Abstract
This paper reports on the results of a research study carried out with a group of second-year students of English at the School of Modern Languages at the University of Costa Rica. The purpose of the study was to determine if explicit instruction of troublesome linguistic aspects (syntax, morphology, lexicon, and punctuation) taken from the students journal entries improved the students writing skills. A qualitative methodology was used.

Keywords
EXTENSIVE READING/ JOURNAL ENTRIES/ IMPROVE/ LINGUISTIC ASPECTS/ WRITING SKILLS/