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HARNESSING THE POWER OF JOURNALING IN ENHANCING B2 ENGLISH LANGUAGE PROFICIENCY

Abstract. The requirement for a more natural approach to writing is highlighted by the younger generation's perception of writing as complicated, overpowering, and occasionally irrelevant—especially among those who write in a foreign language. This study looked at journal writing as a potential remedy for this problem, with or without an audience. The paper explores the impact of journal writing on the language proficiency of B2-level English language learners. Employing a mixed-methods approach, the research combines quantitative data from language proficiency tests and qualitative insights from learners' journal entries and interviews. Conducted quantitative analysis revealed a significant increase in language proficiency among the journaling group, with notable improvements in writing fluency, vocabulary usage, and overall language scores. Pre- and post-intervention tests showed an increase in mean composite scores, with a statistically significant difference. Qualitative data underscored the benefits of journaling in enhancing self-expression, reflective practice, and confidence in language use. The study concludes that keeping journal is an efficient teaching instrument for improving language proficiency in B2-level learners. It enhances linguistic skills such as fluency and accuracy, fosters critical and creative thinking skills, self-awareness, and learner autonomy as well. The findings point to the incorporation of journaling in language learning curricula, which may have a significant positive impact on language acquisition. Future research is recommended to explore long-term impacts, the effectiveness of journaling in diverse learning environments, and comparison with other methodological approaches. This research contributes to the understanding of journal writing as a multifaceted tool in language education, highlighting its potential in enhancing both the cognitive and affective domains of language learning.

Keywords: journal writing, writing proficiency, reflective journal writing, dialogue journal writing, teaching strategies in foreign language education, fluency and accuracy, B2 English language proficiency.

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Ағылшын тілін В2 деңгейіне дейін жақсарту мақсатында күнделік жүргізуді пайдалану

Аңдатпа. Неғұрлым шынайы тәсілмен, әсіресе шет тілінде жазуға деген талап жас ұрпақтың арасында жазуды күрделі, басым және кейде маңызды емес деп қабылдауымен ерекшеленеді. Бұл зерттеу жұмысы аудиториясы бар немесе аудиториясыз күнделік жазуды осы мәселені шешудің әлеуетті құралы ретінде қарастырады. Мақалада В2 деңгейінде ағылшын тіліне үйретуде күнделік жүргізудің ықпалы қарастырылады. Аралас әдісін қолдана отырып, зерттеу тілді меңгеру сынақтарынан алынған сандық деректермен қоса студенттердің жазбалары және сұхбаттарынан алынған сапалы ақпаратты біріктіреді. Сандық талдау нәтижесінде күнделік жүргізген топтың тілді меңгеру деңгейінің айтарлықтай жоғарылағанын, жазуды еркін меңгеруде, сөздік қорын пайдалануда және жалпы тілді меңгеру дағдыларының жақсарғанын көрсетті. Зерттеуге дейінгі және зерттеуден кейінгі сынақтар статистикалық маңызды айырмашылықпен орташа құрама көрсеткіштерінің жоғарылауын көрсетті. Сапалы деректер өзін-өзі көрсетуді, рефлексиялық тәжірибені және тілді қолданудағы сенімділікті жақсартудағы күнделік жүргізудің артықшылықтарын көрсетті. Зерттеудің қорытындысы бойынша күнделік жүргізу арқылы В2 деңгейіндегі студенттердің тілді меңгеру деңгейін арттыруда тиімді педагогикалық құралы болып табылатындығын дәлелдеді, яғни білім алушылардың тіл байлығын жетілдіреді, сыни тұрғыдан ойлауға, өзін-өзі тануға, ресми дербестігіне ықпал етеді. Нәтижелер көрсеткендей шеттілдік білім беруде оқу бағдарламаларына күнделік жүргізуді енгізу тілді меңгеруде айтарлықтай артықшылықтар бере алатынына дәлел. Болашақ зерттеулер ұзақ мерзімді әсерлерді, әртүрлі оқыту жағдайларында күнделік жүргізудің тиімділігін және басқа әдістемелік тәсілдермен салыстыруды зерттеу үшін ұсынылады. Бұл зерттеу тіл үйренудің когнитивті және аффективті салаларын жақсарту үшін оның әлеуетін көрсету арқылы күнделік жүргізуді көп қырлы шеттілдік білім беру құралы ретінде түсінуге ықпал етеді.

Кілт сөздер: күнделік жүргізу, жазу дағдысы, рефлексиялық күнделік жүргізу, диалогтық күнделік жүргізу, шеттілдік білім беру стратегиялары, еркін және нақты жазу, ағылшын тілін меңгерудің В2 деңгейі.

