

# OVERCOMING SOME CHALLENGES OF DAILY DIARY WRITING

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**Abstract:** Daily diary writing is widely recognized as an effective method to enhance learners' writing skills, encourage self - reflection, and support personal development. However, maintaining a consistent diary writing habit presents several challenges that hinder learners from fully engaging in the practice. This article explores these difficulties in depth and proposes practical strategies to overcome them. Drawing on both international and Vietnamese research, the study identifies four major obstacles commonly faced by learners: limited time due to academic and personal responsibilities, difficulty generating ideas to write about, a perceived lack of immediate benefit or value from diary writing, and concerns about privacy and confidentiality. These issues often result in decreased motivation and irregular writing habits. To address these challenges, the article offers several actionable solutions, including adopting micro - journaling techniques to make writing less time - consuming, using writing prompts to stimulate creativity, leveraging digital tools such as apps and online platforms for convenience and security, and emphasizing the role of teachers in creating a supportive, judgment - free writing environment. By presenting these strategies in a coherent framework, the article aims to empower educators and learners to overcome barriers to daily writing. Ultimately, it highlights how consistent diary writing can become a powerful tool for long - term academic improvement and personal growth when implemented with thoughtful support and guidance.

**Keywords:** Challenges, Daily, Diary writing, Overcoming, Writing

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## 1. INTRODUCTION

In the field of second language acquisition, writing is widely recognized as one of the most demanding yet essential skills for learners to master. Unlike listening or speaking, which can often be improved through daily interaction and exposure, writing requires deliberate effort, structured thinking, and a solid grasp of grammar and vocabulary. Developing effective writing skills is not only vital for academic success but also plays a significant role in enhancing critical thinking and self - reflection. As language learning becomes increasingly focused on practical application and learner autonomy, educators and researchers alike have paid growing attention to strategies that can foster writing fluency in a sustainable and learner - friendly way.

Among these strategies, daily diary writing has emerged as a promising and accessible tool for both teachers and learners. With its low cost, flexible format, and high degree of personalization, diary writing provides learners with a space to express themselves freely, practice writing regularly, and engage meaningfully with the target language. Learners who write diaries consistently often experience improved fluency, more confidence in self - expression, and heightened awareness of language structures. Beyond linguistic gains, diary

writing also encourages emotional expression and introspection, which can increase learners' motivation and investment in the language learning process.

Despite its many benefits, however, daily diary writing remains underutilized in many educational settings, especially at the university level. A significant number of learners struggle to maintain the habit, even when they are aware of its potential advantages. Common barriers include lack of time, uncertainty about what to write, a belief that diary writing is not academically relevant, concerns about privacy, and a general lack of motivation. These challenges can prevent learners from developing a consistent writing routine and, as a result, from fully experiencing the benefits of reflective writing.

Given these realities, it is important to examine the current state of diary writing as a pedagogical tool and consider how it can be better integrated into language education. There is a clear need for practical and learner - centered approaches that address learners' difficulties while making the writing process more engaging and achievable. Understanding the reasons behind learners' reluctance to write and identifying strategies that respond directly to these issues can provide valuable guidance for both educators and curriculum designers.

This article aims to explore the significance of diary writing in the development of learners' writing skills, particularly within the context of second language learning. It highlights the urgency of addressing common obstacles that hinder learners from writing regularly and outlines general directions for supporting learners through realistic and adaptable methods. By contributing to the broader discussion of writing pedagogy, the article seeks to reaffirm the value of diary writing and promote it as a meaningful, enjoyable, and effective practice for language learners.

## **2. LITERATURE REVIEW**

### **2.1. International perspectives on diary writing in language learning**

Diary writing has gained widespread recognition in the field of second language acquisition (SLA) as a reflective and autonomous learning tool that fosters language development beyond the classroom. Numerous international studies have emphasized the pedagogical value of regular journaling in helping learners enhance their writing fluency, improve grammatical accuracy, and cultivate self - expression. According to Polyglossic (2023), journaling enables learners to use the target language in a meaningful and personalized context, thereby deepening emotional engagement and aiding long - term retention of vocabulary and structures. This personalized use of language transforms writing from a purely academic task into an authentic communicative experience.

