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Inhabiting the L2 Hospitable Zone:

Navigating L2 Learners within the Zone
of the Good Language Learner

Table of Contents

Section		Page
1.0	Introduction	1
2.0	Literature Review	1
2.1	Personality Traits and Learning Strategies of the GLL	2
2.2	GLL Communicative Competences	4
2.3	The GLL's Strategies	5
3.0	Encouraging GLL Development in My Classroom	7
4.0	Teacher Beliefs about the GLL	9
4.1	My Beliefs about the GLL/ Teacher Relationship	9
4.2	Survey: Location, Respondents and Results	11
5.0	Conclusion	15
6.0	References	16
7.0	Appendix 1: Teacher Survey	18
7.1	Appendix 2: Teacher Survey Results	21

1.0 Introduction

Good language learners (GLLs) exist, though they may do so in any number of guises. It remains for the teacher of language to identify him through his particular set of traits, competencies and strategies. Even further, it is imperative for the teacher to be able to navigate other lesser language learners into particular patterns which would take them to the habitable zone of the GLL. All GLLs have passed through certain stages in their own development. They start as individuals with their own abilities, knowledge, emotional and psycho-social persuasions. As they begin to take on another language they develop certain kinds of competencies which allow them to decode and communicate ideas and concerns. Eventually, a language learner may pass a particular threshold whereby he develops certain strategies to deepen his previous knowledge sets and competencies, diminishing those personal patterns which limit him so that he may proceed with fewer inhibitions and hindrances towards L2 fluency. A GLL may not be fluent in the language being learned; he might not have personality traits which make him the “life of the party”. However, it is not what an individual *is* which makes him a GLL, but what he *does*.

This paper shall examine the two questions: *Is there such a thing as a good language learner? To what extent is it possible for people to become better language learners?* To respond to these questions, I shall discuss my relevant experience teaching my students, and I shall also discuss the outcomes of a teacher survey discussing the GLL. This survey has assisted in formulating my final view that the GLL exists. He is an individual with competences, strategies, motivation, a control of his emotions, socio-cultural knowledge and has multiple intelligences and learning styles. I shall propose a model for the GLL which does not consider him a solipsistic entity but one which is dynamic and who can, at times, benefit from teacher intervention, interaction and self-reflection.

2.0 Literature Review

This section will detail what a GLL is and the role of the teacher in helping to foster GLL development such that the GLL may attain a measure of fluency. We shall briefly investigate

some concepts of personality which are important to the GLL's success. Then we shall consider some of the particular competences which GLL's must have to. Finally, we shall uncover the particular strategies which the GLL takes on in the final stage of becoming a GLL.

2.1 Personality Traits and Learning Strategies of the GLL

GLL's appear to be highly motivated risk-takers, two aspects correlating highly with language learning (see Nunan, 1999: 311; Dornyei, 2007; Ely, 1986 and Beebe, 1983 in Brown, 2007a), and one of the strongest pairs of aspects indicated by the teacher survey (see appendix 1). This might suggest that GLL's put large amounts of effort and energy to do things which are potentially socially dangerous for the sake of language learning success. Students, even GLL's, take calculated risks based upon their own personalities, regardless of their level of extroversion. High risk-taking GLL's in my classes still have a threshold of risk they will not cross, which does not necessarily diminish their standing as GLL's. GLL's are as much at the mercy of their own personality traits as any other, and, as no two people are the same, no two GLL's are either. What this means for the GLL is that the choices he makes for language learning are consistently made consonant to his own personality traits and learning styles.

Certain traits, such as ambiguity tolerance (Brown, 2007a: 126), uncertainty avoidance (Hofstede, 1986) and anxiety (Krashen's "Affective Filter Hypothesis", 1975; *ibid*: 295; see also Lightbown and Spada, 2009: 61) can have a negative effect on the GLL's willingness to participate in language training since much of what occurs in the language classroom is unknown to the learner and he is consistently moving from states of not knowing into various states of knowledge. This is where risk-taking is strongly evident: by doing tasks and activities which ask the GLL to move beyond certain "safe" experiences, he is extending his personal as well as linguistic identity into new social realms. Furthermore, what I notice separates GLLs from others is how they handle the emotional aspects of the above-mentioned restrictions to L2 acquisition. GLL's seem to have the ability to compensate for their negative emotional states through self-talk, momentary withdrawal and reemergence into the class action. We have to be careful in assuming non-participation always to be the case when things get tough for the GLL, as some levels of discomfort can actually improve performance and bring positive results (MacIntyre, 1995; *ibid*). A strongly uncertainty avoidant individual may show few signs of a willingness to communicate (WTC), but this may simply be a preparatory stage for the GLL, just

as a cat sizes up the distance from the floor to the counter-top just before jumping—there is always a moment of stillness. Successful risk-taking may lie “in an optimum point where calculated guesses are ventured...successful language learners make willing and *accurate* guesses” (Rubin and Thompson, 1994; Brown, 2007a).