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Использование возможностей ведения дневника для повышения уровня владения английским языком на уровне B2

Аннотация. Необходимость более естественного подхода к обучению письму становится очевидной в связи с восприятием молодым поколением письма как сложного, подавляющего и иногда неактуального навыка, особенно среди тех, кто изучает иностранные языки. В данном исследовании ведение дневника рассматривается как потенциальный инструмент для преодоления этой проблемы, как с учетом наличия аудитории, так и без неё. В статье рассматривается влияние ведения журналов на изучение английского языка на уровне B2. Используя смешанный подход, исследование объединяет количественные данные тестов на знание языка и качественную информацию из записей и интервью учащихся. Проведенный количественный анализ выявил значительное увеличение уровня владения языком среди группы, использовавших дневник, с заметным улучшением беглости письма, использования словарного запаса и общих языковых баллов. Контрольные задания до и после исследования показали увеличение средних совокупных баллов со статистически значимой разницей. Качественные данные подчеркнули преимущества ведения дневника в улучшении самовыражения, рефлексивной практики и уверенности в использовании языка. В исследовании делается вывод, что ведение дневника является эффективным методическим инструментом для улучшения владения языком у учащихся уровня B2, так как улучшает языковые навыки, способствует критическому мышлению, самосознанию, а также самостоятельности учащихся. Полученные результаты позволяют предположить интеграцию ведения дневника в учебные программы иноязычного образования, что может обеспечить существенные преимущества в овладении языком. Рекомендуется провести будущие исследования для изучения долгосрочных последствий, эффективности ведения журналов в различных условиях обучения и сравнения с другими методологическими подходами. Данное исследование способствует пониманию написания журналов как многогранного инструмента, подчеркивая его потенциал в улучшении как когнитивной, так и аффективной областей иноязычного образования.

Ключевые слова: ведение дневника, грамотность письма, ведение рефлексивного журнала, ведение диалогового журнала, стратегии преподавания в иноязычном образовании, беглость и точность письма, уровень владения английским языком B2.

Introduction

English is a crucial global communication language. Mastery of the four fundamental English language skills – listening, speaking, reading, and writing—is essential for effective worldwide communication. For both native and non-native speakers, writing is the most difficult [1, p.79]. Writing is an essential skill that students must develop, serving as a key method of linguistic communication to educate and inform readers. One way students can enhance their writing abilities is through consistent practice. Regular practice can help students improve their writing abilities, which in turn enhances their ability to communicate effectively. Effective writing requires a complex combination of linguistic, cognitive, and metacognitive skills, making it not just an academic requirement but also a gateway to broader professional and personal opportunities [2].

However, improving writing proficiency in English as a Foreign Language (EFL) presents challenges, particularly because traditional teaching methods often fail to address the individual needs and creative expressions of learners. This has made it necessary to look into alternate approaches.

Moreover, advancements in technology have significantly affected basic communication skills, particularly writing. The younger generation increasingly relies on signs, abbreviations, and

symbols for quicker, more efficient communication. For example, using a ♥ heart button can convey a message in less than a second, which conveys feelings of love, appreciation, or support without needing to write out those sentiments. Also younger generation use thumbs up 👍 button, instead of writing “I agree” or “Okay”. There are laughing face 😂, instead of writing “that's funny”, it can be used to show humor or checkmark ✓, which means “completed” or “done”, the checkmark symbolizes that something has been finished. Consequently, writing is becoming less integral to everyday communication, as its value and authenticity are being eroded.

Journals are personal and reflective writing forms that differ from diary-like records. They are typically written in response to experiences, discussions, readings, or research work, and communicate the writer's feelings to a teacher or peer reader. However, journal writing may be done also only for private purposes; in such a case, it is not addressed to any audience, including the teacher. Spaventa writes that journals are “notebooks in which writers keep a record of ideas, opinions, and descriptions of daily life [3, p.168]. It fosters students' creativity as writers and helps them think critically about past experiences and how they may react in similar circumstances. Hashemi and Mirzaei add that “journal writing refers to any writing that students perform that challenges the students to reflect on past situations and how they might perform if similar situations arise” [4, p.104].

As cited in Casanave, journals share similarities with spoken language, characterized by informal language, first-person usage, and the freedom to explore thoughts, ask questions, and digress [5, p.7]. These entries are typically self-initiated, frequent, and often lengthy. Similarly, Gardner also cited in Casanave, describes journal writing for college students as a space that fosters openness and safety, where writers can explore ideas, experiment with language, and practice writing [5, p.79]. Although school-assigned journals are also intended for a teacher audience, they remain a somewhat private space where writers can reflect and communicate with themselves. When teachers approach journals with empathy, they also become a medium through which students' voices can be genuinely heard.

