily food and drink intake and is commonly used for weight management or nutritional tracking (Safitri, 2011; Wikipedia, n.d.).

2.2.2.4 Sleep Diary

A sleep diary, often used in clinical contexts, helps monitor sleep habits for the diagnosis and treatment of sleep disorders (Wikipedia, n.d.). It tracks sleep duration, interruptions, and quality, and is typically kept by patients under medical guidance (Safitri, 2011).

2.2.2.5 Audio Journal

An audio journal is a spoken diary in which individuals record their thoughts and life events using voice recorders. It appeals to those who prefer auditory reflection and preserves voice memories (Safitri, 2011; Wikipedia, n.d.).

2.2.2.6 Fictional Diary

A fictional diary is a narrative in diary form that tells imagined events through dated entries and a first-person voice. It resembles fictional autobiographies and creates a sense of immediacy and realism (Peter, 2006; Safitri, 2011).

2.2.2.7 Art Diary

An art diary combines written entries with drawings, sketches, or visual ideas. It allows artists to explore creative thoughts and may serve as a record of artistic development. An example includes Leonardo da Vinci's sketchbooks (Safitri, 2011; Wikipedia, n.d.).

2.2.2.8 Blog or Online Diary

A blog or online diary is a digital version of a personal journal. It can be password-protected or shared publicly and allows multimedia integration for richer self-expression (Safitri, 2011; Wikipedia, n.d.).

In conclusion, different types of diaries serve different purposes. In this study, participants were encouraged to keep personal diaries, whether handwritten or online. Thus, the term *"diary"* throughout this research refers specifically to personal diaries.

2.2.3 The Benefits of Writing a Diary

Everyone can take up and take advantage of diary writing as this activity can be used for many different purposes, such as religion, psychology, meditative reasons, or personal pleasure. It is stated that diary writing can be used as a tool for reflection, self-improvement, emotional release, preserving family history, and recording milestones or events (Miller, 2003).

Hymer (1991) stated that diary writing could benefit diarists with positive therapeutic effects. Writing can help improve their negative moods. That is because when they are writing, they have to think about organizing their thoughts, which helps them to find a reasonable solution to their problem. As a result, they can reduce stress or anxiety. Moreover, in order to help their patients overcome a certain psychological problem, psychologists sometimes ask them to write in diaries about things that happen to them every day and how they react to these things during the treatment periods.

Especially, many researchers (i.e. Progoff, 1975; Gross, 1977; Rainer, 1978; Christensen, 1981) have so far seen the values of diary writing in promoting personal growth and learning. It can be considered as a reflective tool to help learners record their language learning experiences and promote their language learning. They can use diaries for reflection to go back and evaluate their own performance, which promotes autonomous learning. Moreover, the significance of diaries in writing was stressed by some practitioners (i.e. Bailey, 1990; McDonough and McDonough, 1997) that in writing a diary, the content is under the control of the author, and he has little worry about the style or grammar. And this results in increasing students' fluency (Elbow, 1998). Hence, diaries can be used as one of the media in teaching writing so as to enhance students' writing abilities, especially fluency (Yuni Safitri, 2011).

2.2.4 The Use of the Diary in the English Language Classroom

Absalom and Leger (2011) listed many purposes of using diary writing in the classroom. For instance, learners can use diaries as a tool to reflect on their learning experience. Also, they can develop critical skills or analytic strategies by writing a diary. In addition, they can use diaries to improve their communicative skills and develop their creativity. The use of diaries written by learners to enhance learning, particularly in language learning, is not a new phenomenon. Many teachers and researchers have taken advantage of diary writing to give learners opportunities to reflect on their learning process (Bailey, 1983). It is an effective way for them to self-evaluate their language learning. They can record

what and how they have learnt the target language to see if they can make any progress. Besides, they can discover something they need to change, such as learning methods, strategies or even reference sources to meet their personal goals.

Moreover, it is considered an effective channel of communication between teachers and learners if it is an interactive diary (Grays, 1998). If it is the case, diary writing can benefit both parties.

Firstly, thanks to regular diary writing, the learners can engage in their learning process. When they put the pen down on the page, they are expected to think about what to write and how to write it correctly. This results in the great demand to look up difficult words and read more material to find ideas so that they can express their ideas better. Secondly, by giving feedback on students' diaries, the teachers and students have frequent contact and a friendly relationship. This has an effect on the students' positive attitudes, as they feel more confident to talk to the teachers as well as to perform their writing competence in particular and their English competence in general. Lastly, the students can improve their writing abilities.

2.3 Writing Fluency
2.3.1 Writing Fluency Means
Writing fluency has often received limited attention in writing research and is one of the most variably defined terms in the field. Scholars have long debated its meaning, with many using the term without a clear explanation. Bruton and Kirby (1987) noted that written fluency is difficult to define, even when traditional measures such as composing rate are used.

Some early definitions, such as Briere (1966) and Brown (1994), equate fluency with the total number of words or continuous writing without correction in a set period. While simple and measurable, these definitions risk implying that longer texts equal greater fluency, regardless of complexity or coherence. Quintero, Inagaki, and Kim (1998) argue that writing fluency is better measured using ratios like words per minute or words per T-unit. However, Polio (2001) questions whether speed and quality of writing are correlated, suggesting no consistent relationship—or even a negative one. Other measures, such as words per sentence or clause, are often used to assess syntactic complexity rather than fluency (Ortega, 2003). Brand (2006) defined fluency as writing that is "*automatic, fluid, rapid, and accurate,*" but this blurs the line between fluency, accuracy, and overall proficiency—terms that should be assessed separately.

A more suitable definition is offered by Fellner and Apple (2006), who describe fluency as the total number of words produced within a time frame, along with lexical frequency, regardless of spelling, as long as meaning is clear. This definition avoids overemphasizing speed or accuracy and better suits studies focused specifically on fluency.

