

On the permeability of L2 aptitude: The effects of an L2 motivational vision enhancement classroom intervention on L2 aptitude and phonological short- term memory

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Abstract

L2 learning is mostly affected by both learner-specific variables and contextual factors. Contextual factors have been long studied. Internal learner-specific variables have also been studied, yet not in equal measure. As for the latter, L2 motivation and L2 aptitude are perhaps the strongest variables capable of predicting L2 learning development. This study assesses the effects of a two-and-a-half month L2 Motivation Self System (L2MSS) vision enhancement intervention on L2 aptitude and working memory (WM). Drawing on a quasi-experimental design, L2 aptitude and WM measures were taken as pre- and post-tests in a sample of 102 Year 1 and Year 2 English language pre-service teachers from a Chilean University. The results suggest that motivational interventions do not seem to modulate the L2 aptitude or WM constructs. However, they do bring light to the importance of profiling students' L2 aptitude to contribute to more effective teaching practices.

Keywords: L2 aptitude, working memory, L2MMS, vision enhancement