

# Developing learners' intrinsic motivation through keeping a diary

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## **I. Introduction**

The ideal good language learner is said to be one who takes as much as responsibility as possible for his or her own learning. Keeping a diary may help students reflect their own learning strategies and ultimate learning purposes. It may provide an effective means of identifying variables that are important to individual learners and it also serve as a means of generating questions and hypotheses about learning processes.

## **II. Research methods**

The aim of collecting students' reflective journal was 1) to examine the students' autonomous English language learning process; 2) to find the relationship with their learning motivations and attitudes throughout the group interview and self-assessment. The aims of Pre- and Post Self-assessment were to elicit responses to students' beliefs and attitudes toward autonomous English language learning. For this study, as far as procedures were concerned, 27 students and I kept journals each day throughout the course. In particular, after the formal group interview, the researcher investigated salient or interesting points made by the students. The researcher kept systematic records of the main facts, events and reflections during the course, using open-ended narrative diaries. In order to obtain all the data for the research questions, during a semester, students' reflective journals, self-assessment questionnaire and focused group interview were conducted at a university in Seoul.

## **III. Results**

The result of the study showed that the students' diary helps them to reflect their learning goals and objectives clearly and deepen their learning purposes by indicating daily-to-do lists. The results of the interviews and self-assessment questionnaires indicated that student beliefs and attitudes toward English language learning had been clarified and intensified according to their level of self-assurance for the learning.

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