Where GLL’s are insufficient in certain areas, they make up in others, capitalizing on the skills and traits they do have. GLL’s may not exhibit high levels of traditional logical-mathematical intelligence, but may have other intelligences. For some kinds of linguistic task, such as inferring grammar rules, this type of intelligence appears to be key, but for communicative or interactive tasks, other intelligences may be at play (see Genesee, 1976; in Lightbown and Spada, 2009; *ibid* 108-109). In fact, GLL’s among my students with particular kinds of intelligence deficit (i.e., logical-mathematical) frequently turn to others around them for guidance, utilizing social intelligence to solve problems. While field independence appears to correlate positively with language learning success, when it is required, GLL’s who are more field dependent often gain momentary use of others’ perceptive abilities (Dörnyei and Skehan, 2003; *ibid*, 59).

GLL’s may have preferences for particular learning styles, but they aren’t averse to adapting to other strategies they may be weak in. Different styles break up the routine of language learning, giving variety and even a potential advantage to the GLL. A concrete learner, for instance, prefers to take in information in a particular way, which is indicative of a provider of concretely-formatted input (Knowles, 1982; in Richards and Lockhart, 2009: 60). Various input providers, like diverse conversationalists, have unique ways of presenting information, so taking in information through distinct learning channels may exercise the GLL’s linguistic resources. Such exercise may have global implications, allowing the GLL to exercise different intelligences, take different kinds of risk and help to improve field independence and raise self-esteem. This variety may also have a direct effect on the GLL’s motivation since a detectable improvement means an increase in competences in other areas. What GLL’s seem to do which makes them most remarkable among language learners, however, is constantly monitor which areas of their learning experience have improved: they tend to be reflective learners. A reflective learner, consonant with a reflective teacher, seeks to understand learning, what they do and why they do it (Richards and Lockhart, 2009: ix). This reflectivity allows GLL’s the ability to look

into their own motivational strategies and change what is not working for them (see Dörnyei's Process Model of L2 Motivation in the Classroom; Dörnyei, 2007: 24). GLL's become so because they are heavily invested in their language learning: "Successful mastery of the second language will be due to a large extent to a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language" (Brown, 2007b: 68). We shall consider what these strategies are in some detail in section 2.3. Next, however, we will turn to GLL competencies.

2.2 GLL Communicative Competences

GLL's consciously work to develop a number of L2 competencies, the most important of which, according to the teacher survey, are linguistic and strategic competences. Competencies, in contrast to Chomsky's distinction between competence as "the speaker-hearer's knowledge of the language" and performance as "the actual use of the language in concrete situations" (Chomsky, 1965; in Hedge, 2001: 45), competence, here, shall refer to the term communicative competence to describe the connection between social, cultural and linguistic forms (Hymes; *ibid*). Hedge summarizes the wide range of competences into linguistic, pragmatic, discourse, strategic competences, and fluency (see table 1).

Table 1: Significant Implications of Communicative Language Ability for Teaching and Learning (Hedge, 2001: 56)

If communicative language ability consists of the following...	...what does this imply for language learners?
Linguistic Competence	<ul style="list-style-type: none"> ● To achieve accuracy in the grammatical forms of the language ● To pronounce the forms accurately ● To use stress, rhythm, and intonation to express meaning ● To build a range of vocabulary ● To learn the script and spelling rules ● To achieve accuracy in syntax and word formation
Pragmatic Competence	<ul style="list-style-type: none"> ● To learn the relationship between grammatical forms and functions ● To use stress and intonation to express attitude and emotion ● To learn the scale of formality ● To understand and use emotive tone ● To use the pragmatic rules of language ● To select language forms appropriate to topic, listener, etc.
Discourse Competence	<ul style="list-style-type: none"> ● To take longer turns, use discourse markers, and open and close conversations ● To appreciate and be able to produce contextualized written texts in a variety of genres ● To be able to use cohesive devices in reading and writing texts ● To be able to cope with authentic texts
Strategic Competence	<ul style="list-style-type: none"> ● To be able to take risks in using both spoken and written language

Fluency	<ul style="list-style-type: none"> ● To use a range of communication strategies ● To learn the language needed to engage in some of these strategies, e.g. ‘What do you call a thing that/ person who...’. ● To deal with the information gap of real discourse ● To process language and respond appropriately with a degree of ease ● To be able to respond with reasonable speed in ‘real time’.
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These competences detail the overall shape of the skill set which a GLL would need to be considered fluent in an L2. In the context in which I teach, the primary competences teachers are concerned with are linguistic and strategic. Students are steeped in the forms of the grammar- and lexis-based classroom as a matter of course in their academic careers. Unfortunately, most students are unable to utilize what they learn since most classrooms do not afford the kind of opportunities to use their language that GLL’s appear to seek. Thus, most students don’t develop as a GLL does. How the teachers surveyed responded to questions is less indicative of their lack of desire for other competences and more a reflection of a lack of survey statements regarding these competences. This is a flaw in the survey. However, given the opportunity to suggest statements regarding missed topics garnered no statements about discourse and pragmatic competence or fluency. The GLL is not necessarily fluent in the L2 being learned. Considering oneself fluent may have a detrimental effect on working as a GLL would to attain language. The drive to fluency seems to be one of the motivating factors for GLL practice. We shall discuss my efforts to motivate my students towards GLL practice in section 3.0. The next section will detail strategies for GLL learning.