Casanave defines journal writing as a personal, reflective, and responsive activity, aiming to help multilingual writers build fluency, engage with ideas, reflect on personal issues, and express thoughts for various audiences. It's free from academic constraints and encourages students' thinking and writing abilities [5, p.61].

The positive impact of journaling on language acquisition with focus on B2 level of English language proficiency is widely acknowledged by numerous scholars. Research has demonstrated that journaling not only improves language proficiency but also enhances students' confidence, making it an invaluable tool for achieving B2-level competency. As the B2 level of English language proficiency is straightly connected with producing text on a wide range of topics and expressing viewpoint on an issue giving the advantages and disadvantages of various preferences.

The primary aim of this study is to delve into the transformative potential of keeping journaling in the EFL realm, particularly for learners at the B2 proficiency level. By examining its effects on writing abilities, engagement frequency, and students' overall cognitive and metacognitive growth, this study aims to close the divide between theoretical understanding and real-world language use.

Following the introduction and the overview of journaling in the context of B2 English language proficiency, this study aims to examine the impact of journaling on language learning. The research is guided by the following questions and hypotheses:

1. What is the effect of journal writing on the writing skills of EFL learners at the B2 proficiency level?

Hypothesis: Regular journal writing improves the writing fluency and accuracy of B2 English language learners.

2. How does the frequency of journal writing affect the development of writing proficiency among these learners?

Hypothesis: Increased frequency of journal writing leads to a more significant improvement in writing proficiency.

3. Can journal writing foster self-awareness, enhance reading comprehension, and stimulate critical thinking abilities among B2 English language learners?

Hypothesis: Engaging in journal writing not only improves language proficiency but also enhances self-awareness, reading comprehension as well as critical thinking skills.

These questions and hypotheses are formulated to explore the multifaceted impact of journal writing in an EFL context, specifically targeting learners at the B2 proficiency level. The study seeks to understand both the direct linguistic benefits and the broader educational advantages of incorporating journal writing into language learning curricula.

Theoretical Framework

Journaling, a frequently overlooked language learning tool, has been shown to significantly improve writing fluency, accuracy, and learner motivation [3, p.170]. The language learning approach offers a distinctive blend of introspection, creativity, and practical application, enabling learners to engage with the language beyond the confines of a structured classroom setting [4, p.109].

Journaling has emerged as a noteworthy tool in enhancing language proficiency, particularly at the B2 level. Miller [6, p.23] and Parrikal [7, p.177] noted the significant role of journaling in developing students' linguistic skills and providing insights into their language learning experiences. Additionally, Rokni and Seifi [8] and Rana [9, p.3] highlighted its impact on improving speaking fluency, accuracy, and fostering theoretical thinking.

However, contrasting viewpoints exist in the literature. For instance, studies by Thompson suggest that while journaling aids in linguistic development, it may not substantially impact speaking proficiency due to its focus on written expression [9, p.2]. Additionally, the effectiveness of journaling has been observed to vary based on factors like learner motivation and journaling frequency [10].

Liu and Jeba emphasized the role of journaling in enhancing vocabulary and grammatical skills [11, p.208]. Scholars Hamp, L., Heasley, B. point out that what is read and written is an excellent way to help remember the key ideas [1, p.35]. Their findings are echoed by Dornyei and Ushioda, who illustrated the importance of journaling in fostering learner autonomy and reflective thinking [12].

The phenomenon of language itself is understood as the manifestation of the cognitive structures which lay behind the speech functions of the language system. The view of language as a system which is a part of thought processes and the assimilation of knowledge allows the prospect of the creation of a new meta-language of linguistics and a completely new technology for describing linguistic features [13, pp.128–129].

The positive affective dimension in the motivational benefits of journaling and its impact on student engagement and emotional well-being is critical in maintaining learner motivation, as noted by Rokni and Seifi [8, p.28].

Journal writing has been shown to enhance writing proficiency in the EFL environment due to its non-judgmental nature [7, p.184]. It allows students to view writing as an expressive process, without fear of criticism for mistakes, organization, content, or language skills. Consistent practice of journal writing can lead to disciplined thinking, increased accuracy, and improved communicative skills [8, p.30]. This makes it a powerful tool for improving overall writing abilities.