For this study, Fellner and Apple's definition is adopted, as it aligns with the goal of measuring writing fluency by tracking both word count and lexical variety over time. The following section will explain how lexical frequency is calculated.

2.3.2 Writing Fluency Measurement

As discussed in the previous section, the varying definitions of writing fluency have led to different approaches for measuring it. In this study, writing fluency is assessed by comparing two quantifiable aspects of students' writing at the beginning and end of the intervention: (1) total word count and (2) lexical frequency.

First, the total word count is determined using the word count feature in Microsoft Word 2010. Words containing apostrophes or hyphens are counted as single words. Additionally, emotional symbols (e.g., emojis) are included in the count, as their use reflects time and effort spent expressing meaning—particularly relevant in personal writing such as diaries.

Second, lexical frequency refers to the relative difficulty of words based on their frequency in English usage. This study adopts the Lexical Frequency Profile (LFP) developed by Laufer and Nation (1995), which is widely regarded as a reliable and valid tool for analyzing vocabulary use in writing. The LFP categorizes words into four bands:

1) Band 1 – the most frequent 1,000 words in English;
2) Band 2 – the next 1,000 most frequent words;
3) Academic Word List (AWL) – 570 word families frequently found in academic texts;
4) Not in the list (NL) – low-frequency words not included in the first three bands.

Words from lower-frequency bands are considered more complex. Therefore, increased use of less common or more academic vocabulary may indicate higher lexical sophistication, which—when combined with overall word production—serves as an indicator of improved writing fluency.

2.4 The Relationship Between Diary Writing and Writing Fluency

It is believed that the nature of writing itself cannot motivate learners to practice regularly because it is not interesting enough (Hedge, 1991). Especially, in a language classroom, the learners have to write under the pressure of a limited period of time as well as the eyes of the teachers who will find out a large number of mistakes in their writing. As a result, the learners feel uncomfortable putting ideas on the page or even refuse to write (Hamp and Heasley, 2006). However, the less we practice writing, the worse we write (Tuan, 2010). Therefore, a comfortable atmosphere for regular practice of writing is essential for learners who want to improve their writing.

It has long been recognized that one of the best ways to improve writing in general and writing fluency in particular is to apply regular practice (Rhodes, Dudley-Marling, & Mowder, 1986). Whenever writers put their pens on the page, they think about what to write and how to write it correctly. Moreover, when they write, they are reinforced in the knowledge that they have learnt as well as discover some more knowledge that goes beyond their current ability. Gradually, this process helps increase their knowledge capacity, and they can produce better writing. Especially, when they are familiar with their writing work, they can write automatically, smoothly, quickly and accurately. In other words, they can improve their writing in terms of both fluency and accuracy.

Along with many strategies for regular practice to foster writing fluency, such as written conversation, writing conferencing and word processing, Rhodes, Dudley-Marling, & Mowder (1986) suggested that journal writing or diary writing is a powerful means to enhance writing fluency. Students can write their diaries in their own space without outside distractors. They can write freely whatever, whenever and wherever they like; especially they are not restricted by the amount of time. By engaging in daily or some other days committing ideas to paper, writers can establish a good habit of regular practice of writing. As a result, they can gain some significant benefits, as Hamp and Heasley (2006, p.5) stated: "*The most obvious way you can help yourself become a good writer is by writing. We strongly suggest that, in addition to completing the tasks, you also keep your own personal journal. Buy yourself a notebook, and try to write down some ideas every day, in English, about anything that interests you (…). You will surprise yourself by producing pages and pages of writing.*" In addition, according to the literature, diaries are useful tools in the learning process under the learner-centred approach, where learners take responsibility for their own learning and learning is assumed to be more successful. Diaries usually focus on meaning rather than form, where learners send a message about a topic of interest to them. Because of this, they serve as a means for autonomous learning in which the learners can control their own writing content without worrying about grammar and rules of writing (McDonough and McDonough, 1997). This encourages the learners to write more.

Significantly, it is reported that when fluency was stressed over accuracy in classrooms, learners showed more signs of self-confidence in writing (Mac-Gown-Gilhooly, 1991). Furthermore, when learners can choose topics to write about, they are more engaged in the language (Allison, 1998). Consequently, the learners are more motivated and interested in writing activities.

In conclusion, writing regularly results in fluency and diaries are considered as effective examples of regular practice.

3. Methodology

3.1.1 Research Questions
In order to investigate the impacts of diary writing on EFL students' writing fluency, the present study was conducted with a great attempt to answer the following research questions:

1) To what extent does diary writing affect EFL high school students' writing fluency?
2) What are EFL high school students' attitudes towards the use of diary writing in teaching and learning writing?

3.2 Research Design
In order to answer the research questions, the experimental quantitative and qualitative research was designed and carried out with one group of students at a high school in the

Mekong Delta, Vietnam. The quantitative data was collected by means of a pretest and post-tests and the questionnaire for students, while the qualitative data was obtained through interviews with some of the participants. It was necessary to combine the two methods in the current research because they could support each other to give clear evidence in employing diary writing in teaching writing at high school, so that it can help improve students' fluency in writing.

Class 10A1 (Grade 10) was chosen as the experimental group. The students were asked to write a diary as much and regularly as they could about some topics suggested by the researcher or about anything they liked to write. After eight weeks of the experiment, they were required to take the writing post-test, which was the same as the pretest, in order to see if they could improve their writing fluency. Moreover, before and after the treatment, the questionnaire was delivered to the students to investigate their attitudes towards the impact of using diary writing in teaching and learning English.

3.3 Research Instruments
The instruments used in the current study and their aims to collect data were summarized in Table 3.1 below.

