**Second language acquisition, chapter 8 pp. 73-78**

* There are psychological factors that influence how successful L2 learners are.
* For example: The learner’s personality can influence how much anxiety they have and how willing they are to take risks when using their second language.
* Two big dimensions are language aptitude and motivation.

What does L2 stand for?

What is the first thing that comes to mind when you hear language aptitude and motivation?

* Language aptitude = the learner’s natural ability to learn new languages.

It has 4 components:

1. Identify sounds of a foreign language.
2. Recognize grammatical functions of words in sentences.
3. Identify patterns and relations between form and meaning.
4. Ability to form and remember associations between stimuli.

* The research of language aptitude predates the birth of SLA.

Key question: How does language aptitude relate to the process of interlanguage development?

* Motivation = Influence the degree of effort that learners make to learn an L2.
* Various kind of motivation have been identified:

Instrumental: They learn an L2 for a functional reason (better job, pas an exam...)

Integrative: Their interest in the people and culture.

Resultative: Motivation can result from learning as well as cause it.

Intrinsic: When the learner’s general reason for learning an L2 is not crucial for their motivation. It can also be their curiosity and simply the tasks and activities.

* Motivation is very dynamic and varies from learner to learner.

What kind of motivation do you think you have?

How dynamic is motivation?

* Learning strategies are the particular approaches or techniques that learners employ to try to learn an L2.
* There are a lot of different learning strategies, and some studies have shown that L2 learners that use a lot of learning strategies are more successful.

But a key question is: Does strategy use result in learning or does learning increase the learner’s ability to employ more strategies?