Student journal writing (JW) can be approached in two ways: reflective journal writing (RJW), which is a personal, daily record where students express their feelings and thoughts without fear of evaluation or correction, and dialogue journal writing (DJW), which involves students

engaging in written exchanges with their teacher [9, p.14]. Both approaches have been widely researched as alternative methods to enhance students' writing performance, engagement with tasks, motivation, and reduce writing apprehension. RJW allows students to express their feelings, thoughts, and anything important without fear of evaluation or correction. Both types of journal writing, as can be seen in Table 1, have been found to be effective in promoting student engagement and motivation.

Table 1 – Benefits of Reflective Journal Writing and Dialogue Journal Writing

Benefit	Reflective Journal Writing (RJW)	Dialogue Journal Writing (DJW)
Writing Proficiency	Enhances writing skills through regular practice.	Improves writing through interaction and feedback.
Affective Factors	Reduces anxiety, lack of self-confidence, and apprehension.	Supports a positive emotional environment.
Social Interaction	Creates a space for students to express emotions and thoughts informally.	Facilitates meaningful communication with the teacher.
Teacher-Student Relationship	Strengthens bonds between students and the instructor.	Helps teachers understand students as individuals.
Critical Thinking	Encourages self-reflection and critical analysis.	Promotes deeper engagement and critical thinking through dialogue.
Autonomy and Agency	Fosters independence in writing and self-expression.	Enhances learner autonomy through interactive feedback.
Feedback Quality	Limited to self-evaluation and peer feedback.	Provides personalized, constructive feedback from the teacher.

The table 2 on Theoretical Perspectives on Journal Writing provides a comprehensive overview of various theories supporting its use in educational settings, particularly in language learning. These theories include social and cognitive activity, comprehensible output, affective filter hypothesis, zone of proximal development (ZPD), interaction hypothesis, and reflective practice.

Table 2 – Theoretical Perspectives on Journal Writing

Theory	Description	Key Proponents
Social and Cognitive Activity	Dialogue journal writing functions as a social and cognitive activity, aligning with the view that learning is a social process.	Halliday & Hassan (1989)
Comprehensible Output	Journal writing enables students to produce comprehensible output through interaction with teachers, facilitating language learning.	Swain (1995)
Affective Filter Hypothesis	Students can write freely without the pressure of mistakes, grades, or judgments, reducing the affective filter that hinders learning.	Krashen (1982)
Zone of Proximal Development (ZPD)	Interaction through dialogue journals provides scaffolding, allowing students to perform tasks within their ZPD, thereby facilitating language development.	Vygotsky (1978)
Interaction Hypothesis	Language learning is facilitated through interaction, and dialogue journals provide opportunities for meaningful interaction with feedback from teachers.	Long (1996)
Reflective Practice	Journal writing encourages reflective thinking, which helps learners develop critical awareness and deeper understanding of their learning processes.	Dewey (1933); Schön (1983)

Social and cognitive activity suggests that dialogue journal writing facilitates social interaction between students and teachers, promoting internalization of new knowledge and cognitive development [7, p.180]. Comprehensible output emphasizes the importance of students producing language that others can understand, while the Affective Filter Hypothesis suggests that it helps lower emotional barriers and promotes open communication [8, p.37]. The interaction hypothesis suggests that dialogue journal writing offers a structured yet flexible way for students to engage in meaningful written interactions with their teachers, enhancing language development. Reflective practice is also a key benefit of dialogue journal writing, fostering self-awareness and critical evaluation of learning strategies [6, p.29].

Despite these advancements, gaps remain in understanding the full spectrum of journaling's impact, particularly in the context of B2 level EFL learners. This study aims to bridge these gaps, offering new insights into the efficacy of journaling as a pedagogical tool in developing writing proficiency, fostering critical thinking, and enhancing learner autonomy.

Research methods and materials

Participants and Procedure

This section provides a comprehensive overview of the study's participants, materials, procedures, and ethical considerations.

The study involved 35 B2-level English language learners from al-Farabi Kazakh National University, aged 19-23, with equal gender distribution. They were selected based on their enrollment in an intermediate-level English course and willingness to participate. Prior to participation, they were briefed on the study's purpose and their role.

The experimental group utilized digital platforms like Padlet and Instagram blogs for journal entries due to their accessibility and ease of use, enabling convenient writing and sharing.

Participants' writing fluency and accuracy were evaluated using standardized tests, designed to align with B2 level proficiency standards before and after the intervention.

The study concluded with the distribution of survey forms to gather qualitative feedback on participants' experiences with journaling.