Moreover, journaling is strongly associated with increased metacognitive awareness. Learners are encouraged to reflect not only on the content of their writing but also on how they write, which promotes greater autonomy and self - regulation (ResearchGate, 2023). It serves as a tool for learners to track their linguistic progress over time, develop self - assessment skills, and identify areas that need improvement, thus complementing formal instruction in the classroom.

Despite these pedagogical advantages, diary writing is not without its challenges. A significant number of learners struggle to maintain the habit due to a lack of time, uncertainty about what to write, or worries about privacy and evaluation (EA Journals, 2013). To mitigate these obstacles, educational researchers and practitioners have introduced various supportive strategies. Micro - journaling, for instance, involves writing short, focused entries that reduce cognitive load and time pressure, making the habit more accessible and sustainable (Riviera Publishing, 2023). The implementation of writing

prompts or thematic guides can help spark ideas and reduce writer's block (Texthelp, n.d.). Digital tools such as Journaly provide interactive platforms for learners to write, receive peer feedback, and track their development - creating a sense of community and accountability (Journaly, n.d.).

## **2.2. Vietnamese context**

In Vietnam, diary writing has increasingly gained attention as an effective pedagogical approach for students learning English as a Foreign Language (EFL). Several studies have confirmed that consistent engagement in journaling activities can lead to noticeable improvements in both writing fluency and grammatical accuracy among Vietnamese learners, particularly at the high school level (HSE University, 2020). Writing diaries allows learners to reflect on their daily experiences using English, thereby reinforcing language structures and vocabulary in a meaningful and contextualized manner.

Despite its recognized benefits, the adoption of diary writing in Vietnamese classrooms faces several obstacles. Similar to global trends, learners often struggle with time constraints due to a heavy academic workload and exam - focused curriculum. Motivation is also a recurring issue, especially when learners perceive diary writing as disconnected from academic performance or formal assessments. Cultural perceptions may also play a role, as Vietnamese learners are often hesitant to express personal emotions or thoughts in writing due to concerns about privacy or fear of being judged.

To address these challenges, Vietnamese educators have introduced microlearning techniques, breaking down writing tasks into small, manageable parts that are easier to complete on a daily basis. This approach not only reduces the pressure of writing long texts but also sustains students' attention and encourages gradual progress (Canadian Journal of Educational and Social Studies, 2021). In addition, the integration of digital diary platforms - such as mobile apps and cloud - based journaling tools - has shown promise in motivating tech - savvy learners by offering convenience, customization, and privacy. Tools like Journey. Cloud provide user - friendly interfaces that allow learners to track their progress and reflect privately, making the practice of diary writing more engaging and sustainable in Vietnamese educational settings.

## **2.3. Research gap and opportunities**

While existing literature highlights the benefits of diary writing in language learning - such as improved fluency, enhanced self - expression, and increased metacognitive awareness - significant gaps remain in the practical application and long - term sustainability of this approach among learners. Many current studies emphasize the outcomes of diary writing but give limited attention to the diverse challenges learners face when trying to maintain this habit over time. These challenges include not only external factors like time constraints and academic pressure but also internal factors such as individual motivation, personal writing preferences, and confidence in language use.

There is a clear need for more in - depth research into personalized strategies that can help sustain diary writing as a daily routine. Specifically, future studies should investigate how learners with different personalities, learning styles, and language proficiency levels respond to various approaches, such as micro - journaling, thematic prompts, peer feedback, or teacher - guided reflection. Tailoring the practice to individual needs could help increase both the effectiveness and the appeal of diary writing, particularly for learners who struggle with self - motivation or anxiety around writing.