Table 3.1: Research instruments

Instruments	Aims	Data collection
Tests: Pretest and post-test	- To investigate the impacts of diary writing on EFL high school students' writing fluency	Quantitative
Questionnaire: pre questionnaire and post questionnaire	- To investigate EFL high school students' attitudes towards the use of diary writing in teaching and learning writing	Quantitative
Interview	- To investigate EFL high school students' attitudes towards the use of diary writing in teaching and learning writing	Qualitative

3.3.1 Tests
The pretest and post-test were included in the study. Their aim was to answer the first research question: '*To what extent does diary writing affect EFL high school students' writing fluency?*'

The same writing test was delivered to the participants before and after the experiment, and they were administered by the researcher in 20 minutes. The writing topic was adapted from writing topics in the book Key English Test extra (KET), (2008), Cambridge University Press. The topic, as well as the writing genre, is very familiar to the students, so they did not have to spend much time thinking about what to write. The writing instruction was: *"Write a paragraph about the best or the worst day in your life."*

The participants' typing was varied, so they had to do their tests with pens and paper. The purpose of the tests was to measure the participants' writing fluency in terms of word count and lexical frequency, so all of their writing work in the pre-test and post-test was typed by the researcher so that it was easier to collect the data needed. In

addition, because these tests were only served for the present study, not for the curriculum, it was not necessary to score the writing products or to show the results to the students.

3.3.2 Questionnaire

To investigate the students' attitudes towards the impacts of using a diary in teaching and learning English, the questionnaire was administered before and after the intervention. In other words, its aim was to answer the second research question: *"What are EFL high school students' attitudes towards the use of diary writing in teaching and learning writing?"*

The questionnaire was adapted from research instruments of the previous study of Fahad Hamad Aljumah, published in the English Language Teaching Journal in 2012, "Saudi Learner Perceptions and Attitudes towards the Use of Blogs in Teaching English Writing Course for EFL Majors at Qassim University." The questionnaire was necessarily modified, and items were added to make it relevant and appropriate for the Vietnamese high school students.

The content of the questionnaire was designed based on the literature review of the current study. It consisted of 15 items with two clusters. The first cluster (items: 1, 2, 5, 6, 7, 8, 9, 15) centered on the participants' attitudes towards the impacts of using diary writing on improving writing fluency. The second one (items: 3, 4, 10, 11, 12, 13, 14) was about their interest in diary writing. All of the items in the two clusters were presented with statements, not questions. The questionnaire was designed in the form of a Likert 5-point scale. The scale expanded from 1-indicating "strongly disagree" to 5, indicating "strongly agree". Between 1 and 5, the numbers 2, 3 and 4 corresponded to the increasing value of agreement.

3.3.3 Interview

In addition, to gain insights into the participants' attitudes towards the use of a diary in teaching and learning English and their interest in them, interviews were occasionally conducted. Nine out of forty participants were chosen to be interviewed to explore if they had a prolonged interest in the activity and if they had any difficulties when they wrote a diary in English. The interviews were all conducted informally in the breaks between the lessons and outside the classroom so that they could give the students a comfortable atmosphere to answer the questions. Moreover, the interviews were recorded by the researchers' mobile phones to ensure that the words of the interviewees.

3.4 Materials

Every week, the researcher suggested some writing topics for the participants to write in their diaries. All of the topics were collected and designed based on the themes presented in the current textbook, Tieng Anh 10 (English textbook Grade 10), published by the Education Publishing House in 2006. The book consists of 16 units, and up to the end of the experiment, the participants have learnt 12 units. The researchers selected some more

familiar themes which the students have learnt in the textbook, then designed some relevant topics. The detailed themes and numbers of topics for every week are presented in Table 3.2.

Table 3.2: The distribution of the suggested themes for the intervention weeks

Week	Theme – Unit	Number of topics
Week 1	- Daily life – Unit 1	4
Week 2	- School life – Unit 2	4
Week 3	- People's background – Unit 3	4
Week 4	- Technology and you – Unit 5	4
Week 5	- Excursion – Unit 6	4
Week 6	- The mass media – Unit 7	4
Week 7	- Village – Unit 8	4
Week 8	- Music – Unit 12	4
Total		*32*

3.5 Participants

In the first semester, the researcher taught English as a foreign language to three Grade 10 classes—10A1, 10A2, and 10A3—at a high school located in a rural area of the Mekong Delta, Vietnam. Among these, Class 10A1 was selected as the experimental group for several reasons.

Firstly, the students in Class 10A1 had a wide range of English proficiency levels. Their English scores on the entrance exam varied from 2.75 to 9.0 out of 10. This diversity in language ability provided a representative sample, which could enhance the generalizability of the study's findings. Secondly, their overall entrance exam scores, ranging from 29.0 to 44.0 out of 50, suggested a strong academic awareness and motivation. This was considered beneficial, as students with higher study motivation were more likely to participate actively in the diary-writing activity designed to develop their writing skills. All participants had been learning English as a foreign language since Grade 6 and, by the time of the experiment, were considered to be at a pre-intermediate level. Their average age was 16, and they had four English periods per week. The total number of students in Class 10A1 was 40, including 10 male students.

In addition to the experimental group, 40 students from Class 10A2 participated in the pilot phase of the study, which involved testing the questionnaire and writing assessments. It is important to note that the teacher of the experimental group was also the researcher conducting the study.

3.5 Piloting the Tests and the Questionnaire
3.5.1 The Tests

First, the tests were checked by the supervisor and the two other experienced teachers at the experimental school in terms of the consistency of the test format, instruction, content and the length. After being edited, the tests were piloted with 40 students in class 10A2. The results of the piloted test showed that all of the students could understand the

instruction clearly without any further clarification from the teacher. Moreover, they could finish the task in the allotted time. Therefore, it was asserted that the pretest and the post-test used in the present research were valid.

