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Reflective Journal Writing and the Development of Writing Skills among Engineering Undergraduates: Exploring Motivation, Self-Confidence, and Reflective Learning

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Abstract

The present study examined a cohort of undergraduate Engineering students from Telangana in order to investigate the impact of maintaining reflective diaries on their levels of motivation, creativity, critical thinking, and English writing proficiency. Furthermore, the study investigated the disparities in attitudes and performance among learners based on gender, along with the specific writing styles employed. The sample consisted of 100 learners selected from four sections of an Engineering institution. The poll was designed with a focus on three key themes: enhancing learning outcomes, fostering motivation and self-confidence, and considering the value and convenience aspects. The results of the study indicate that the practice of maintaining a reflective notebook has the potential to enhance writing skills, as well as overall learning outcomes, while also positively impacting motivation and self-assurance. The results of the study also indicated that, in contrast to their male counterparts, female learners exhibited a preference for maintaining reflective notebooks. Furthermore, as comparison to their peers, the learners who autonomously composed their own paragraphs had notably enhanced perception and shown higher levels of motivation towards writing. Ultimately, the practice of maintaining reflective diaries enhances the experience of participating in writing courses, imbuing them with elements of fascination, inspiration, utility, and enjoyment.

Keywords: reflective writing process, motivation, experiential learning, critical thinking

Introduction

Reflective teaching is an instructional approach that is grounded on the principles of inquiry, emphasising a constructivist pedagogical philosophy, a compassionate ethical framework, and inventive approaches to problem-solving (Henderson, 1996). Reflection, commonly referred to as "critical reflection," is a cognitive process or deliberate action that entails the recollection, assessment, and appraisal of an event in relation to a broader objective. Metacognition refers to the cognitive process that occurs as a result of previous experiences, where individuals consciously reflect on these experiences in order to evaluate and make informed decisions. Additionally, metacognition serves as a basis for

planning and doing appropriate actions (Richards & Nunan, 1990). One of the primary advantages of reflective education is its ability to enhance clarity of thought (Bailey et al., 1996). Reflective teaching and its associated methodologies have gained significant popularity in teacher education and adult education contexts during the past decade.The complexity of the matter is heightened by the teacher's reflective methodology, which necessitates the implementation of operational modalities in various communal spaces inside the educational institution.

The act of writing consistently in a reflective journal enables learners to engage in an effective learning technique, hence facilitating their acquisition of knowledge. Learners may utilise diaries as a means of documenting and monitoring their personal reflections and experiences. Kerka (1996) asserts that the practice of maintaining a journal is a fundamental component of the cognitive process of knowledge assimilation. This practice facilitates learners in effectively establishing connections between newly acquired information and their existing knowledge (p.2). The utilisation of this strategy enables learners to enhance their writing process by affording them the chance to halt and engage in introspection over their acquired knowledge. Furthermore, the practice of keeping a reflective journal has been identified as a valuable strategy for cultivating critical thinking skills. Engaging in the practice of journal writing followed by reflection is regarded as an invaluable experience, as it enables individuals to subject their personal views to rigorous examination within a safe and supportive environment, as articulated by Priest and Sturgess (2005). Journal reflection is considered to be a highly important exercise (p.2). Furthermore, individuals who engage in the practice of journaling demonstrate an enhanced capacity to maintain a valuable record of their cognitive processes, emotional states, lived encounters, and individual beliefs. According to Dyment and O'Connell (2003), the process of maintaining a diary entails the documentation of daily occurrences, individual reflections, observations about one's environment, and responses to various situations.

Reflective techniques are associated with numerous advantages and are widely recognised in various nations, including the United States, Canada, Britain, New Zealand, Australia, Finland, and Hong Kong. The efficacy of the reflective process is substantiated by the aforementioned investigations.