Moreover, the increasing role of digital tools in education presents a promising yet under - researched avenue. While some platforms like Journey. Cloud or Journaly have

begun to integrate journaling into digital learning ecosystems, few empirical studies have examined their impact on learners writing proficiency and engagement in a formal language learning context. Future research could explore how different types of digital diary tools - ranging from mobile apps to AI - assisted feedback platforms - affect learners' motivation, consistency, and language development over time.

Another important area for future investigation is the long - term effect of diary writing on broader language learning outcomes, such as critical thinking, learner autonomy, and emotional resilience. While short - term improvements in fluency are commonly observed, the potential for diary writing to support lifelong learning habits and self - regulation strategies remain largely theoretical. By exploring these dimensions, future research can contribute to a more comprehensive understanding of how diary writing not only develops writing skills but also shapes learners' cognitive and emotional growth throughout their academic journey and beyond.

### **3. CHALLENGES STUDENTS FACE IN DAILY DIARY WRITING**

Writing a daily diary can be a powerful tool for self - reflection, emotional release, and language improvement. However, many learners find it challenging to maintain this habit regularly. There are several reasons for this, ranging from practical obstacles to psychological barriers. Understanding these challenges is the first step in helping learners overcome them and develop a meaningful diary writing routine.

One of the biggest difficulties is the lack of time. Learners today often have packed schedules filled with academic responsibilities, extracurricular activities, part - time jobs, and social commitments. With so many tasks to complete each day, diary writing can easily be forgotten or pushed aside. Many learners prioritize homework, studying for exams, or attending classes, while considering diary writing as something optional or less important. For instance, a learner who spends most of their day preparing for a final exam may feel that writing a diary entry is unnecessary or even a waste of time. This problem is common, especially during exam seasons or when deadlines are approaching.

Another significant issue is not knowing what to write. Many learners feel that their daily lives are too repetitive or uninteresting to record. They may struggle to find fresh ideas or inspiration for their entries. This lack of ideas can make the activity feel boring and pointless. Without specific writing prompts or clear goals, diary writing can seem like a meaningless task. For example, a learner who spends the entire day attending online classes from home may not feel they have anything “worth writing about.” Over time, this can lead to a loss of interest and the eventual abandonment of the habit.

A third challenge is the perceived lack of value or benefit. While diary writing can help learners improve their writing skills and reflect on their emotions, these benefits are not always immediately visible. Some learners may write for weeks or even months without seeing any noticeable improvement in their writing or emotional well - being. As a result, they begin to question the purpose of the activity. If diary writing is introduced as a school task without proper explanation of its purpose, learners may view it as just another boring assignment. In such cases, it becomes more of a chore than a meaningful activity, reducing their motivation and willingness to write.

Privacy and vulnerability are also major concerns for many learners. Diaries are often seen as deeply personal, and the fear of being judged if someone else reads their entries can prevent learners from being honest in their writing. In a school setting, especially when diaries are submitted for grading or shared with teachers, learners may worry that their personal thoughts and feelings will not remain private. Even when they are assured that the

content is confidential, some may still feel uncomfortable expressing themselves openly. This fear can lead them to write superficially or avoid sensitive topics altogether, reducing the effectiveness of the activity.

Apart from emotional concerns, learners also face logistical and practical difficulties. Establishing a daily habit is not easy, especially for young people who already have busy and irregular routines. Many learners simply forget to write, especially when they are tired at the end of the day. In addition, not all learners have a quiet and comfortable place to write. Those living in shared rooms, dormitories, or noisy households may find it hard to concentrate or feel relaxed enough to write. For some, even the physical act of writing can feel tiring or inconvenient. In a digital age, learners who are more used to typing may struggle with traditional pen - and - paper journaling, further decreasing their motivation.

Psychological barriers such as perfectionism and self - consciousness also play a role. Some learners put pressure on themselves to write perfectly, with correct grammar, spelling, and insightful content. This fear of making mistakes or not being "good enough" can cause anxiety and lead to procrastination. They may stare at a blank page for a long time, unsure of how to begin or what to say. Additionally, many learners feel awkward or silly writing about themselves, especially if they have never done so before. They may think that their thoughts are not important or that others will laugh at them if the diary is ever discovered. Low motivation is another factor, as keeping a diary every day requires long - term commitment and discipline - qualities that not all learners have developed yet.