3.5.2 The Questionnaire

To ensure the reliability of the questionnaire, it was piloted by 40 students from Class 10A2 who were at the same school as the participants. Most significantly, their level of English and learning experiences were similar to one another. They were at pre-intermediate and had opportunities to learn English with the same teacher as the experimental group. The result of piloting showed that the questionnaire was reliable enough to be used as an instrument of the current study (α=.73).

3.5.1 Administering the Tests

The pretest and the post-test served as evidence to measure the improvement of the students' writing fluency after they had practiced writing a diary for eight weeks. Therefore, the writing task in the two tests was the same and both of them were administered by the researcher allotted with the time of 20 minutes. Although the writing task was exactly the same, the case in which they could remember what they wrote in the pretest and then rewrote it in the post-test was excluded. That was because the distance between the two tests was more than two months, and they wrote about many other topics in their diaries during that period of time. The pretest had been, of course, delivered to the participants before they applied to write a diary. After eight weeks of the experiment, the participants' writing fluency was tested with the post-test.

3.5.2 Administering the Questionnaire

The questionnaire was first designed and piloted carefully by the researcher. Then it was delivered to the participants at two different points in time, before and after the intervention. The aim of the questionnaire was to measure the participants' attitudes towards the impacts of using diary writing in teaching and learning English and their interest in it. Because of this, when being delivered the questionnaire, the participants were carefully explained the purposes and the ways to respond to them. That is, they needed to read carefully each item and tick in the right column corresponding to their view on it. Moreover, the Vietnamese version of the questionnaire was delivered to the participants so as to make sure that they understood clearly all of the items. In terms of time allotment, the participants were required to complete the questionnaire in 15 minutes.

3.5.3 Conducting the Interviews

After collecting the quantitative data from the tests and the questionnaire, the researcher chose some participants to interview to gain insight into their attitudes towards the use of diary writing in teaching and learning writing. Nine of them were chosen on purpose, with three groups of students. The first group was three students who were at the top of

the students who had great improvement in their writing fluency (higher achiever group). The second group was three other students who gained some progress (middle achiever group). The last group consisted of three students who had little or even no progress after the treatment (the least achiever group). The nine separate face-to-face interviews took place independently in an informal way using Vietnamese. The date gained was recorded, transcribed and translated into English to serve the purpose of analyzing. Moreover, to ensure the accuracy of the English version, it was gone over by the supervisor.

3.6 Data Analyses

In order to analyze the quantitative data of the study, the software SPSS version 22 was used. Firstly, the Scale Test was run to ascertain the reliability of the questionnaire. Secondly, to identify the minimum, the maximum, the mean and the standard deviation of the scores, the Descriptive Statistic Tests were conducted. Thirdly, the Paired Sample T-Test was also run to compare the mean scores of the clusters within the questionnaire. Finally, the General Linear Model (GLM) for Repeated Measures was conducted to compare the mean scores of the pre-test and post-test and the mean scores of the questionnaire and post-questionnaire.

4. Results and Discussion

4.1.1 Test Results
4.1.1.1 Word Count

Table 4.1: Word count results of the tests

Tests	Total words	Mean	Std. Deviation
Pre-test	1497	37.22	16.68
Post-test	3168	77.97	27.07

A simple word count of the students' writing products showed an overall increase in the words produced in the pretest and the post-test. As shown in Table 4.1, the average word count for students' writings was only 37 in the pretest. By the end of the experiment, this number had jumped to an average of 78 words. Moreover, the GLM Test for Repeated Measures was run on the mean score of the pretest (M=37.22, SD=16.68) and the mean score of the post-test (M=77.97, SD=27.07). The results showed that there was a significant difference between the two mean scores (F=92.99, df=39, p=.00). It could be concluded that the participants produced more words in the post-test than they did in the pretest. However, it was not a sharp increase in such a long period of time, and the progress the students made was different from each other. As noted in Figure 4.1, the highest individual student increase was from 33 to 167 words (134 words), while the lowest word count increase was only 8 words (from 36 to 44).
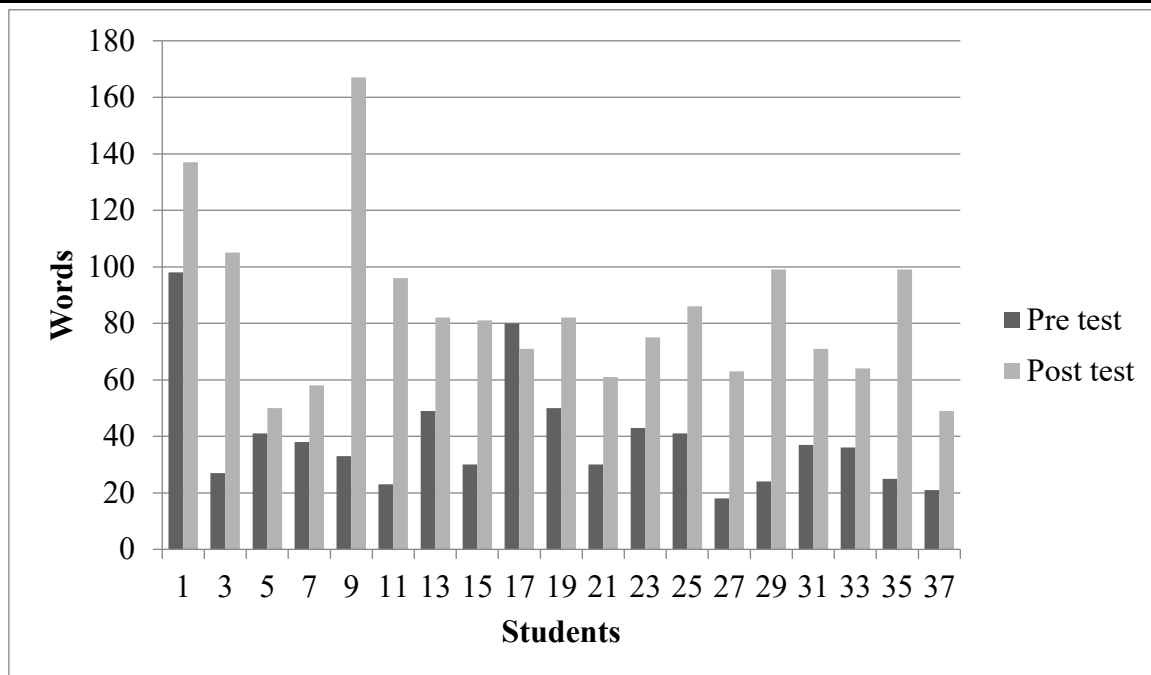
Figure 4.1: Word count results of the pre-test and post-test

