

Lessons from Good Language Learners



#### CAMBRIDGE LANGUAGE TEACHING LIBRARY

A series covering central issues in language teaching and learning, by authors who have expert knowledge in their field.

In this series:

Affect in Language Learning edited by Jane Arnold

Approaches and Methods in Language Teaching second edition by Jack C.

Richards and Theodore S. Rodgers Beyond Training by Jack C. Richards

Classroom Decision-Making edited by Michael Breen and Andrew Littlejohn

Collaborative Action Research for English Language Teachers by Anne Burns

Collaborative Language Learning and Teaching edited by David Nunan

Communicative Language Teaching by William Littlewood

Developing Reading Skills by Françoise Grellet

Developments in English for Specific Purposes by Tony Dudley-Evans and Maggie Jo St John

Discourse Analysis for Language Teachers by Michael McCarthy

Discourse and Language Education by Evelyn Hatch

The Dynamics of the Language Classroom by Ian Tudor

English for Academic Purposes by R. R. Jordan

English for Specific Purposes by Tom Hutchinson and Alan Waters

Establishing Self-Access by David Gardner and Lindsay Miller

The Experience of Language Teaching by Rose M. Senior

Foreign and Second Language Learning by William Littlewood

Group Dynamics in the Language Classroom by Zoltán Dörnyei and Tim Murphey

Language Learning in Distance Education by Cynthia White

Language Learning in Intercultural Perspective edited by Michael Byram and Michael Fleming

The Language Teaching Matrix by Jack C. Richards

Language Teacher Supervision by Kathleen M. Bailey

Language Test Construction and Evaluation by J. Charles Alderson, Caroline Clapham and Dianne Wall

Learner-Centredness as Language Education by Ian Tudor

Learners' Stories: Difference and Diversity in Language Teaching edited by Phil Benson and David Nunan

Managing Curricular Innovation by Numa Markee

Materials Development in Language Teaching edited by Brian Tomlinson

Motivational Strategies in the Language Classroom by Zoltán Dörnyei

Psychology for Language Teachers by Marion Williams and Robert L. Burden

Research Methods in Language Learning by David Nunan

Rules, Patterns and Words: Grammar and Lexis in English Language Teaching by Dave Willis

Second Language Teacher Education edited by Jack C. Richards and David Nunan Society and the Language Classroom edited by Hywel Coleman

Task-Based Language Teaching by David Nunan

Teacher Language Awareness by Stephen Andrews

Teaching Languages to Young Learners by Lynne Cameron

Teacher Learning in Language Teaching edited by Donald Freeman and Jack C. Richards

Testing for Language Teachers second edition by Arthur Hughes

Understanding Research in Second Language Learning by James Dean Brown

Using Surveys in Language Programs by James Dean Brown

Vocabulary: Description, Acquisition and Pedagogy edited by Norbert Schmitt and Michael McCarthy

Vocabulary, Semantics and Language Education by Evelyn Hatch and Cheryl Brown Voices from the Language Classroom edited by Kathleen M. Bailey and David Nunan



# Lessons from Good Language Learners

Edited by

Carol Griffiths





> CAMBRIDGE UNIVERSITY PRESS Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org Information on this title: www.cambridge.org/9780521718141

© Cambridge University Press 2008

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2008 Reprinted 2009

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-71814-1 paperback ISBN 978-0-521-88963-6 hardback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party Internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables and other factual information given in this work are correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

Library of Congress Cataloging-in-Publication Data

Lessons from good language learners / edited by Carol Griffiths.

p. cm. — (Cambridge language teaching library) Includes bibliographical references and index.