Finally, a lack of structure or guidance can make diary writing difficult. When learners are told to write a diary without clear instructions, they may feel lost. Questions such as "How long should it be?", "What should I write about?", or "Is there a correct way to write a diary?" are common. Without proper guidance, learners might not understand how to use diary writing as a tool for self - reflection or language improvement. They may focus too much on listing daily events instead of reflecting on their thoughts or feelings. Teachers can help by giving examples, setting themes, or suggesting questions to guide learners' writing. For example, prompts like "What did I learn today?", "What made me happy?", or "What would I do differently tomorrow?" can give learners a clear starting point and make the task more meaningful.

In conclusion, while daily diary writing offers many benefits, it also presents numerous challenges for learners. From lack of time and ideas to fears about privacy and struggles with motivation, these barriers can make it difficult to build a regular writing habit. However, by understanding these issues and providing appropriate support - such as prompts, flexible formats, and encouragement - teachers and educators can help learners overcome these challenges. With time, diary writing can become not only a useful tool for language learning but also a source of personal growth and emotional resilience.

#### **4. DIARY WRITING SOLUTIONS**

Daily diary writing offers many benefits for learners, but as previously analyzed, there are numerous challenges that make this habit difficult to maintain. However, by applying specific solutions to each issue, learners can gradually overcome obstacles and turn diary writing into a positive and meaningful activity.

First, to address the issue of lacking time, learners can adopt a micro - journaling approach - writing just a few short sentences each day, such as summarizing a feeling, a highlight of the day, or something small they learned. Setting aside a fixed 5 - 10 minutes a day to write can also help make diary writing part of a daily routine. Learners can pair this habit with existing activities, such as writing before bedtime, after completing homework,

or during a commute (if conditions allow). Importantly, on particularly busy days when writing isn't possible, learners should be encouraged to write a short catch - up entry the next day instead of feeling overwhelmed by backlog.

Another common barrier is not knowing what to write. To overcome this, teachers or learners themselves can prepare a list of diverse and engaging prompts, such as writing about an act of kindness, a lesson learned, or a personal reaction to a challenge. Organizing themes by week or month (like a week of gratitude or a week of facing fears) can provide clear structure. Additionally, offering sentence starters like "Today I felt...", "Something interesting I learned was...", or focusing on the five senses (what they saw, heard, touched, etc.) can make writing more accessible. For learners who struggle with verbal expression, allowing visual journaling through sketches, notes, or bullet points can be a creative and effective alternative.

Many learners give up because they feel diary writing brings no clear benefits. In such cases, teachers should actively explain the proven advantages of journaling, such as stress reduction, increased self - awareness, improved writing skills, and better memory retention. Learners should also be encouraged to reread previous entries to observe their personal growth, shifts in perspective, and meaningful moments. Connecting diary writing to personal goals can also add value - learners might use their diaries to track study progress, celebrate achievements, or learn from mistakes. When learners see that journaling serves their own lives and goals, they will be more motivated to continue.

One reason learners are hesitant to keep a diary is concern over privacy or discomfort in expressing emotions. Therefore, it's crucial to emphasize that a diary is a safe and personal space. If diary writing is a school assignment, teachers should clarify that learners are not required to share deeply personal details and that the focus is on the process of reflection. Learners can begin with external observations or general thoughts, gradually moving into more personal topics as they build trust in the process. In cases where sharing is encouraged, anonymous methods may be used to protect privacy.

On a practical level, learners often forget to write or lack a suitable space or means to do so. To address this, learners can be encouraged to set daily reminders - either on their phones or using visible sticky notes. Their diaries (physical or digital) should be easily accessible, and using apps or voice - to - text features can be helpful for those who dislike handwriting. Additionally, teachers might allocate short in - class writing sessions to help establish the habit effectively.