- Applying theoretical ideas in practice (Béné, Wood, Newsham, & Davies, 2012)
- Enhanced political and social emancipation (Taylor, 2001)
- Improved critical thinking and judgement based on experience and prior knowledge in difficult and unpredictable situations (Brookfield, 2000)
- Increasing self-awareness to improve practice (Bonde, 1998
- Increasing practitioner autonomy (Morrison, 1996)
- Improved experience-based learning (Daudelin, 1996)

Reflective practises assume a pivotal role in the professional development of teachers, as they progress towards expertise in their respective domains and attain the praxis stage. At this juncture, teachers prioritise the cultivation of a conducive learning environment wherein students are effectively oriented towards the intended learning outcomes, with a particular emphasis on enhancing their language proficiency. The study suggested that the use of transformational pedagogy is imperative as an alternative to

commonly employed teaching methods such as the communicative approach, direct method, and translation technique. These conventional approaches, while widely utilised by educators, have demonstrated limited efficacy in fostering internationally recognised communication styles.As previously stated, this enduring idea prompted an open dialogue with the English teacher association forums and colleagues in teacher preparation programmes regarding the development of a transformative pedagogy. This pedagogy aims to cultivate not only essential language skills but also a distinctive mode of communication among learners that is both comparable to and accepted in international contexts. Consequently, the researcher engaged in extensive discussions with acquaintances, colleagues, representatives of diverse English teachers' associations, school administrators, and English instructors from Engineering colleges who expressed agreement with the researcher's fundamental proposition of developing an instructional module centred on reflective practises.

1.Theoretical Framework

The utilisation of reflective journals as a pedagogical instrument is substantiated by a range of learning theories, encompassing interactionist theories and the notion of reflective thinking posited by Dewey (1933). All of these learning theories concur that reflective journals are a highly useful instrument for learning. Dewey (1938) advocated for the promotion of educational opportunities that foster purposeful learning. The author posits that optimal learning outcomes are achieved when learners are actively and profoundly involved in the learning process. Due to the learners' intrinsic motivation, the individual believed that implementing experiential learning would be an effective strategy to attain this objective. According to Dewey (1938), the establishment of a theory of experience is necessary for the prudent implementation of education grounded in experiential learning (p. 23). According to Dewey (1933, p. 101-102), the objective is to transform a scenario characterised by uncertainty, doubt, conflict, or disturbance into one that exhibits clarity, coherence, resolution, or harmony.

In line with this perspective, Kolb (1984) posits that experiential learning plays a vital role in sustaining learners' engagement. The author provided a definition of learning as the cogn itive process through which knowledge is constructed via the transformation of personal experiences (p. 38). According to Kolb (1984), the process of learning can be conceptualised as consisting of four distinct stages. 1. The first stage of the Kolb's Experiential Learning Cycle involves engaging in a concrete experience. 2. Following the concrete experience, the second stage of the cycle is engaging in reflective observation. Two key components of the Kolb's experiential learning theory are abstract conceptualization and active experimentation.

Reflective journal writing has the potential to facilitate learning through the four stages of Kolb's experiential learning model. This process involves actively participating in activities, such as documenting a particular event in a diary during the initial stage and subsequently reflecting upon that experience during the subsequent stage. During the third stage, learners engage in reflection and endeavour to explore hypotheses pertaining to the importance of the experience. During the last phase, learners endeavour to utilise their existing knowledge and newly acquired information in order to address challenges and make informed judgements that will enhance their understanding of their previous experiences. Scanlon and Chernomas (1997) emphasised the stages encompassed within a reflective learning model consisting of three phases. These stages were specifically focused

on the process of journal writing.

Stage 1 -Awareness. This could be sparked by memories of a teaching situation that went well or presented difficulties.

Stage 2- Critical study, the person engages in a critical study of some incidents during learning, examining what occurred and why. We examine about how this experience connects to earlier theories and methods.

At stage 3, based on the reflection, a fresh viewpoint or previously held beliefs are reaffirmed or confirmed. This leads to changes in thinking or emotions, as well as occasionally adjustments in behaviour.