ISBN 978-0-521-71814-1 (pbk. : alk. paper) — ISBN 978-0-521-88963-6 (hardback : alk. paper)

1. Language and languages—Study and teaching. I. Griffiths, Carol. II. Title. III. Series.

P51.L4975 2008 418.007—dc22

2008000624



## **Contents**

List	of contributors	viii
Acknowledgements		xi
Editor's overview Carol Griffiths		1
Prologue Andrew D. Cohen		7
Reflections Joan Rubin		10
Part	I Learner variables	
1.	Motivation and good language learners <i>Ema Ushioda</i>	19
2.	Age and good language learners Carol Griffiths	35
3.	Learning style and good language learners $Carisma\ Nel$	49
4.	<b>Personality and good language learners</b> <i>Madeline Ehrman</i>	61
5.	<b>Gender and good language learners</b> <i>Martha Nyikos</i>	73
6.	<b>Strategies and good language learners</b> <i>Carol Griffiths</i>	83
7.	<b>Metacognition and good language learners</b> <i>Neil J. Anderson</i>	99
8.	<b>Autonomy and good language learners</b> <i>Sara Cotterall</i>	110
9.	<b>Beliefs and good language learners</b> <i>Cynthia White</i>	121

v



#### Contents

10.	Culture and good language learners Claudia Finkbeiner	131
11.	Aptitude and good language learners Leila Ranta	142
Part	II Learning variables	
12.	Vocabulary and good language learners Jo Moir and Paul Nation	159
13.	Grammar and good language learners  Margaret Bade	174
14.	Functions and good language learners  Zia Tajeddin	185
15.	<b>Pronunciation and good language learners</b> <i>Adam Brown</i>	197
16.	Listening and good language learners Goodith White	208
17.	Speaking and good language learners Yasushi Kawai	218
18.	Reading and good language learners Karen Schramm	231
19.	Writing and good language learners  Louise Gordon	244
20.	<b>Teaching/learning method and good language learners</b> <i>Carol Griffiths</i>	255
21.	Strategy instruction and good language learners  Anna Uhl Chamot	266
22.	Error correction and good language learners Michael Roberts and Carol Griffiths	282
23.	Tasks and good language learners Joan Rubin and Patricia McCoy	294
	learners' landscape and journey: a summary	306

vi



To commemorate the publication of Joan Rubin's seminal article in TESOL Quarterly (1975) and to acknowledge those who have contributed to the field since then



## **Contributors**

Neil J. Anderson, Humanities Professor of Linguistics and English Language and Coordinator of the English Language Center, Brigham Young University, Provo, Utah, USA

Margaret Bade, Lecturer in ESOL, UNITEC, New Zealand

Adam Brown, Senior Lecturer, AIS St Helens, Auckland, New Zealand

Anna Uhl Chamot, Professor, George Washington University, USA

Andrew D. Cohen, Professor of Applied Linguistics and Chair of ESL Program, University of Minnesota, Minneapolis, USA

Sara Cotterall, Associate Professor, Akita International University, Akita, Japan

Madeline Ehrman, Consultant and Trainer, Arlington Virginia, USA

Claudia Finkbeiner, Professor of Applied Linguistics, University of Kassel, Germany; Chair of the Association for Language Awareness

Louise Gordon, Freelance, Auckland, New Zealand

Carol Griffiths, Teacher Trainer, Min Zu Da Xue (CUN), Beijing, China; Research Associate, AIS St Helens, Auckland, New Zealand

Yasushi Kawai, Associate Professor, Hokkaido University, Sapporo, Hokkaido, Japan

Patricia McCoy, Asuntos Internacionales, Universidad de las Americas, Cholula, Mexico

Jo Moir, Freelance, Wellington, New Zealand

Paul Nation, Professor, LALS, Victoria University of Wellington, New Zealand

Carisma Nel, Professor, Faculty of Education Sciences, School for Education North-West University, Potchefstroom, South Africa

Martha Nyikos, Associate Professor, University of Indiana, USA

viii



Contributors

- Rebecca Oxford, Distinguished Scholar-Teacher, University of Maryland, USA
- Kyoung Rang Lee, Postdoc, Yongsei University, Seoul, Korea
- Leila Ranta, Department of Educational Psychology, University of Alberta, Edmonton, Canada
- Michael Roberts, Academic Director, AIS St Helens, Auckland, New Zealand
- Joan Rubin, Consultant, Teacher Trainer, Researcher; Joan Rubin Associates, Wheaton, Maryland, USA
- Karen Schramm, Professor of German as a Foreign Language, Herder Institute, University of Leipzig, Germany
- Zia Tajeddin, Assistant Professor of TEFL, Allameh Tabatabai University, Tehran, Iran
- Ema Ushioda, Associate Professor, Centre for English Language Teacher Education, University of Warwick, Coventry, UK
- Cynthia White, Professor of Applied Linguistics, School of Language Studies, Massey University, Palmerston North, New Zealand
- Goodith White, Senior Lecturer, School of Education, University of Leeds, UK



To my father



## **Acknowledgements**

This book was begun in about March 2005, which was, in fact, the year of the 30th anniversary of the publication of Joan Rubin's (1975) article "What the 'Good Language Learner' can teach us." Naively, I planned to have it finished before the end of the year . . .