2.3 The GLL’s Strategies

GLLs seem to be aware of the processes of their own language learning (Jones *et al.*, 1987, in Nunan, 1999: 57) and appear to be at least minimally reflective of what these can do for them (Nunan, 1991; *ibid*). Students in my classes, limited as they are in their practice, at least know what kinds of learning and teaching styles best appeal to themselves. This puts them, I believe, a step closer to being GLLs since it suggests a level of reflection upon themselves nad their learning situation. Furthermore, more effective and motivated learners of language use more strategies more frequently than less effective and less motivated learners (O’Malley and Chamot, 1990; *ibid*; see also Oxford, 1989; Oxford and Nylkos, 1989; Oxford, Park-Oh, Ito and Sumrall, 1993; in Richards and Renandya, 2006). Rubin defines learner strategies as

any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information, ... that is, what learners *do* to learn and *do to regulate* their learning.

(*emphasis, author*; Rubin, 1987; in Hedge, 2001: 77)

Rubin, here, leaves it open for learners to decide what works best for them. Oxford (1990; in Nunan, 1999: 172), however, develops Rubin's theme further in her list of what strategies do for learners; they are "tools for active, self-directed involvement, which is essential for developing communicative competence" (see table 2).

Table 2: Oxford's Twelve Key Features of Language Learning Strategies (in Nunan, 1999)

Language Learning Strategies:
<ul style="list-style-type: none">● contribute to the main goal, communicative competence● allow learners to become more self-directed● expand the role of teachers● are problem-oriented● are specific actions taken by the learner● involve many actions taken by the learner, not just the cognitive● support learning both directly and indirectly● are not always observable● are often conscious● can be taught● are flexible● are influenced by a variety of factors

Oxford's list of learning strategies suggests a place for the teacher in the learner's strategies. Learners will not always understand what a learning strategy is, though they may intuit its purpose. Thus, although learning strategies allow the learner more autonomy, the teacher may be instrumental in teaching their students to use them. This is reflected in the recent move towards strategies based instruction (SBI). Oxford's (1990) Strategic Inventory for Language Learning (SILL) provides a number of differing style-based strategies to help language learners:

1. remember more effectively
2. use all their cognitive processes
3. compensate for missing knowledge
4. organize and evaluate their learning
5. manage their emotions
6. learn with others

(Brown, 2007b: 269)

Notwithstanding their cultural appropriateness, learning strategies can be categorized into cognitive strategies, metacognitive strategies, communicative strategies and socio-affective strategies (Hedge, 2001). Cognitive strategies are mental operations which learners use to enable themselves to process information in tasks and materials (ibid, 77). Some examples Hedge gives are the use of analogy, repetition, writing notes, inferencing and memorization as cognitive strategies. Metacognitive strategies are those strategies which a learner uses to prepare for, monitor and evaluate his own learning. Previewing a course book unit, reading a teacher's comments on written work, and reviewing notes made during class are metacognitive skills (ibid, 78). Activities like mime, gesture, synonyms paraphrases and use of cognate words from the learner's first language to maintain a conversation despite obvious learner gaps are examples of communicative strategies (ibid, 79). Finally, socio-affective strategies, which may help learners find opportunities to use their learned language, include initiating conversations with native speakers, having informants on the learned language, collaborating on tasks, as well as using sources like radio and television programs in the target language (ibid, 79).

3.0 Encouraging GLL Development in My Classroom

I had previously considered my students to be too unmotivated to be GLL's, yet I have begun to note the small things students do to move closer to being one. They speak to me in the hallways when I pass them, sometimes carry grammar books or watch movies in English—all opportunities to use English outside the classroom. They seem to have an idea of how their learning systems work, though in my own classes, I frequently seem unable to capitalize on this. I often wonder what their Korean classes are like and how they work to participate or not. Though it appears my students are making some progress, in other areas, they are not. They neither preview for classes nor review, and they appear to learn everything anew in each class they have, though they may have had a class with me in the previous semester. Quiz marks are astonishingly low, and, last semester, I had to boost their grades by as much as 20% to “maintain” their GPA. This may have been students trying to be efficient learners rather than GLL's.

This semester, I have tried to turn things around. In my classes at KPU, I have devised a few activities and classroom structures which seem to be somewhat successful, thus far, and which appear to move between the cultural lines of my Korean students and my own. First, I

and one of their own number and may be encouraged to provide the same to their own classmates, or even to begin to positively assess their own abilities.