As a result, using reflective journal writing as a teaching method gives learners a variety of chances to learn new things and share personal information. Baldwin (1991) stated that "writing connects the paths of action and contemplation and spans the inner and outward worlds" (p. 9). The only learning process that affects behaviour, according to Rogers (1982), is self-discovered self-appropriated learning (p. 223). Reflective journal writing, according to Vygotsky (1986), helps learners make connections between who they are and the world around them. He suggests that: Thought is not created by thought; rather, it is created by emotion, or more specifically, by our needs and wants, as well as our interests and feelings.According to Vygotsky (1978)(p. 252), Every idea is accompanied by an affective-volitional tendency, which provides the last "why" in the study of cognition

Reflective journal writing can provide an opportunity for learners to explore one's thought processes and reflect on them, as well as for them to interact meaningfully with their teachers. Writing by learners in response to reading, according to Chapman (1990).

2.Literature Review

Several researches have examined the advantages of reflective journal learning as a strategy to improve learning. Numerous studies in this area indicate, journaling is a useful tool that promotes reflective activity in learners, and reflective thinking abilities may be taught and acquired (Francis, 1995). Several researches looked into how reflective journaling affected learners' education. O'Connell and Dyment (2006) studied the benefits of journal reflective writing as a tool for teaching learners to evaluate their own learning and improve their writing skills. Similar to this, according to Kerka (1996), student responses may be utilised to "articulate links between new information and what they already know" (p.2). Chirema (2007) looked at the use of reflective journals for post-registration nursing learners. According to the research, student writing process "may be used as evidence for the existence or lack of reflective thinking." Her research show maintaining a reflective journal might encourage learners to participate in learning as they become more conscious of their academic achievements. This is the judgement made by him.

Dyment and O'Connell (2010) found that most student notebooks are descriptive recounts of occurrences with little critical thought. They found several characteristics that may affect student journal reflection. Clear expectations, training, responses, assessments, lecturer connections, and practice development are examples. They used their multi-phase journal writing research project, related literature, and teaching practice reflections. Mentoring, in the opinion of Hine (2000), fosters the growth of "more self-reflective, metacognitively aware, and self-directed learners" (p.1).

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According to the examined literature, it was understood that reflective journal writing is essential for optimizing student interaction, raising motivation, and fostering critical thinking abilities. Additionally, several researchers indicated that learners did better in the subject matters.

3.Statement of the Problem

Engineering learners struggle with their writing skills because they lack the writing habits, techniques, and concepts that would enable them to write well. When learners are required to work on projects for their courses, this becomes clear. This can cause them to do poorly in specific courses or even fail them. Therefore, the researcher felt that it is important to investigate if encouraging learners to keep reflective journals might improve their motivation and writing fluency.

4.Significance of the study

Reflective teaching and learning is the process of self-reflection and self-evaluation in which we examine what we do in the classroom, consider why we do it, and consider whether it is effective. Identifying and exploring our own experiences and behaviours, we analyse and evaluate the information about what occurs in the classroom. This might result in adjustments and enhancements to the teaching-learning process. Theory and practice integration, the cyclical nature of experience, and the deliberate application of that learning experience are what constitute the development of reflective practices. Reflective practices are evident and widely acknowledged in several teaching and learning contexts (Wopereis, et al, 2010). Reflective practices in education relate to the process of the educator examining their own The following points reinforce the need for applying reflective practices in the teaching and learning process.

- Reflection provides the learners better insight into the minute processes of new learning.
- It is highly useful for ESL (English as Second Language) learners who have limited time resources (Florez, 2001)
- It links theory and practice.
- It helps to improve present and future learning.
- Helps to improve self-development.
- Provides clearer thinking, and lessens tendencies towards emotional bias.

Reflective thought and practice may benefit learners in many subjects, including language. Teachers can better meet their learners' needs in today's increasingly diverse and globalised society if they reflect on their teaching methods and identify any habits or attitudes that hinder tolerance and acceptance. Reflective practices help instructors to rethink and create new teaching techniques because education is multidimensional and there is no one ideal way. Reflecting on these events may help one comprehend their waking life's patterns, challenges, coping methods, internal monologue, and mental constructs.

Objectives of the Study

- To investigate the impact of reflective journal writing as a tool in enhancing writing skills among engineering learners.