4.1.1.2 Lexical Frequency

All of the non-proper noun words in the participants' writing products in the pre-test and post-test were copied into the online version of the RANGE program (VocabProfiler, http://www.lextutor.ca/vp/) to be analyzed. The words used in the writings were analyzed into four levels: (1) 1 to 1000 most common word families; (2) 1001 to 2000 next common words; (3) 570 academic word families, and (4) off-list words, indicating words do not belong to the three previous groups. The off-list words are considered low-frequency words, and so they are more difficult words. The results revealed that the participants not only could produce more words, as presented in the previous section, but also used a greater number of words which appeared less frequently.

Table 4.2 reports the descriptive statistics on the frequency level of the words used in the pre-test and post-test.

Table 4.2: Level of lexical frequency of the pre-test and post-test

Frequency level	Tests	Total	Mean	Std. Deviation
1000-word level	Pre	1367	34.2	14.83
	Post	2220	55.5	24.67
1001-2000 word level	Pre	80	2.0	2.0
	Post	789	19.7	8.37
Academic words	Pre	4	.10	.30
	Post	11	.30	.64
Off-list words	Pre	38	.95	1.5
	Post	*99*	*2.5*	*1.9*

As can be seen from Table 4.2, the participants used more difficult words in the post-test than they did in the pre-test. In the pre-test, they used only 80 words from the second

level (M=2.0), whereas they could produce 789 words of the same level (M=19.7) in the post-test. Moreover, the mean scores of the academic words and off-list words of the pre-test were only .52; however, the mean scores of these two levels jumped to 1.4 in the post-test.

4.1.2 Questionnaire Results

As presented earlier in section 3.6.3, the questionnaire was delivered to the students at two different periods of time. The questionnaire, which was delivered before the intervention, was seen as a pre-questionnaire and the one that was delivered after the experiment was seen as a questionnaire.

From the general information of the pre-questionnaire, it shows that none of the participants had written diaries in English before. There were only 8 out of 40 students (20%) who had written diaries in Vietnamese. However, they did not write regularly. Some of them wrote once a week or even once or twice a month. The general findings indicate that diary writing, especially in English, is not very popular with high school students.

The questionnaire was graded with the criteria adapted from Likert scales, ranging from (1) strongly disagree, (2) disagree, (3) not sure, (4) agree and (5) strongly agree. Positive attitudes would be claimed if the average scores ranged from 3.0 to 5.0, while the average scores ranging from 1.0 to 2.9 were considered negative attitudes. The data gained from the questionnaire were statistically analyzed by using the software SPSS version 22.

First, the Descriptive Statistics Test was performed on the participants' attitudes towards the use of diary writing in teaching and learning writing. The results of the test were displayed in Table 4.3.

Table 4.3: Pre- and post-questionnaire scores

Measurement points	N	Minimum	Maximum	Mean	SD
Pre-questionnaire	40	2.53	4.53	3.47	.35
Post-questionnaire	40	3.27	4.20	3.77	.21

Then, the GLM Test for Repeated Measure was conducted on the mean scores of the pre-questionnaire (M=3.47, SD=.35) and the post-questionnaire (M=3.77, SD=.21). The result showed that the mean score of the pre-questionnaire was significantly different from that of the post-questionnaire (F=19.40, d=39, p=.00). It could be concluded that participants' attitudes towards the target approach before and after the experiment were different. The later level was higher than the initial level. Accordingly, after the study, the participants had more positive attitudes towards the target approach than that of before the study. The increase in the participants' positive attitudes can be seen clearly from Figure 4.2 below.
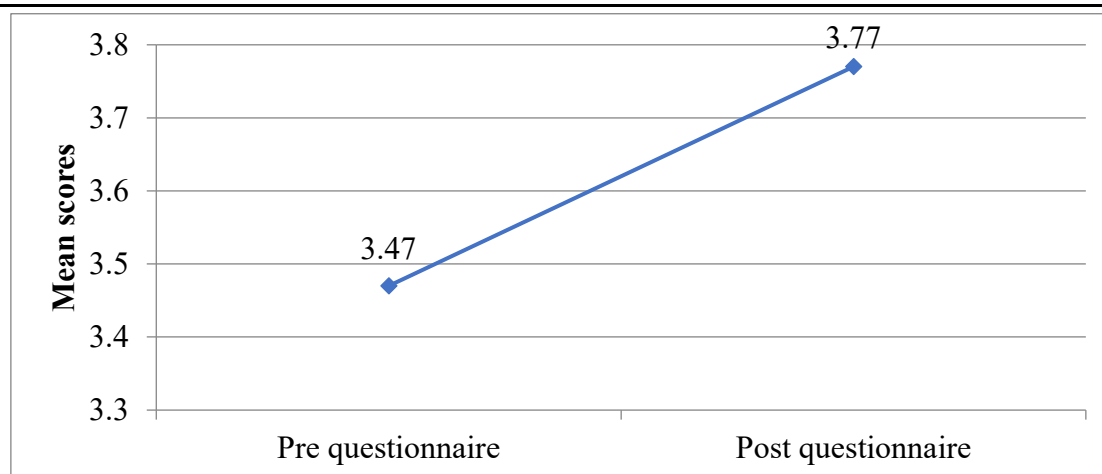
Figure 4.2: Pre vs. Post questionnaire mean scores

