

## **A language learning journey through learner diaries**

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The purpose of this study is to explore the experiences of a group of undergraduates as they engage in language learning, as revealed through their diaries. Accounts of learners' experiences would provide insights about the larger societal context of language education as well as more micro aspects of learners' learning circumstances.

Data for this study was gathered through learners' written firstperson accounts and semi-structured interviews. They were then analyzed qualitatively. The findings of this study showed that language learning is unique to each individual.

Their personal accounts revealed a range of complex factors relating to learners' experiences. Teachers, activities, and interactions influenced the way they learnt the language on their own. The data indicated that these factors influenced their choices and decisions, which in turn affected the way learners made use of their opportunities to learn.

The student's personality, motivation, and knowledge about how to learn also played an important role in how successful they are in learning the English language. The diaries also revealed that the traditional notion of teacher and student roles were still very dominant.