- To study the impact of reflective journal writing in improving motivation, , creativity, and critical thinking abilities among Engineering learners.
- To determine whether differences in student performance and attitudes can be attributed to factors like level of skill, and writing style.

5.Research Questions

- The research questions of the study were:
- To what extent reflective journal writing practice is beneficial for improving writing process in Engineering learners?
- Is there any difference in Engineering learners' confidence and writing motivation post reflective journal writing practice?
- Does reflective journaling help engineering learners learn languages?
- How do learners interpret reflective journal writing?

6.Methodology

- This section discusses the Sample, research instrument and its reliability.

7.Sample

100 learners from four classes made up the study's sample. Participants were undergraduate engineering learners who took the same instructor's writing course during the academic year 2021–2022.

8.Research Instruments

Development of the Questionnaire

The researcher adopted a questionnaire designed by Mohammed A Farrah(2012),Hebron University. It is a relevant questionnaire to find out how people felt about the writing techniques employed in reflective journals. The materials were organised using the three dimensions that the study examined. The three components are enhancing learning, value and convenience, and motivation and self-confidence. 19 statements on a 5-point Likert scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) made up the questionnaire.Throughout the breaks of the school year 2021–2022, a 19–item survey was distributed. The learners received the questionnaire at the beginning of the Dussera holidays. The questionnaire was used to learn about their perspectives on the importance and use of reflective journal writing, as well as how it can aid in language learning, motivation, and self-confidence. Quantitative data was statistically analysed using the SPSS programme.

9.Procedure

The teachers urged the learners to maintain daily or weekly, monthly reflective diaries based on the literature they studied or their personal experiences. Even though it was an optional activity, at the end of the five months, the vast majority of learners had written at least 12 journals, and some had written more than 25.

10.A. Reliability of the Questionnaire

The questionnaire's reliability coefficient was computed. The outcome demonstrated that

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the questionnaire's overall Cronbach Alpha Coefficient is high (r = 0.80),

10.B Validity of the Questionnaire

Three experts from an Engineering teaching faculty examined the content and the validity of the questionnaire. They are experienced in questionnaire design and statistical analysis. Each of them was tasked with verifying whether the items of the scale accurately described the characteristics of reflective journal writing, confirming the questionnaire's content, and assessing its understandability. The two experts evaluated the questionnaire's structure, the organisation of some questions, and the appropriateness of each topic for a student response on a Likert scale. They offered suggestions, and the necessary and relavant modifications were included in the final version of the questionnaire.

Results and Discussion

This present section discusses the results of Part One of the Questionnaire, demographic information and some learners' writing practices:

Writing Practices:

It's interesting to watch how the learners approach writing because the study focuses on a writing course. There were inquiries about the writing habits of the learners (e.g. When should a paragraph be started? I wrote during this course, I've been working on my English writing skills; in college, our teachers encouraged us to keep diaries. I read publications and newspapers in English. When my teacher assigns me an English paragraph, that's the only time I compose one. The outcomes are displayed in Table 1.

Table (1): Writing Practices (n=120).

Writing Practices	Options	Number	Percentage%
When do you start a new paragraph?	Many days before the deadline	36	36
	Approximately one dayprior to the deadline	51	51
	At the eleventh hour	13	13
	Total	100	100
Throughout this course, I wrote	four to five journals every week	12	12
	1-2 journals weekly	64	64
	1-2 journals monthly	24	24
	Total	100	100
I practice writing paragraphs in English	Every day	7	7
	Two times a week	36	36
	Once in a week	39	39
	Two times a month	8	8
	Once in a month	10	10
	Total	100	100

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Paragraph writing in English is something I only do when required to do so by a teacher.	Yes	72	72
	No	28	28
	Total	100	100

Part Two questionnaire results follow. It answers current study research questions.
To what extent reflective journal writing practice is beneficial for improving writing process in Engineering learners?
For the entire list of survey questions, descriptive statistics (means and standard deviations) were calculated to investigate how Engineering learners felt about the advantages of maintaining a reflective journal. The 19 items' dependability coefficient was computed. The outcome demonstrated that the questionnaire items' aggregate Cronbach Alpha Coefficient was (r = 0.80), indicating a good level of internal consistency. The calculated item means and their standard deviation are shown in Table 2.