When it comes to acknowledgements for this book, it is hard to know where to start. I guess we have to start with a tribute to Joan herself. I did not know Joan when I began this project, but, of course, almost everybody in the field knows her landmark article. When I did finally meet her, in Auckland New Zealand in early 2007, I understood what Andrew Cohen in his Prologue to this volume means by describing her as someone with "an impressive abundance of energy".

And, of course, I am deeply indebted to the numerous contributors to the book. Frankly, keeping track of so many, checking that they are all kept informed, and so on, has at times been, to put it somewhat euphemistically, a challenge. However, the variety of authors, representing many of the "big names" as well as the "new blood" in the field certainly adds to both the depth and the breadth of the volume.

On a personal level, I am also deeply grateful to Rebecca Oxford. My relationship with Rebecca goes back to when I wrote to her asking for permission to use her questionnaire in my own research, permission which she unhesitatingly gave. Another on whose help and advice I have often depended is Andrew Cohen, whom I got to know well during the year he spent with his wife in New Zealand. It is wonderful to know someone like Andrew who is so fast on the reply button! Yet another is Zoltán Dörnyei. Although I was disappointed that Zoltán was not able to contribute to the volume himself, he recommended two people who did contribute, and his encouragement and support have been much appreciated throughout. Rod Ellis, whom I know from Auckland University, was also unable to contribute. But Rod's personal example of unrelenting and focused hard work has been more of an inspiration than he may well realize.

When I started the project in 2005 I was working at Auckland Institute of Studies in New Zealand. Although I have moved on since to gain professional experience in China, I would like to acknowledge with gratitude the support I received from AIS St Helens in Auckland, New

xi



### Acknowledgements

Zealand in the early stages. Also very supportive was my first institution in China, Beijing Ti Yu Da Xue (Beijing Sports University), and, likewise, my current university, Min Zu Da Xue (Central University of Nationalities).

In addition, there have been many colleagues who have given advice and contributed ideas. There have been students who have uncomplainingly acted as "guinea pigs" for research projects. And there are those who have nobly agreed, or even volunteered(!) to proof read piles of pages – a tedious but essential part of the process of producing a book. Reviewers have also contributed to polishing the book into its final form.

It was, of course, a great joy to have our manuscript accepted by Cambridge Univerity Press, and I would like to thank especially Jane Walsh and Laila Friese who have been our main points of contact. They have been consistently patient, thorough and professional in a manner which befits a publishing house of Cambridge's status.

And finally, last but absolutely not least, I would like to thank my friends and family. What is the definition of a friend? A friend is someone who is still there when you emerge from turning down all their invitations to dinner and such since this is almost the only way you can ever get enough time to get a large project like this one finished. I am especially grateful for the support of my daughters ("Go for it, Mum"), my siblings ("If you need anything, Sis, just let us know") and their families.

I consider myself singularly fortunate to have had the kind of support I have received from so many. Thanks so much to all.

The authors and publishers are grateful to the following for permission to use copyright material. While every effort has been made, it has not been possible to identify the sources to all of the material used and in such cases the publishers would welcome information from the copyright owners. Apologies are expressed for any omissions.

For pp. 159–173 for text adapted from *Prospect 17*, 1, 2002, 15–35, by Jo Moir and Paul Nation, with permission from the The National Centre for English Teaching and Research. © Macquarie University, Australia.

For the examples on pp. 236–238 from: Karen Schramm, L2-Leser in Aktion. Der fremdsprachliche Leseprozeß als mentales Handeln (From L2 readers in action. The foreign language reading process as mental action). © Waxmann, Münster 2001, with permission from Waxmann, Münster.

xii