Second, I have asked students to keep a written journal for each day we have class. Students receive bonus points for additional journals. This allows students to decide when they will write, but since their writing is attached to bonus points and because they lose bonus points for not writing, this allows them to make a risk-for-reward decision, building their sense of autonomy. Third, in one in class project, I asked my students to consider goal and to make an action plan for achieving them. The next day, having completed the task for homework, we posted them around the classroom as reminders of our individual goals. We review these from week to week, making adjustments where needed (Dörnyei, 2007: 24). Finally, as a major project, I have asked student pairs and triplets to teach a 15-minute English lesson to their peers. This will have the benefit, I expect, of getting the students to think about the learning and the teaching process to decide which aspects of English to study, plan how to structure the tasks and how to check successful completion. My hope is that in doing this process, they will come to develop strategies for self-study after our class has completed.

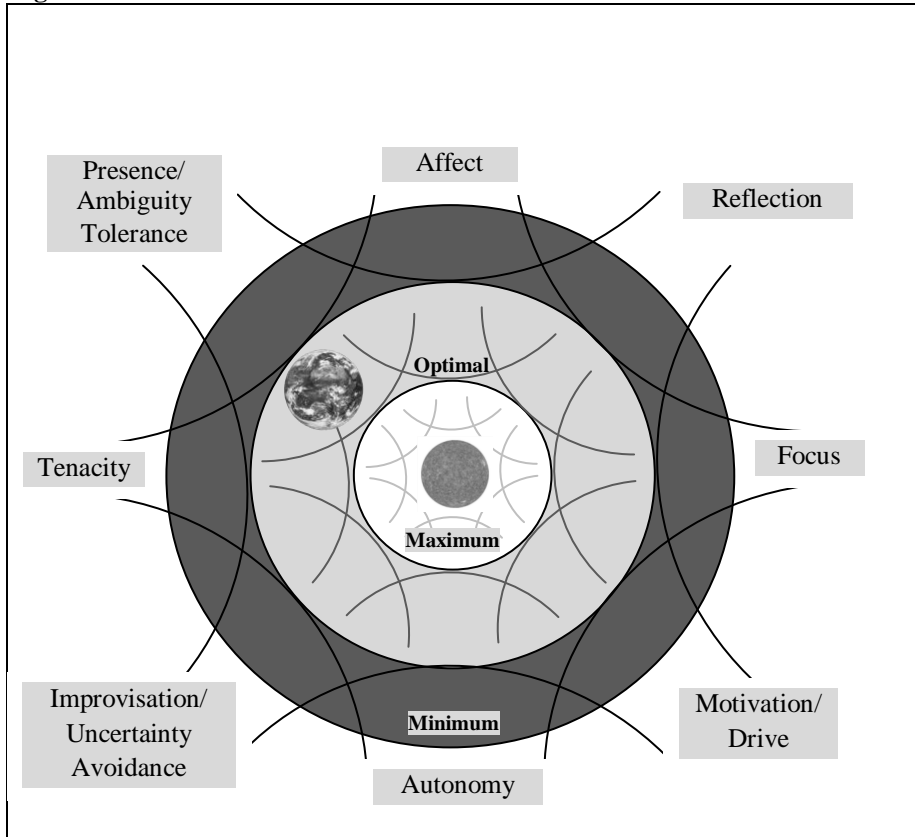
4.0 Teacher Beliefs about the GLL

The following will briefly propose a model of the GLL/ teacher relationship based on my experience, as well as of the survey of beliefs of the group of 20 contemporary teachers with whom I have worked or studied within the past five years. The survey will be discussed in some detail in section 4.2

4.1 My Beliefs about the GLL/ Teacher Relationship

My beliefs about the GLL has shifted subtly in some areas, and radically in others, yet I believe that the teacher is still instrumental in working with students to attain L2 acquisition. One metaphor of language learning I prefer is that of a kind of solar model of language learning (see figure 1) wherein the learner—the planet within the “habitable” grey zone, reminiscent of Vygotsky’s (1978) zone of proximal development, encircles a maximal position—the maximum cost of each of the encircling eight qualities of the GLL I perceive as most important to L2 learning.

Figure 1: A Solar View of the GLL



The qualities I note in the figure are both elements of individuals such as affect, ambiguity tolerance, focus and uncertainty avoidance as well as elements of learning strategies such as reflection, tenacity and improvisation. These eight areas may be combinations of two or three ideas represented in the literature discussed above. The eight qualities encircling the center are not fixed in position but may move about freely according to their own gravitational pull. The arcs originating from each of the eight qualities are lines of force, effort or energy expended, whereas the concentric circles from the center of the image are the opposing force, effort and energy being diverted away for other purposes. Of course, this view is contestable, potentially reductionist and simplistic, but I believe that current scholarship bears it out (see Table 3).