Table (2): means and standard deviation for the whole items in the questionnaire.

No	Statement	M	SD
1	Reflective Journal writing allowed me to talk about my experiences	4.23	1.038
2	I found that keeping a reflective journal was a benificial outlet for verbalising my thoughts and feelings.	4.14	.785
3	Writing in a reflective journal gave voice to my innermost ideas and emotions.	3.94	1.301
4	Journaling helped me sharpen my ability to think critically about experiences and ideas.	4.17	.821
5	Writing in a reflective journal allowed me to reflect on my education and its implications.	4.19	.890
6	Reflective Journal writing experience was an opportunity togain self-knowledge	4.31	.841
7	Writing in a reflective journal allowed me to discover more about myself and my process of learning.	4.22	.828
8	Writing in a reflective journal gave me the opportunity to hone my expression abilities and solidify my grasp of the material.	4.14	.783
9	Journaling's constructive introspection boosted my eloquence in spoken exchange.	4.40	1.055
10	Reflective Journal writing enhanced my communication skills	4.19	.962
11	Daily journaling sparked a new wave of inspiration in me.	4.56	.972
12	I found that keeping a journal inspired me to write more generally.	3.79	1.116

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13	Neither did I have the time to devote to journaling, nor did I really grasp the purpose of keeping one.	4.09	.839
14	I did not have sufficient time to write in my Journalsthough I planned	3.19	.724
15	Introspective journaling serves no use.	3.12	.712
16	In my journal, I can express myself freely.	3.87	.939
17	Journaling as a form of introspection should be promoted and maintained.	4.31	1.211
18	Let me read aloud from my journal, which I would like to share with the group.	3.12	.688
19	In the end, it was a good learning experience.	4.46	1.079

The majority of the items received high ratings, with item number 11 receiving the highest rating (m=4.56), as shown in the table. This indicates that the student did not consider writing in their reflective journals to be a time waster. As this item's data is negatively organised, it should be noted that it has been recorded. Responses to items that were negatively stated (n = 3) were inverted so that the greatest response score for each item represented a positive assessment of that statement.

Learners generally agreed that maintaining a reflective journal as instructed was helpful (m=4.46), and the high level of agreement for item 19 lent credence to this view. Second-placed item 9 was also highly praised (mean = 4.40). Writing in the Reflective Journal provided me with an excellent opportunity to practice and hone these abilities. The next items in the list will be presented after this one. Personal growth, communication, and articulating one's own unique perspective are all addressed in these three areas. Overall, less support was shown for points 14, 16, and
18. Item 16 was rated the lowest (mean=3.87), suggesting that some learners "find it difficult to write in their diary." This is discussed in detail in bullet point 14, which addresses the issue of not enough time to write journals. Journaling was rated as having a medium level of difficulty (mean=3.19), suggesting that learners find the process to be time demanding and beneficial. The majority of learners (51%) also rated this item as "medium" (mean=3.12) (I would like to share with the class what I wrote in my journal). Even while the majority of learners found keeping a diary to be beneficial, not everyone felt comfortable sharing their stories with their peers.

Does reflective journal writing enhance motivation to write and confidence, among Engineering learners?

For the study questions that pertain to improving motivation and gaining confidence, descriptive statistics were produced. There are 6 of them. It was tabulated to find the dependability coefficient for the six items. The outcome revealed that there was good internal consistency, with the overall Cronbach Alpha Coefficient of the six items being (r = 0.71). The determined means of the items and their standard deviation are shown in Table 3.

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Table (3): Means and standard deviation for the motivation and self- confidence dimension.