Participants were divided into two groups: an experimental group, who maintained a regular journal for 12 weeks, and a control group, who did not engage in journaling.

The experimental group received guidance on how to use digital journals for discussion and reflection. Weekly posts were expected of them, which included dialogue journaling with their professor and reflection journaling to examine their experiences, ideas, and language learning procedures.

Data collection and analysis

The study analyzed journal entries from an experimental group to understand language use, reflection, and motivation. It used quantitative and qualitative methods, administering pre- and post-tests to measure writing proficiency changes. Survey forms were distributed to gather qualitative feedback on participants' experiences with journaling.

Ethical considerations

Participants were given a consent form outlining the study's purpose, procedures, and rights, including confidentiality and the right to withdraw without penalty. Personal information and journal entries were anonymized, and only the research team had access to the raw data. Participants were informed that their journal entries and test results would be used for research purposes, and their decision would not affect their academic standing. Feedback on journal entries was available, and support was provided for students experiencing discomfort or stress during the study.

Results and Discussion

Quantitative Analysis

Vocabulary Expansion

There was a discernible rise in language usage in the experimental group. Students started the experiment between 120 and 160 words for each essay, as seen in Figure 1. They were regularly employing over 220 words by the conclusion of the 12 weeks, demonstrating a significant increase in their vocabulary and expressive skills.

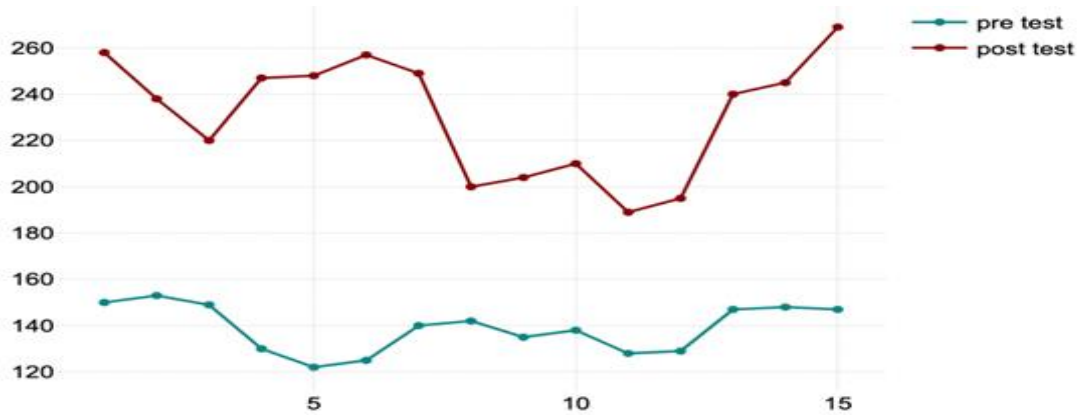


Figure 1 – “Experimental Group – Pre-Post Test Results (Number of Words in Essays)”
A line graph showing the growth in vocabulary usage in essays by the experimental group

Though less noticeable than the group participating in the experiment, the control group's writing also improved. Their essays started with 120–140 words, but by the end of the course, they had between 180 and 220 words, as illustrated in Figure 2. Although noticeable, this improvement was not as great as what the experimental group experienced.

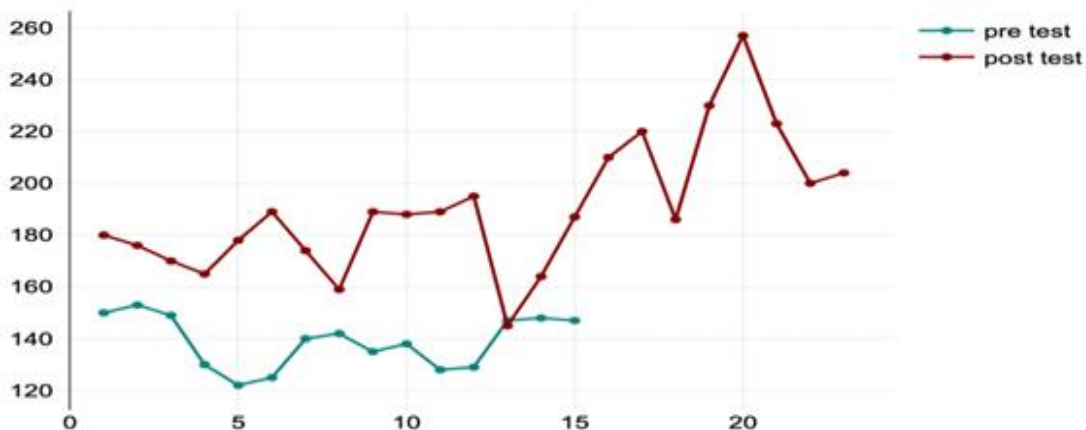


Figure 2 – “Control Group Pre- and Post-Test Results (Number of Words in Essays)” –
A line graph indicating the change in word count in essays by the control group