Table 3: Qualities of the GLL and Their SLA Equivalents

GLL Qualities	SLA Equivalent
1. Presence/ Ambiguity Tolerance	• willingness to communicate
2. Tenacity	• strategic competence, interpersonal strategies
3. Improvisation/ Uncertainty Avoidance	• risk taking, uncertainty avoidance, multiple intelligences, communicative competence
4. Autonomy	• autonomy, strategic investment, fluency
5. Motivation/ Drive	• motivation/ goal setting
6. Focus	• field in/dependence, cognitive learning styles
7. Reflection	• cognitive/ metacognitive strategies, linguistic, pragmatic and discourse competences, input processing
8. Affect	• anxiety, emotion, empathy

GLL's do not last in this state forever. A GLL comes into learning with his own momentum and inertia, and should the student flag in one of the areas, he will drift off into an "outer space" void—that is, outside the domain of effective language learning; whereas if he pushes too hard in any one, it is possible he will more quickly burn out, effectively achieving the same result as drifting off. What makes the GLL a better candidate for fluency than most other language students is the fact that he is able to maintain the stability of this dynamic system for far longer and with greater ease due to his ability to incorporate learning and coping strategies. The teacher's effort should be, in light of this concept, one of not pushing the student too hard into any one particular strategy, but to notice when he is potentially exiting the optimal zone and navigate him back via a strategy, competence or reflection upon his limiting personal traits. As students vary, their relative orbits and loads will likewise differ, and the teacher must take care to observe each student's particular orbit and load. As students move from teacher to teacher, their orbits may expand or contract and their loads may swell or diminish.

4.2 Survey: Location, Respondents and Results

Having described various positions on the GLL and discussed, albeit briefly, my own responsibilities as a teacher in clarifying and assisting learners to discover their cognitive and learning styles and to develop their own learning strategies to enhance their language competences, we shall now consider the results of a survey of teachers' beliefs of the GLL. The survey (see appendix 1) was administered first to teachers of my current institute, the English Education Center at Korea Polytechnic in Shiheung, South Korea, approximately 50 kilometers

south-west of Seoul. I had originally intended for a small sample, but decided to broaden the result to English teachers in general. All teachers who responded to the survey had at least two years of experience teaching in the South Korean ESL context and were either former colleagues from other South Korean institutes or classmates within the University of Birmingham's Distance Master of the Arts program. The decision to broaden the sample was made because it was hoped the results would show teachers' beliefs in what the GLL is generally, and not specifically to the KPU context although the sample of respondents contains a significant proportion of KPU teachers (n=8) out of the total (n=20). Three of the teachers surveyed were Korean English language teachers. The average age of respondents was around 32 years old, with just over 7 years of teaching experience. Most teachers were male and one self-reported "transsexual". Few had higher than a Bachelor's degree at the time of the survey, though a handful (3-4) was participating in the University of Birmingham's Distance Masters program. Every respondent has taught in Korea, and a few have taught in other locations besides, such as the United Kingdom, North America, Spain, and Italy.

The survey was composed of three sections. The first requests specific information about the teachers, such as age, gender and experience (location and length). The second section contains 44 statements fronted by the phrase "A good language learner:". These statements were generated by current SLA and ESL pedagogy to reflect beliefs about the GLL. To respond, teachers were given a scale ranging from 0 (not true) to 4 (very true). The final section asks teachers to supply any descriptions about the GLL respondents felt were missing from the 44 provided statements. As I wrote the survey, I considered my own students and teaching experience and felt that the statements I created reflected a reality of the good language learner I usually didn't see (before this study) beyond exceptional cases in my own students. I felt that it would be easy for teachers to score 4 on every statement, and was surprised when this was not the case (see appendix 2). Questions were asked about elements of GLL's as per table 7 (above).

I was surprised to see that most teachers did not write any additional comments about GLL's, and the ones who did write comments (see appendix 3), often wrote comments which mirrored my statements. This suggested, in the first case, that my statements were satisfactory to the majority of teachers and required no additional commentary. In the second case, it is

possible that some respondents became confused at the statements to which they were to respond. However, similar statements can be grouped according to SLA topic (see table 4).

Table 4: Respondent Statements about the GLL

1. Learning strategy	<ul style="list-style-type: none"> • Know the best way to study for themselves • Finds practice opportunities outside the classroom i.e. TV, Internet • Uses learning strategies that suit their learning style • Self monitors their learning • Is consistent in their study • Uses at every opportunity • Attends class regularly • People who get phrases and words from the language they are studying stuck in their head, and turn them over and over in their minds • Seeks out practice opportunities with native speakers • Tries to use English during everyday tasks, or use English while trying to do something other than learn English • Create opportunities to speak • Learn a hobby in a different language i.e. reading comic books
2. Socio-cultural knowledge	<ul style="list-style-type: none"> • Is aware of socio-cultural differences in teaching/ learning styles • Is an international citizen of the world (i.e. knowledgeable and in general has a positive view of nations and cultures outside their own) • Is interested in learning about the culture of L2 language speakers
3. Personality: extroversion, Affect	<ul style="list-style-type: none"> • Enjoys using English • Have to have a thick skin • Be very extroverted
4. Ambiguity tolerance	<ul style="list-style-type: none"> • Has a high tolerance to ambiguity
5. Motivation	<ul style="list-style-type: none"> • Is motivated to learn L2