No	Statement	M	SD
1	The process of writing in a reflective journal allowed me to articulate some of my feelings and thoughts about my life.	4.23	1.038
2	Keeping a journal has been a great outlet for me to write down my thoughts and feelings.	4.14	.785
3	It was via writing in a reflective journal that I was able to give voice to my innermost ideas and emotions.	3.94	1.301
4	Journaling's constructive introspection boosted my eloquence in spoken	4.19	.962
5	Writing in a reflective journal allowed me to reflect on my education and its implications.	4.56	.972
6	The practice of keeping a journal regularly sparked a surge of originality in me.	3.79	1.116

As Table 3 demonstrates, that many of the items received very high ratings overall. This suggests that keeping a reflective notebook can help learners become more motivated and self-assured. This is consistent with Graham's study from 2003, which discovered that reflective journal writing practice helps learners build their confidence and competence, and Thrope's study from 2004, which discovered that such reflective learning diaries are valuable learning experiences for learners. Furthermore, Park (2003) discovered in his research that certain learners indicated a rise in self-confidence.

Does reflective journal writing improve language learning among Engineering learners?

For the study items that are concerned with boosting motivation and building confidence, descriptive statistics were computed. They come in sixs. For the six items, the dependability coefficient was tabulated. The findings revealed that the six items' combined Cronbach Alpha Coefficient (r = 0.73) indicated a high level of internal consistency. The calculated item means and their standard deviation are shown in Table 4.

Table (4): means and standard deviation for improving learning dimension

No	Statement	M	SD
1	Journaling helped me sharpen my ability to think critically about experiences and ideas.	4.17	.821
2	Journaling as a method of introspective reflection so that I can investigate my education	4.19	.890
3	Writing in a reflective journal allowed me to learn more about myself.	4.31	.841
4	Writing in a reflective journal has been a great tool for solidifying my grasp of course material.	4.22	.828

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5	Writing in a reflective journal helped me articulate my thoughts and feelings.	4.14	.783
6	For me, keeping a reflective journal was a great way to practice and hone my writing skills.	4.40	1.055

Table 4 shows that the vast majority of the goods were given excellent ratings. This demonstrates how becoming more self-aware via maintaining a reflective notebook promotes critical thinking and helps learners in analysing their own learning. It also helps learners reflect on their own learning and grasp the concepts being presented. The purpose of the writing reflective journal is, in part, to provide learners with the opportunity to develop and hone their writing skills, and this is exactly what will happen. This lends credence to the findings of Lew and Schmidt (2007), who discovered that journaling improved learners' capacity to learn. Learners said reflective notebooks helped them "think and write reflectively" and learn. Williams (2008) said, "94% of learners said the journals simplified their topic and helped them understand and express their learning. " According to Dyment and O'Connell, reflective journals "require learners to participate in critical reflection and higher order thinking; they push learners to be more open-ended and less prescriptive, and they empower learners to be creative and curious" (2010). How do learners interpret reflective journal writing?

This set consists of seven individual pieces. The dependability coefficient was determined for each of the seven products. The study of the seven items yielded a good level of internal consistency, with a Cronbach Alpha Coefficient of (r = 0.68). Table 5 displays the derived means and standard deviations for each item.

Table (5): Means and standard deviation for the value and convenience dimension

No	Statement	M	SD
1	I was confused about the nature of the journal entries that were expected of me.	4.09	.839
2	I just didn't have time to keep a journal.	3.19	.724
3	Spending time keeping a reflective journal is pointless.	3.12	.712
4	In my journal, I can express myself freely.	3.87	.939
5	Journaling for the purpose of self-reflection should be encouraged and maintained.	4.31	1.211
6	Let me read aloud from my journal, which I would want to share with the group.	3.12	.688
7	In the end, it was a good learning experience.	4.46	1.079

Table 5 shows that creating a reflective notebook is difficult and takes time. This implies a challenging process. In 2003, Park found that many diary entries discussed the task's difficulties. Thrope (2004) found that reflective learning diaries were time-consuming. "Reflective practice is not a clear topic to comprehend at first; it is also tricky to teach and can be demanding in the amount of student support that is needed, but with that commitment, the learners can profit from the talents they create," Sen (2010) said in her

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study's conclusion.