Language Proficiency Test Results

Pre- and post-intervention assessments were used to statistically evaluate the language skills of the experimental group. These results are shown in Table 1. With a standard deviation (SD) of 7.8, the pre-intervention test had an average composite score of 65.4%. After the journaling intervention lasting 12 weeks, the average score rose to 73.1% (SD=8.5). With a p-value of less than 0.001 in a paired samples t-test, this improvement was statistically significant, suggesting that the journaling intervention significantly improved the participants' language ability.

The experimental group's mean composite scores, standard deviations, and p-value for the language proficiency tests are shown in Table 3 and Figure 3 before and after the journaling intervention.

Table 3 – Paired Samples t-Test for Language Proficiency Scores

Sample Size	Pre-Intervention	Post-Intervention
Mean Composite Score (%)	65.4	73.1
Standard Deviation (SD)	7.8	8.5
p-Value (Two-Tailed)		0.001

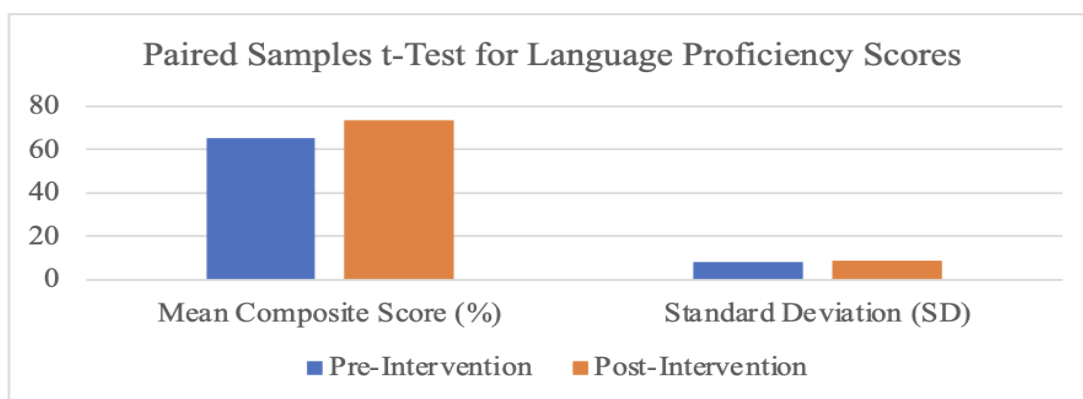


Figure 3 – Paired Samples t-Test for Language Proficiency Scores

Writing skills

The purpose of the study was to ascertain whether or not there was a statistically significant difference between students who were taught a journal writing method and those who were not. The examination concentrated on some writing-related factors, as indicated by Heaton's writing skill rubric score, such as vocabulary, organization, content, grammar, and mechanics. Finding areas for writing performance enhancement was the study's main goal.

Pre- and post-test essays were graded using the internal writing criteria that had been in use for years. At the beginning of the course, students were presented with the rubric, which has a maximum possible score of 30 points and is based on particular sections and weighting.

Table 4 – Grading Rubric

Criteria	Points	Percentage
Organization	8 points	26.7%
Content	10 points	33.3%
Fluency (Coherence and Cohesion)	8 points	26.7%
Accuracy (Grammar and Vocabulary)	4 points	13.3%
Total	30 points	100%

Academic writing organization entails adhering to rules such as topic sentences, body construction, and conclusion. While fluency examines the text's coherence and cohesiveness, content evaluation assesses the quality of written responses. The variety and accuracy of the text's lexis and structure are referred to as accuracy.