Two statements stood out as unclassifiable, or at best could be added to the learner strategies category: “should understand that ‘Mastering’ the English language doesn’t mean being able to speak exactly as their teacher does” and “uses language as a MEANS and not the end, to reach the END.” These could have a range of interpretations. In the first case, I believe the teacher means to suggest that students should understand there are different varieties of English and perhaps should keep focused on their own ability to negotiate meaning. In the second case, the teacher may mean that language is a tool for negotiating meaning, but there is not final “endpoint” to reach—no *perfect* English to attain fluency.

The survey respondents’ choices indicated that there are a small set of SLA concepts which are particularly important to them (see table 5):

Table 5: SLA Concepts and Their Relative Scoring in the Survey by Mean Value

Mean Values ≥ 3.00 (n=15)	Mean Values < 3.00 and > 2.00 (n=25)	Mean Values < 2.00 (n=4)
<ul style="list-style-type: none"> • strategic competence • risk taking • learning strategies • affect • motivation • socio-cultural knowledge • multiple intelligences 	<ul style="list-style-type: none"> • interpersonal learning strategies • metacognitive strategies • communicative strategies • affect • linguistic strategies • risk avoidance • learning styles • extroversion • socio-cultural knowledge 	<ul style="list-style-type: none"> • linguistic strategies • ambiguity tolerance/ learning strategies • personality/ socio-cultural knowledge • communicative strategies

These items in the <2.00 group may have been poorly written statements and included such ideas as, “should speak less than the teacher during class”; and “changes his or her own personality to match the target language”; “knows the point of every lesson before participating in it”; and “focuses primarily on form in English classes”. For the last item, its converse, “focuses primarily on function in English classes” scored 0.65 points higher, indicating a greater belief in the communicative rather than linguistic competence in language classes by these teachers.

It seems reasonable to consider that items which teachers scored highly on are indicative of issues within their own classrooms. For instance, within my own classes both at KPU and in other Seoul language institutes, I often note that students don’t appear to place much value on strategic competence to keep conversations going—especially when the teacher comes near. Conversations stop abruptly and students seem reluctant to start them without direct intervention. Often students appear unmotivated to study, failing to do homework, to arrive to class on time—if at all, forget to bring their basic materials and often fall asleep without constant supervision. When they receive a remark about how they are using English or participating in class, at best the comment is quietly accepted with some noted change, and at worst appears to demoralize the student. Few students take notes within classes or write things into their text books. Most students are strongly introverted and risk avoidant. That teachers scored mostly within the middle zone seems to suggest that while they believe there is a maximum potential for each of the styles and strategies, they recognize a critical hospitable zone for their students much as indicated by figure 2 (above).

5.0 Conclusion

The question for this paper asked if there is such a thing as a GLL and, what his characteristics are. Above all, I believe it is not what the GLL *is*, but what he *does* to affect positive L2 learning outcomes that make him the GLL he is. In other words, as stated above, I believe that the strategies a learner uses to promote L2 acquisition are key to being a GLL. Learners need to have a range of skills and strategies both in the classroom and outside. They require strategies for dealing with linguistic knowledge and manipulation as well as memorization and interpersonal techniques. Furthermore, GLL's need to have a strong ability to balance out those personality traits and behavioral patterns which are negative by nature with positive strategies suited to their learning styles. There is no particular strategy or skill an L2 learner can take on which will fast-track him to fluency. Rather, there are a range of strategies and skills, suited for different kinds of learners, some of which can elevate him and keep him on track long enough to attain fluency. Additionally, I have come to understand, that the teacher's role in the L2 learner's experience is to balance out those forces which seek to burn him out or push him into the void of "deep-space" where, in both cases, L2 acquisition would appear so difficult as to appear impossible. The teacher can do this by noticing and making suggestions of learning and cognitive styles and strategies which are lacking, or, conversely, by helping the learner to attain a safe margin of distance from burn out to direct his energies to his own advantage. In this way, the learner can come to inhabit an L2 safe-zone—a balanced and efficient, dynamic system.

