Lama Nassif (2010), "A Study of Two Successful Language Learners: Insights on WTC & Learning Strategies", Language & Information Society 13, A close analysis of language learners’ insights on their own learning have been shown to provide useful information on the route their learning takes and offer insights into the language learning as a whole. This study focused on two successful language learners, exploring the paths their learning experiences took via three methods of data collection: interviews, a questionnaire, and the Strategy Inventory for Language Learning. The results revealed that the learners’ willingness to communicate and language learning strategies were of particular significance in their learning experiences, positively impacting their language development and competency. The participants also had characteristics that have been associated with successful language learners in previous research. Excerpts from the learners’ data are presented and analyzed. Finally, some pedagogical recommendations are presented.

Key words: Willingness to communicate, language Learning strategies, motivation, frequency of L2 use successful language learners

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A Study of Two Successful Language Learners:
Insights on WTC & Learning Strategies

As numerous people around the globe endeavor to learn a foreign language, a greater understanding of the paths learning experiences take is needed. Various accounts attesting to the role different factors seem to play in second language (L2) learning have been proposed, two of which are willingness to communicate and language learning strategies. Viewed as conceptual frameworks shedding light on the mechanisms underlying the learning processes, willingness to communicate and language learning strategies are complementary. Both represent cognitive and affective variables in which the social and psychological factors of language learning go hand in hand, possibly promoting successful language learning. Willingness to communicate increases learners’ tendency to seek opportunities for communication and exposure to L2, increasing the frequency of L2 use and creating opportunities for maximizing comprehension and intake of L2 input through the use of a variety of language learning strategies. This paper investigates the role willingness to communicate and language learning strategies play in L2 learning by exploring the language learning history of two successful language learners. Their reflections are thought to provide insights into the variables influencing their learning paths.

Review of the Literature

Willingness to Communicate

Willingness to communicate (WTC) is a concept first introduced by McCroskey and Baer (1985) in relation to first language (L1) communication,