Psychological barriers are also significant. Perfectionist learners may worry about grammar, spelling, or the quality of their entries, leading to procrastination or abandonment. It's important to emphasize that the goal is not perfection, but honesty and self - expression. Encouraging learners to do "brain dumping" - writing freely without editing - can reduce pressure. Starting with short, manageable entries and gradually increasing length can foster a sense of achievement and boost confidence. Above all, learners should understand that no one is judging their writing, and the diary is for their eyes only.

Finally, a lack of clear structure or guidance often leaves learners unsure of how to begin. If journaling is assigned, teachers should provide clear instructions on its purpose, frequency, and possible themes. Teachers can also model reflective writing by sharing appropriate samples of their own. In addition, learners should be taught reflection techniques, such as asking deep questions like: "What did I learn from this experience?", "How did I feel and why?", or "What would I do differently next time?". Introducing

various entry structures, like the “What? So what? Now what?” model, can give learners flexible ways to organize their thoughts. If learners feel comfortable, they may also be encouraged to share a portion of their entries or their writing strategies with peers to foster mutual learning.

In conclusion, every challenge in diary writing has a corresponding solution. By building the habit through small, consistent actions, sparking interest with clear prompts, and offering psychological and practical support, both teachers and learners can transform diary writing from a burdensome task into a rewarding and long - lasting experience.

## **5. DISCUSSION AND CONCLUSION**

### **5.1. Discussion**

Daily diary writing has long been recognized as a powerful tool for personal reflection and language development. However, in practice, many learners struggle to maintain this habit consistently due to a range of common challenges. This section discusses these obstacles and offers practical, learner - friendly strategies to address them effectively.

One of the first difficulties students face is the uncertainty of what to write about. This often leads to hesitation, avoidance, or unproductive writing sessions. To overcome this, providing prompts and themed topics proves highly beneficial. Daily or weekly prompts such as “What did I learn today?” or “A funny moment I experienced” give learners a clear starting point. Thematic weeks focusing on gratitude, emotions, or school life also help give writing structure and variety.

Equally important is reducing the pressure to write long, perfect entries. Introducing the idea of “low - pressure” writing, such as bullet - point summaries or quick reflections, encourages learners to write freely and consistently. These shorter formats maintain the habit while lowering stress, making writing more accessible. Additionally, students can focus on everyday moments, sensory details, or small observations to realize that even ordinary experiences are worth recording. This shift in mindset helps them appreciate the diary as a space for expression rather than performance.

Some learners also find writing tedious or time - consuming. To address time constraints, one useful strategy is to incorporate diary writing into existing routines - such as right after school or before bedtime. Just 5 to 10 minutes of writing per day can still bring valuable benefits. Moreover, accessibility plays a role; having a physical notebook or a digital diary app always within reach minimizes barriers to entry. The goal is to make journaling a regular, low - effort habit, not a burden.

To increase engagement, learners should be encouraged to personalize their journaling experience. Using different formats - like lists, songs, letters, or drawings - can make writing feel creative and fun. Writing about personal interests such as music, sports, or friendships makes the activity more relevant and enjoyable. For those open to it, optional sharing with trusted people can add meaning and a sense of connection to the process.

Privacy is another major concern. Many learners worry about being judged or having their private thoughts revealed. Creating a safe environment, both emotionally and practically, is crucial. Teachers and parents should reinforce the idea that the diary is a personal space. When diary writing is used in educational settings, learners must be assured that their work is not graded for grammar or content unless they choose to share specific parts. The focus should remain on consistency and expression, not perfection.

Technology offers additional support, especially for digital - native learners. Diary apps with reminders, password protection, and the ability to include photos or voice recordings make the process more dynamic. Voice journaling can be particularly useful for

learners who feel more comfortable speaking than writing. These digital tools add flexibility and convenience, helping more learners to engage with the habit in a way that fits their preferences.