4.1.2.1 Comparative Questionnaire Means Scores in Each Cluster

As presented earlier in section 3.3.3, the questionnaire consists of two clusters. The first cluster, which included items 1, 2, 5, 6, 7, 8, 9, 15, centered on the participants' attitudes towards the impacts of diary writing on students' writing fluency. The second one was about their interests in diary writing (items 3, 4, 10, 11, 12, 13, 14). The descriptive statistics of the mean scores of each cluster were displayed in Tables 4.4 and 4.5, respectively.

Table 4.4: Pre vs. post questionnaires' mean scores on participants'
attitudes towards the impacts of using diary writing (cluster 1)

	I1	I2	I5	I6	I7	I8	I9	I15
Pre-questionnaire	4.0	4.1	3.7	3.1	3.1	3.7	3.9	3.0
Post-questionnaire	4.1	4.0	3.7	3.8	3.4	3.8	4.0	3.4

It can be seen from Table 4.4 that the mean scores of the pre-questionnaire, ranging from 3.0 to 4.1 and the post-questionnaire, ranging from 3.4 to 4.1, were above the accepted mean score (M=3.0). Therefore, it could be concluded that the participants had positive attitudes towards the impacts of diary writing on writing fluency.

In addition, the Paired-sample T-Test was performed on the mean score of participants' attitudes towards the impacts of diary writing on writing fluency of the pre questionnaire (M=3.6, SD= .38) and that of the post questionnaire (M=3.7, SD=.24). The result showed that there was a significant difference between the two mean scores (t=-2.63, df=39, p=.01<.05). It was statistically seen that the mean score of the pre questionnaire was smaller than that of the post questionnaire. There was a change in the participants' attitudes towards the impacts of using diary writing in teaching and learning writing.

Regarding the participants' interest in the use of diary writing before and after the experiment, the mean scores are shown in Table 4.5.

Table 4.5: Pre vs. post questionnaires' mean scores
on participants' interests in diary writing (cluster 2)

	I3	I4	I10	I11	I12	I13	I14
Pre-questionnaire	2.0	3.3	4.0	3.3	3.4	4.0	3.3
Post-questionnaire	4.1	3.8	4.1	3.7	3.7	3.4	3.4

The mean score of the pre-questionnaire was from 2.0 to 4.0, while that of the post-questionnaire ranged from 3.4 to 4.1. It was clear that after some weeks of writing a diary, they felt more interested in the activity.

In order to investigate if there was a significant difference between the mean score of the pre-questionnaire (M=3.3, SD=.39) and the mean score of the post-questionnaire (M=3.7, SD=.27), the Paired-Sample T-test was run again. The result indicated that the two mean scores were significantly different (t=-5.01, df=39, p=.00). From the result, it was concluded that after the intervention, the students were more interested in the use of diary writing in teaching and learning writing.

4.1.3 Participants' Attitudes Towards the Impacts of Using Diary Writing in Teaching and Learning Writing, and Their Interests in Writing a Diary

In order to obtain full understanding of the participants' attitudes towards the use of the target approach and to explore whether they had a prolonged interest as well as any difficulties in writing diaries in English, the researcher conducted interviews with nine students who were divided into three groups. The first three students were the higher achievers of the experiments; the next three students were the middle achievers; and the last three students were the least achievers.

4.1.3.1 Impacts of Using Diary Writing in Teaching and Learning Writing

Most of the interviewees (8 out of 9) had positive attitudes towards the use of diary writing in teaching and learning writing. They agreed that diary writing could enhance their writing fluency. Their responses to the question of what benefits diary writing could bring to them were in line with what Rhodes, Dudley-Marling, and Mowder (1986) claimed that writing a diary was an excellent way to practice English writing because they could freely express ideas without the fear of making mistakes. Hence, they could increase the amount of words written in a certain period of time. As one of the students said:

> *"I could freely express my thoughts in my diary without worrying about making grammatical mistakes. I am not afraid of being laughed at because no one can read my diary."* (Ngoc Bich)

Moreover, they believed that diary writing could provide them with a great opportunity to practice writing English. Like Tuan (2010), they also thought that the more they practiced writing, the more they could improve their writing.

"Writing diaries gives us a chance to practice writing…and the more we practice, the more we improve." (Cat Thi)

"By writing diaries, we can practice writing English. Instead of practicing writing about topics in a textbook, which makes us bored, we can feel that we are relaxed with diary entries because we can write whatever we like." (Tu Trinh)

Also, when they wrote, they not only reinforced vocabulary and structures but also learnt some new words as they tried to express their ideas. Gradually, they could enlarge their vocabulary as well as their writing ability. As Thanh Mai said:

"After the experimental weeks, I could enlarge my vocabulary. When I try to express my ideas, I often check-up new words in the dictionary or ask friends, teachers to confirm the correctness…Besides, I can practice using some structures such as passive voice, relative clauses that I've learnt before."

Hopelessly, one interviewee had negative attitudes towards the use of diary writing. He admitted that writing diaries in English was "a burden" to him (Tuong Quan-a, a middle achiever). He claimed that it did not give him any benefits but pressure and was time-consuming. Therefore, he did not have any motivation to write. As a result, he did not make much progress in writing as his friends did.

