

***Using Journal Writing for Developing EFL Pre-service Teachers’
Writing Skills and Teaching Performance***

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ABSTRACT

The present study aimed at identifying the effect of using journal writing on EFL pre-service teachers’ writing skills and teaching performance. The subjects of the study were eighty students enrolled in the fourth year, English Department, Faculty of education, Cairo University, Fayoum Branch. They were randomly assigned to either the experimental or control group; each consisted of 40 students and were granted similar circumstances of practice. They had two “essay writing” classes per week; each was for 2 hours. The two groups attended the first class together to fulfil the requirements of the course, but they were separated for the second class. The experimental group was exposed to the program of journal writing designed by the researcher, whereas the control group was given some extra writing activities. The other tools of the study were: a writing assessment checklist which was used for the pre- and post-testing of the subjects’ writing skills and a teaching performance assessment checklist which was used for the pre- and post-testing of the subjects’ teaching performance. The experimental lasted for three months and a half. Results indicated that the students of the experimental group outperformed those of the control group in both writing skills and teaching performance. The study presents some recommendations for maximizing the practical use of journal writing and suggests some topics for further research.