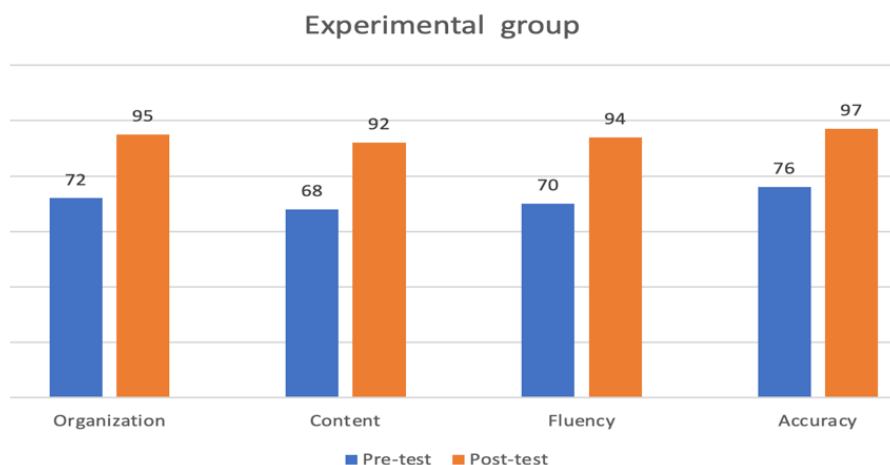


Figure 4 – The students’ score of writing aspects of pre-test and post-test in the experimental group

The experimental class students showed significant improvement in writing aspects, with a 24% improvement in content and 23% improvement in organization. They achieved 72% in pre-test and 95% in post-test, indicating better idea generation and organization. The journal writing technique improved their organization skills, demonstrating the effectiveness of the technique in enhancing writing abilities.

The study found that students improved their fluency and accuracy by 24% and 21% respectively, with a significant improvement in grammar from 76% to 97% post-test. The fluency aspect showed a significant improvement from 70% to 94%, with students expressing less concern for punctuation, capitalization, and spelling. The results suggest that the technique may be beneficial for improving writing.

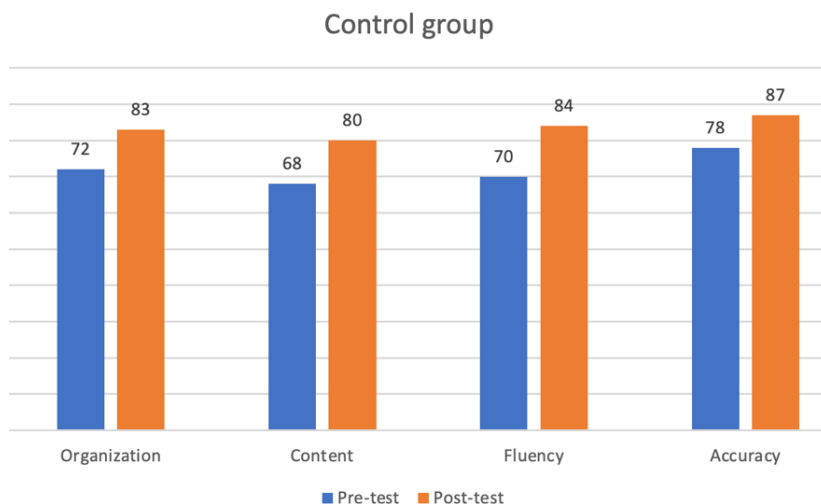


Figure 5 – The students’ score of writing aspects of pre-test and post-test in the control group

The study reveals significant improvement in writing aspects among students in the control class. Students' scores in content, organization, fluency, accuracy improved significantly. The control group showed a 11% improvement in organization, 12% improvement in content, 9% improvement in fluency, and 9% improvement in accuracy. The experimental class showed higher

scores, indicating that the reflective and dialogue journal writing technique can enhance students' writing in these four aspects.

Qualitative Analysis

Themes from Post-Intervention Interviews

The study's participants expressed that keeping a journal enabled them to reflect on their language acquisition experience, pinpointing their areas where they could grow and monitoring how they were developing over time.

A noteworthy proportion of the respondents indicated that they felt more at ease expressing themselves in English. Their consistent journaling habit, which offered a private and secure environment for language development, was credited by them for this improvement.

Numerous individuals reported advancements in their vocabulary and language abilities. Maintaining a regular journal allowed them to practice using new words and expressions, which helped them become more fluent in the language.

Additionally, journaling gave participants a forum to discuss and analyze their cultural experiences, which helped them comprehend language related to their personal lives on a deeper level. This was thought to be essential for a more comprehensive approach to language learning. Table 2 displays the results of the thematic analysis.

Table 5 – Thematic analysis

Themes	Interview transcripts
Enhanced Reflective Practice	Participants reported that keeping a journal helped them reflect back on their experiences learning a language. They highlighted how keeping a journal of their experiences allowed them to recognize their growth areas and monitor them over time.
Increased Self-Expression and Confidence	A great deal of participants stated that they felt more comfortable expressing themselves in English. They attributed their improved comfort level with language and thought expression to their regular journaling practice.
Enhanced Language Proficiency and Vocabulary	Several times, participants mentioned how significantly their vocabulary and language abilities had improved. They discovered that by experimenting with new words and idioms, regular writing activities enhanced their language proficiency.
Cultural and Personal Insights	Through writing regarding their cultural experiences, participants were able to better understand the language in the context of their own lives. It was believed that this connection to personal experiences was crucial for language learning.