Items 15, 17, and 19 showed good scores for items emphasising contemplative writing. This suggests that learners appreciated keeping a reflective journal. Instead, they saw it as a tremendous learning opportunity that should be sustained. "Most learners responded that they considered that this was a worthwhile thing to complete and important to them in a number of critical ways," Park reported in 2003. One student called it "a highly beneficial exercise," another "worthwhile," and a third "rewarding, and at times rather delightful to perform... an effective tool for learning." "One I feel will continue to work in the future, especially with regard to stimulating additional reading and contemplation about it," he said as his learners showed more interest in the activity. Williams (2008) found that 75% of participants desired to maintain using reflective diaries. This table's last observation is 18. The data demonstrates that not all learners share their diary entries with the class. Dyment and O'Connell (2010) highlighted that their participants "have regularly voiced their hesitancy to think honestly and thoroughly if they are concerned about the integrity of the reader," bringing up this point. Epp (2008)'s comment that "learners can elect to keep writing superficially if they have reason to feel that the reader does not offer a secure atmosphere for their profound thoughts, ideas, and reflections" supported their results. Dyment and O'Connell (2010) suggest that learners discuss their relationships, families, histories, hopes, fears, and other worries, as well as their joys, sufferings, and dreams. "This sharing permits a trusting connection to form, and this trusting relationship often exposes itself in the learners' diaries," they said. They believe journal sharing requires responsible and mature learners.

Table (6): t-test for Equality of Means for some writing practices.

Statement	Group	N	M	SD	T	df	Sig.
When communicating with my loved ones, I use English.	Yes	49	4.08	.46539	0689	100	.494
	No	51	4.03	.49803			
Journaling was something I was encouraged to do by my English teachers.	Yes	33	3.97	.46998	- 1.100	100	.273
	No	67	4.09	.48094			
Paragraphs in English are something I only do when required to by my teacher.	Yes	41	3.89	.46257	- 3.602	100	.001
	No	59	4.18	.45116			

As shown in Table 6, there were no appreciable differences between the learners who reported writing English-language emails and those who reported receiving encouragement to do so from their teachers. But there was a clear distinction between those learners and others who only write English paragraphs when their teachers tell them to. As shown in Table 6, learners who started writing their reflective journal entries earlier than those who waited until they were prompted by their teachers had a far more positive perception of the

writing process. Cisero found that learners who had a more optimistic attitude on the reflective diary assignment tended to have higher journal scores (2006).These findings made clear that motivated learners not only excelled at the task at hand, but also appreciated journal writing for its many benefits (in terms of their positive attitude).

Summary and Suggestions

This study demonstrated that the learners had favourable opinions toward keeping a reflective notebook. The studys' findings showed that reflective journal writing practice can have a significant impact on learners' motivation and self-confidence while also promoting learning in general and writing abilities in particular.The study's findings demonstrated the value of the reflective journal writing practice in assisting learners in acquiring their productive language skills, specifically writing. Given the model's applicability and immediate advantages, conventional classroom instruction using the textbooks used in different curricula can incorporate it. Our learners' productive skills will change dramatically for the better if this approach is applied according to the prescribed procedure. Additionally, the learners who willingly produced their own paragraphs had far better perception and were more driven to write than the other learners. To sum up, the study's' statistics show that the present method can be used to improve writing skills. Reflective journal writing in English as a Second Language (ESL) instruction tool has additional benefits, including increased motivation and self-confidence, as well as improved learning. Journaling that encourages introspection and self-awareness also increases learners' interest in and enthusiasm for the writing course as a whole. Thus, in order to motivate learners to continue the reflective writing practice, educators should make sure they are aware of the advantages of reflecting. From the results of the current study, the researcher recommends the following:

Reflective journal writing practice should be included in the syllabus for Engineering learners because of its advantages. Other Indian schools and traditional institutions should conduct similar research to see if the findings support or contradict those of the current study. English professors in Engineering should encourage their learners to keep reflective journals because of their many benefits. Future research in this area should focus on additional important factors such socioeconomic status and the significance of indigenous and foreign cultures.Future research should go deeper into the reasons about how female learners perceive attitudes toward and perform in writing reflective journals.

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