"I'm not good at English, so I don't like to study this subject. Also, I hate writing a diary in English. It was a burden to me. It took me a lot of time to write an entry." (Tuong Quan)

4.1.3.2 Interests in Diary Writing
Seven out of nine participants responded that they really like writing diaries in English. They discovered that it was a great channel to keep their thoughts or feelings from their parents, as one student said:

"I like writing a diary in English because my parents and my brother cannot understand what I wrote if they incidentally read my diary. Therefore, I can keep secrets for myself." (Thanh Mai)

By being able to write diaries in English, they felt excited and proud of themselves. They realized that they were the only person in their family who knew another language besides their mother tongue (Ngoc Bich). Therefore, they were so comfortable writing whatever they wanted in their diaries without worrying about being read. In addition, this could encourage them to write more and more.

Furthermore, some of them believed that diary writing was an effective way to relax. Whenever they were sad or happy, they confided in their diaries. It was also a good way to reduce stress.

"…when I was sad or angry, I often wrote in my diary in case I couldn't share with anyone else." (Mai)

"I wrote in my diary as if I talked to a friend…sometimes when I read those entries again, I felt myself really funny. It was a good way to relax." (Ngoc Bich)

When being asked whether they would continue to write diaries in English after the experiment, most of the participants said "yes" (Thanh Mai, Ngoc Bich, Cat Thi, Tu Trinh, My Linh, Trong Hieu, Y Nhi). They all believed that diary writing could help them improve their writing as well as reduce stress.

4.1.3.3 Difficulties in Writing Diaries in English

When being asked what difficulties they encountered when writing diaries in English, they were worried about mistakes in grammatical accuracy and word choice as well. One of them wonders that:

"I don't know what I wrote was appropriate or not, although I used both a Vietnamese-English dictionary and an English-Vietnamese dictionary" (Thanh Mai)

Besides, some of them said that it took them too much time to write an entry because they had to think about what to write in Vietnamese, then translate that into English. In addition, when they wrote, they often looked up new words, which interfered with their writing flow (Ngoc Bich). However, the researchers put their minds at ease that when they were familiar with writing activity, they could improve grammatical accuracy and writing speed day by day.

4.2 Discussions

The major purpose of the current study was to find out whether or not diary writing had a positive impact on EFL high school students' writing fluency. The original hypotheses were that diary writing would help students improve their writing fluency and result in their positive attitudes towards the use of diary writing in teaching and learning writing. The findings of the study have been described in Section 4.1. In this section, the above findings will be discussed with a focus on students' writing fluency and their attitudes towards using diary writing.

4.2.1 Students' Writing Fluency

Drawing on findings from previous studies, it was hypothesized that there would be a significant relationship between diary writing and students' writing fluency. Consistent

with this body of research, the current study also found a positive correlation between the two. Based on word count data and lexical frequency analysis, it became evident that students' writing fluency improved after eight weeks of regular diary writing practice.

These findings align with earlier research confirming that diary writing can serve as an effective medium for teaching writing (Yuni Safitri, 2011). Given the extensive evidence supporting this link (e.g., Rhodes, Dudley-Marling, & Mowder, 1986; MacGown-Gilhooly, 1991; McDonough & McDonough, 1997; Allison, 1998; Hamp & Heasley, 2006; see Section 2.4, Chapter 2), the positive relationship found in this study is not surprising. These studies consistently reported that diary writing provides students with more opportunities to write regularly, which increases their confidence and ultimately contributes to greater fluency. As Rhodes *et al.* (1986) noted, consistent practice is key to developing fluency in writing.

The current study's results also support findings from other researchers reviewed in Section 2.5 (Terry Fellner & Matthew Apple, 2004; Wafa, Syafei & Riyono, 2010; Tuan, 2010; Barjesteh, Vaseghi & Gholami, 2011; Yuni Safitri, 2011). Notably, Fellner and Apple (2004) investigated writing fluency in relation to diary writing among ESL learners, although the participant demographics and diary-writing formats differed from those in the present study. Nevertheless, the core finding remains consistent: whether written online or on paper, diary writing can enhance writing fluency across different contexts and learner groups, including both university and high school students.

However, it is important to note that this approach may not be equally effective for all learners. As discussed earlier in Section 4.1.1.1, not all participants showed improvement after the intervention (M_pre = 37.22, SD = 16.68; M_post = 77.97, SD = 27.07). Interview analysis revealed that students who lacked interest in learning English were less likely to benefit from diary writing. Therefore, the effectiveness of diary writing as a tool for improving fluency may be influenced by students' motivation and attitudes toward language learning.

4.2.2 Participants' Attitude Towards the Target Approach

As presented before, the mean score of the pre-questionnaire was higher than that of the post-questionnaire. Moreover, most of the interviewees (Ngoc Bich, Thanh Mai, Cat Thi, Tu Trinh, My Linh, Trong Hieu, Quynh Anh, and Y Nhi) admitted that diary writing could help them improve their writing as well as being an effective way to relax. The results indicated that participants' attitudes towards the use of diary writing in teaching and learning writing changed positively after the experiment. In other words, it could be concluded that diary writing could promote participants' positive attitudes in learning writing.

Significantly, as presented in Table 4.4 in Section 4.1.2, participants' attitudes towards the impacts of diary writing changed remarkably in item 6, item 7 and item 15 (*item 6* - I feel that I can write longer than before; *item 7* - I feel that I can write quicker than before; *item 15* - Now I feel more confident to write). Obviously, the findings from the questionnaire were firmly supported by many researchers (Bailey, 1990; McDonough

& McDonough, 1997; Elbow, 1998; Hwang, 2010; Tuan, 2010; Barjesteh, Vaseghi & Gholami, 2011). The researchers claimed that journal writing enhanced students' writing performance in general and particularly in writing fluency. Moreover, it was also concluded that diary writing promoted students' motivation and confidence in writing.