The study's findings offer strong proof of journaling's effectiveness in raising B2-level English language learners' language ability. These results illustrate the numerous benefits of journal writing in language learning environments and align with and expand upon previous research in this area. The substantial increase in mean composite scores from pre-intervention (65.4%) to post-intervention (73.1%), as indicated by the data, demonstrates that journaling has a beneficial effect on language competence generally. This result supports earlier research by Liu and Jeba, which emphasized the advantages of writing exercises for language learning [11, p.219].

Additionally, the study found gains in speaking, writing, listening, and reading abilities, suggesting that journaling has a broad impact on language development. This lends credibility to the idea that journaling can be an effective teaching method for languages, improving language proficiency in a variety of ways.

Participants exhibited enhanced writing fluency and accuracy, along with increased motivation to write. This resonates with Birjandi and Tamjid's findings that journaling encourages natural, uninhibited writing, fostering positive attitudes towards language use [14].

In line with the study's implications, journaling should be included in language courses as a way to greatly improve language ability among students. Encouraging students to actively engage with the language, this approach helps them to express themselves more freely and confidently.

Kazakhstani scholars point out that the effectiveness of using methods largely depends on the teacher's ability to correctly structure the lesson and correctly choose one or another teaching method [15]. Therefore, by having students keep journals, teachers can learn vital information about the language skills, needs, ideas, and emotions of their learners. This can assist in tailoring instruction to each individual student's needs.

Effective language instruction requires a greater understanding and relationship between teachers and students, which journaling fosters.

There were only 35 participants in the study, all from the same university. To more extensively generalize the results, future study could benefit from a larger and more diverse sample.

The 12-week period might not be long enough to see how journaling affects language proficiency in the long run. More thorough insights might be obtained from longer-term investigations.

A significant portion of the qualitative data came from participant self-reports, which may be biased.

The comparative analysis of the results may have been impacted by the control group's lack of participation in an alternate language-learning activity.

The study's conclusion emphasizes the importance of journaling in the instruction of B2 English language skills. It is a useful instrument for developing writing abilities and language acquisition as well as for creating a vibrant and fruitful teacher-student bond. The study found that students can improve their writing skills by engaging in authentic writing in a flexible environment with limited topic choice and teacher feedback. Subsequent investigations ought to focus on resolving the highlighted constraints and investigating the enduring effects of journaling within various language learning environments.

Conclusion

Applying a mixed-methods approach, this study examined at the way journal writing affected language competence, writing abilities, and learner attitudes among B2-level English language learners.

The quantitative study revealed that language proficiency levels improved significantly after the intervention, on average. The experimental group's regular journal writers showed notable gains in overall language proficiency, writing fluency, and vocabulary development.

The study's findings also showed improvements in the four language skills. This all-encompassing improvement highlights the importance of journaling as a meticulous language-learning approach.

Qualitative findings indicated that participants felt more inspired and confident about their writing skills. This is consistent with the body of research demonstrating the positive impact of journal writing on the autonomy and self-expression of language learners.

The results imply that journal writing is a useful teaching strategy for raising B2 language competency. It provides a beneficial, learner-centered method that may be added to the language instruction to encourage students to interact with the language more deeply. Consequently, the findings of the research could be widely implicated in designing the curricula of English language classes.

Future research might delve into the long-term effects of journal writing on language ability in order to comprehend its enduring effects. A deeper understanding of journal writing's usefulness in various circumstances would come from research applying a larger and more broadened sample of students from different educational and cultural backgrounds.

A deeper awareness of journal writing's unique benefits and restrictions may be possible by contrasting its efficacy with that of other language learning resources and techniques.

The exciting potential of technology-enhanced language learning can be exposed by studying how digital journaling platforms improve student engagement and interaction.

A more thorough comprehension of journal writing's advantages would come from looking into the emotional and psychological effects it has on language learners, such as lowering anxiety and boosting self-esteem.

The study's conclusion confirms the significance of journal writing as a useful teaching tool for B2 English language competency. Not only does it improve language proficiency, but it also cultivates student autonomy, self-assurance, and drive, underscoring its potential as a crucial component of language learning methodology. Future studies in this field should shed more light on the benefits of journal writing in language instruction and possibly develop more creative and efficient teaching strategies.

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