Finally, the role of educators cannot be overstated. Teachers who model reflective writing and offer encouragement create a positive atmosphere where learners feel supported. By focusing on participation rather than performance, and offering a variety of formats and prompts, educators can help reduce resistance and promote long - term engagement with diary writing.

## 5.2. Conclusion

The strategies discussed above reveal that daily diary writing, while sometimes challenging, can be transformed into an accessible and rewarding habit when approached thoughtfully. By addressing key barriers - such as lack of ideas, time limitations, feelings of boredom, and privacy concerns - learners are more likely to view journaling as a helpful personal tool rather than a forced academic task.

What becomes clear is that flexibility, personalization, and emotional safety are central to sustaining the habit. When learners are given choices in how and what they write, and when they understand that their diary does not require perfection, their motivation and engagement increase. Short, focused writing sessions supported by prompts or visual elements allow students to build fluency gradually. Over time, this consistent effort leads to noticeable improvements in writing ability, self - reflection, and emotional resilience.

Moreover, integrating diary writing into learners' daily routines shows that this habit can be both sustainable and enjoyable. Whether using a notebook or a digital app, learners who journal regularly develop stronger communication skills and greater self - awareness - skills that extend beyond the classroom and into their personal and future professional lives.

In sum, overcoming the obstacles to daily diary writing is not about forcing learners to write more, but about guiding them to write differently. When learners are empowered to write with freedom, purpose, and authenticity, diary writing becomes more than just a task - it becomes a meaningful part of their learning journey. With continued support from educators and appropriate tools, learners can unlock the full potential of this practice for both language development and personal growth.

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## **KHẮC PHỤC MỘT SỐ KHÓ KHĂN TRONG VIỆC VIẾT NHẬT KÍ HÀNG NGÀY**

**Tóm tắt:** *Viết nhật ký hàng ngày từ lâu đã được công nhận là một phương pháp hiệu quả giúp người học nâng cao kỹ năng viết, khuyến khích sự tự phản tư và hỗ trợ quá trình phát triển bản thân. Tuy nhiên, việc duy trì thói quen viết nhật ký đều đặn lại gặp phải không ít thách thức, khiến nhiều người học khó có thể gắn bó lâu dài với hoạt động này. Bài viết này đi sâu phân tích những khó khăn đó và đề xuất các chiến lược thực tiễn nhằm giúp người học vượt qua trở ngại. Dựa trên các nghiên cứu cả trong nước và quốc tế, nghiên cứu chỉ ra bốn rào cản chính mà người học thường gặp phải: hạn chế về thời gian do áp lực học tập và công việc cá nhân; khó khăn trong việc tìm ý tưởng để viết; cảm giác việc viết nhật ký không mang lại giá trị rõ ràng ngay lập tức; và những lo ngại liên quan đến quyền riêng tư cũng như tính bảo mật. Những vấn đề này thường làm suy giảm động lực và dẫn đến thói quen viết không ổn định. Để giải quyết, bài viết đề xuất một số giải pháp khả thi như: áp dụng hình thức viết nhật ký ngắn (micro - journaling) nhằm tiết kiệm thời gian, sử dụng các gợi ý viết để khơi nguồn cảm hứng, tận dụng công cụ số như ứng dụng và nền tảng trực tuyến để tăng tính tiện lợi và an toàn, và nhấn mạnh vai trò của giáo viên trong việc xây dựng môi trường viết tích cực, không phán xét. Bằng cách trình bày những chiến lược này trong một khuôn khổ mạch lạc, bài viết hướng đến việc trao quyền cho cả giáo viên và người học trong hành trình vượt qua rào cản của việc viết nhật ký hàng ngày. Cuối cùng, bài viết khẳng định rằng nếu được thực hiện với sự hỗ trợ và định hướng phù hợp, việc viết nhật ký đều đặn có thể trở thành một công cụ mạnh mẽ giúp cải thiện học tập và phát triển cá nhân về lâu dài.*

**Từ khóa:** *Thách thức, Hàng ngày, Viết, Nhật ký, Vượt qua,*