Hedge (1991) believed that writing itself is not an interesting activity for students to participate in. Besides basic knowledge of the target language and mechanical techniques of writing, students need a comfortable atmosphere to produce a good piece of writing. Therefore, many practioners (i.e. Rhodes, Dudley-Marling, & Mowder, 1986) suggested that diary writing be regarded as an ample avenue for students to practice writing regularly. When they engaged in the activity, they could make much progress in writing. Obviously, they feel happier and more motivated to participate in writing. Thanks to diary writing, students have more positive attitudes towards writing. Significantly, the theory was strongly proved by some previous studies (i.e. Tuan, 2010; Barjesteh, Vaseghi & Gholami, 2011) in which learners had positive attitudes towards diary writing in their language learning process.

In sum, the quantitative and qualitative data from the questionnaire and the interview provided evidence of a positive response that diary writing could serve as an effective medium in teaching and learning writing.

5. Conclusions and Implications

5.1 Conclusions

Writing is one of the four fundamental skills of language learning. It is considered the most difficult skill to be acquired because learners are required not only to have certain knowledge of the target language, such as vocabulary, grammar, rules, etc., but also to practice regularly. Because of this, learners are encouraged to practice writing as much and regularly as they can. In order to give students more chances to practice writing, the researcher conducted the study in the EFL writing field.

The current study aimed to investigate the implementation of diary writing in improving learners' writing fluency and to find out their attitudes towards the use of diary writing. The experimental study included one group of four 10th Grade students in a high school in the rural area of the Mekong Delta in Vietnam. In order to collect the data, two tests, one questionnaire and nine interviews were administered. The study lasted eight weeks of intervention in the second semester of the academic year, based on the English Textbook-Tieng Anh 10 (2006).

Overall, the results of the current study successfully addressed its research aims. Firstly, the findings demonstrated that diary writing effectively promoted students' writing fluency, as reflected in both the total number of words produced within a set time frame and the increased use of higher-level vocabulary. After eight weeks of regular diary writing practice, students produced significantly more words in the post-test compared to the pre-test. Additionally, there was a noticeable increase in the use of words from the 1001–2000-word frequency level, which are considered more advanced.

Secondly, the second hypothesis was supported by data collected through questionnaires and interviews. The results revealed that students held positive attitudes toward the use of diary writing as a tool for teaching and learning writing. These findings are consistent with prior research conducted both in Vietnam and internationally, as reviewed in Section 2.5 of Chapter 2 (Fellner & Apple, 2004; Wafa, Syafei & Riyono, 2010; Hwang, 2010; Tuan, 2010; Barjesteh, Vaseghi & Gholami, 2011; Yuni Safitri, 2011).

The significance of the study lies in several key aspects. The increase in word production and lexical sophistication in the post-test reinforces the view that diary writing is an effective pedagogical tool for improving writing fluency. It offers students consistent opportunities to engage in authentic writing practice. Furthermore, analysis of the qualitative data from questionnaires and interviews highlighted students' favorable perceptions of diary writing, indicating its motivational and pedagogical value. In conclusion, it is hoped that the findings of this study will make a meaningful contribution to more effective approaches in the teaching and learning of writing.

5.2 Limitations

The current study has helped to gain more insights into the impacts of diary writing use on EFL learners' writing fluency in an EFL context; however, there were some unavoidable limitations.

Firstly, the study was only focused on the tenth-grade students in a high school in a rural area, and was restricted to one semester. The small sample size (N=40) of the study restricted the researcher from making strong generalizations about the impacts of diary writing on L2 writing. If more data had been collected and analyzed, it could have been more beneficial for the findings. Secondly, the time constraint is also one of the limitations of the study. If the participants had had the chance to practice writing diaries for a longer period of time, their writing fluency might have been much improved. Lastly, because some participants were not very interested in writing diaries, they did not practice it as much and regularly as they could. Therefore, it affected the whole results of the study.

5.3 Implications
5.3.1 Pedagogical Implications

As presented earlier, the results of the present study revealed that diary writing positively affected EFL high school students' writing fluency. From the findings, it was evident that the diary is a useful medium in an English writing class. Hence, some pedagogical implications can be drawn out for language teachers and learners.

First, language teachers can take advantage of diary writing to promote learners' writing. Diary writing can serve as an extra activity for learners to do at home. By encouraging them to write diaries, teachers can establish ample space for their learners to practice writing English regularly. The more they write, the more they can develop their writing. In addition, by reading and responding to their learners' diary entries, teachers can create a good rapport between themselves and learners. Consequently, they are more motivated to do writing activities and improve their writing as well.

Nevertheless, as mentioned in Section 4.2.1, classroom teachers should take into consideration learners' interests in diary writing so that diary writing does not become their learners' burden. And second, learners can use diaries as an effective tool in their learning process. The more they write, the more they get exposed to the target language. Gradually, they can develop their writing performance. Moreover, writing diary entries is also a good way to reduce stress.

5.3.2 Recommendations for Future Research

Some recommendations for future research are made based on the previous limitations mentioned above. Firstly, future studies will provide a variety of settings and a variety of L2 learners at different levels of language competence. And secondly, hopefully, future researchers will have the chance to conduct research over a long time frame in order to obtain further confirmation about the impacts of diary writing.

Conflict of Interest Statement

Both authors strongly agreed on the publication of this paper, and there was no contention or rivalry during the finishing of the work. In other words, the authors declare no conflicts of interest in this article. Both authors are fully and equally responsible for the benefits and harms after this article is published. The authors, moreover, declare that the material presented by us in this paper is our original work and does not contain any materials taken from other copyrighted sources. Wherever such materials have been included, they have been clearly indented or/and identified by quotation marks and due and proper acknowledgements have been given by citing the source at appropriate places.

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