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7.0 Appendix 1 Teacher Survey

Name (Optional):	Age:	Gender: <input type="radio"/> M <input type="radio"/> F					
Highest University Level: Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> Ph.D <input type="checkbox"/>			Years teaching English:				
Locations teaching English:							
For each of the following statements, please fill in a numbered circle from NOT TRUE to VERY TRUE.							
A good language learner:							
does not easily give up when faced with difficulties.	Not True	①	②	③	④	Very True	
allows him- or herself to make mistakes.	Not True	①	②	③	④	Very True	
is a risk taker.	Not True	①	②	③	④	Very True	
has a set of learning strategies.	Not True	①	②	③	④	Very True	
is accountable for class materials and assignments.	Not True	①	②	③	④	Very True	
shares learning strategies with others.	Not True	①	②	③	④	Very True	
uses metacognitive strategies for filling in learning gaps.	Not True	①	②	③	④	Very True	
finds English enjoyable.	Not True	①	②	③	④	Very True	
experiments with English.	Not True	①	②	③	④	Very True	
makes his or her own opportunities to learn and practice English.	Not True	①	②	③	④	Very True	
uses knowledge of his or her first language to master English.	Not True	①	②	③	④	Very True	
learns language in chunks instead of one word at a time.	Not True	①	②	③	④	Very True	
practices different ways to keep conversations going in English.	Not True	①	②	③	④	Very True	
is intrinsically motivated to learn English.	Not	①	②	③	④	Very	

	True						True	
is able and comfortable to talk with his or her teacher when problems arise.	Not True	①	②	③	④		Very True	
focuses primarily on form in English classes.	Not True	①	②	③	④		Very True	
focuses primarily on function in English classes.	Not True	①	②	③	④		Very True	
just tries to get their words out any way he or she can.	Not True	①	②	③	④		Very True	
balances their skills between spoken and written English.	Not True	①	②	③	④		Very True	
is adaptable.	Not True	①	②	③	④		Very True	
is active in class.	Not True	①	②	③	④		Very True	
easily remembers new English elements taught in class.	Not True	①	②	③	④		Very True	
easily accepts criticism.	Not True	①	②	③	④		Very True	
is generally a good student.	Not True	①	②	③	④		Very True	
is able to use their first language well.	Not True	①	②	③	④		Very True	
has short and long term English study and use goals.	Not True	①	②	③	④		Very True	
is an independent learner.	Not True	①	②	③	④		Very True	
is confident.	Not True	①	②	③	④		Very True	
has a positive attitude towards English learning.	Not True	①	②	③	④		Very True	
knows how to focus on studies when distractions arise.	Not True	①	②	③	④		Very True	
is able to keep his or her emotions under control.	Not True	①	②	③	④		Very True	
is creative.	Not	①	②	③	④		Very	

	True						True
knows the point of every lesson before participating in it.	Not True	0	1	2	3	4	Very True
is outgoing.	Not True	0	1	2	3	4	Very True
works well with others.	Not True	0	1	2	3	4	Very True
asks for clarification when unsure of how to do a task.	Not True	0	1	2	3	4	Very True
changes his or her own personality to match the target language.	Not True	0	1	2	3	4	Very True
appreciates that languages are different.	Not True	0	1	2	3	4	Very True
tries to act as he or she believes a native speaker would when speaking English.	Not True	0	1	2	3	4	Very True
sometimes uses L2 skills in L1 situations.	Not True	0	1	2	3	4	Very True
uses multiple intelligences.	Not True	0	1	2	3	4	Very True
uses multiple learning styles (visual, auditory, kinesthetic).	Not True	0	1	2	3	4	Very True
should be in charge sometimes.	Not True	0	1	2	3	4	Very True
should speak less than the teacher during class.	Not True	0	1	2	3	4	Very True

Can you think of anything missing from the above statements to describe a good language learner? Please indicate them on the lines below.

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7.1 Appendix 2 Teacher Survey Results

	Mean	Median	Mode	Standard Deviation
age:	31.89	33.00	29.00	5.64
University Level: BA = 1; MA = 2; Ph.D = 3	1.65	2.00	1.00	0.67
Gender: M = 1; F = 2; O = 3	1.45	1.00	1.00	0.60
Years teaching English:	7.28	5.50	5.00	5.29
Location: N.A. = 1; South Korea = 2; U.K., Spain, Italy, Mexico, etc. = 3	2.16	2.00	2.00	0.63

For each of the following statements, please fill in a numbered circle from NOT TRUE to VERY TRUE. (Not True 0 1 2 3 4 Very True)

A good language learner:

does not easily give up when faced with difficulties.

3.55 4.00 4.00 0.60

allows him- or herself to make mistakes.

3.50 4.00 4.00 1.00

is a risk taker.	3.25	3.00	4.00	0.79
has a set of learning strategies.	2.80	3.00	3.00	1.06
is accountable for class materials and assignments.	3.10	3.00	3.00	0.85
shares learning strategies with others.	2.20	2.00	2.00	1.01
uses metacognitive strategies for filling in learning gaps.	2.70	3.00	3.00	0.92
finds English enjoyable.	3.30	3.50	4.00	0.86
experiments with English.	3.30	3.00	3.00	0.57
makes his or her own opportunities to learn and practice English.	3.60	4.00	4.00	0.60
uses knowledge of his or her first language to master English.	2.65	3.00	3.00	1.18
learns language in chunks instead of one word at a time.	2.85	3.00	3.00	0.88
practices different ways to keep conversations going in English.	2.75	3.00	3.00	1.12
is intrinsically motivated to learn English.	3.05	3.00	3.00	0.94
is able and comfortable to talk with his or her teacher when problems arise.	2.90	3.00	3.00	0.85
focuses primarily on form in English classes.	1.70	2.00	2.00	0.73
focuses primarily on function in English classes.	2.35	2.50	3.00	0.75

just tries to get their words out any way he or she can.	2.55	2.50	2.00	1.10
balances their skills between spoken and written English.	2.75	2.50	2.00	0.85
is adaptable.	3.35	3.00	3.00	0.75
is active in class.	3.20	3.00	3.00	0.83
easily remembers new English elements taught in class.	2.20	2.00	2.00	0.95
easily accepts criticism.	2.50	3.00	3.00	1.15
is generally a good student.	2.85	3.00	3.00	0.59
is able to use their first language well.	2.85	3.00	3.00	1.14
has short and long term English study and use goals.	2.80	3.00	4.00	1.15
is an independent learner.	2.95	3.00	3.00	1.05
is confident.	3.10	3.00	3.00	0.79
has a positive attitude towards English learning.	3.50	4.00	4.00	0.69
knows how to focus on studies when distractions arise.	2.45	3.00	3.00	1.00
is able to keep his or her emotions under control.	2.05	2.00	3.00	1.10
is creative.	2.79	3.00	3.00	1.03

knows the point of every lesson before participating in it.	1.70	2.00	0.00	1.34
is outgoing.	2.35	2.00	2.00	1.18
works well with others.	2.80	3.00	2.00	1.11
asks for clarification when unsure of how to do a task.	2.90	3.00	3.00	0.85
changes his or her own personality to match the target language.	1.95	2.00	1.00	1.36
appreciates that languages are different.	3.00	3.00	4.00	1.12
tries to act as he or she believes a native speaker would when speaking English.	2.32	2.00	3.00	1.25
sometimes uses L2 skills in L1 situations.	2.41	2.00	2.00	0.51
uses multiple intelligences.	3.00	3.00	3.00	0.79
uses multiple learning styles (visual, auditory, kinesthetic).	3.05	3.00	3.00	0.89
should be in charge sometimes.	2.65	3.00	4.00	1.31
should speaks less than the teacher during class.	1.30	1.00	1.00	0.98
Mean	2.75	2.82	2.86	0.94
Median	2.80	3.00	3.00	0.95
Mode	2.80	3.00	3.00	0.85
Standard Deviation	0.52	0.62	0.88	0.21

Responses by Teacher

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Mean	3.25	3.30	1.93	2.57	1.91	1.79	2.32	2.93	3.50	2.59	3.49	2.33	3.16	2.57	2.93	2.93	2.55	2.68	2.84	3.36
Median	3.00	3.00	2.00	2.00	2.00	2.00	2.50	3.00	4.00	3.00	4.00	2.50	3.00	3.00	3.00	3.00	3.00	3.00	3.00	4.00
Mode	3.00	4.00	3.00	2.00	2.00	2.00	3.00	3.00	4.00	4.00	4.00	3.00	3.00	2.00	3.00	4.00	3.00	3.00	3.00	4.00
Standard Deviation	0.78	0.70	0.99	0.76	1.20	1.06	1.16	0.79	0.82	1.26	0.67	1.30	0.64	0.82	0.90	1.19	0.70	0.96	1.18	0.87

Can you think of anything missing from the above statements to describe a good language learner? Please indicate them on the lines below.

- Know the best way to study for themselves.
- Is consistent in their study.
- Uses at every opportunity.
- Attends class regularly.
- Has a genuine motivation for improvement.
- People who get phrases and words from the language they are studying stuck in their head, and turn them over and over in their minds.
- Seeks out practice opportunities with native speakers.
- Is interested in learning about the culture of L2 language speakers.
- Is motivated to learn L2.
- Enjoys using the L2.
- Finds practice opportunities outside the classroom i.e. TV, internet.
- Uses learning strategies that suit their learning style.
- Has a high tolerance to ambiguity.
- Self monitors their learning.
- Is aware of socio-cultural differences in teaching/ learning styles.
- Is an international citizen of the world (i.e. knowledgeable and in general has a positive view of nations and cultures outside of their own.).
- should understand that "Mastering" the English language doesn't mean being able to speak exactly as their teacher does.
- Tries to use English during everyday tasks, Or use English while trying to do something other than learn English.

- **Have to have a thick skin.**
- **Be very extroverted.**
- **Create opportunities to speak.**
- **Learn a hobby in a different language i.e. reading comic books**
- **Uses language as a MEANS and not the end, to reach the END.**

