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ultimate attainment?; 3. Discussion; 3.1 Assumptions about monolingualism among native controls and about bilingualism among L2 speakers; 3.2 Bilingualism effects or different communicative contexts; 3.3 Differential effects as a function of linguistic domain; 4. Conclusions; References; Cognitive aptitudes for second language learning and the LLAMA Language Aptitude Test*; 1. Introduction; 2. The LLAMA aptitude test; 2.1 LLAMA B: Vocabulary learning 2.2 LLAMA D: Sound recognition 2.3 LLAMA E: Sound-symbol association; 2.4 LLAMA F: Grammatical inferencing; 3. The LLAMA aptitude test in SLA research: An overview; 4. The LLAMA aptitude test: An exploratory validation study; 4.1 Participants; 4.2 Instruments and procedure; 4.3 GAMA; 4.4 Probabilistic SRT task; 4.5 Operation span (OSPAN) test; 4.6 Letter span test; 4.7 Digit-symbol correspondence test; 4.8 Simon task; 4.9 Data analysis; 4.10 Results; 4.10.1 Reliability; 4.10.2 Validity: An exploratory approach; 4.11 Discussion; 4.12 Conclusions and directions for further research; References
New conceptualizations of language aptitude in second language attainment 1. Introduction; 2. Definitions and constructs of aptitude; 3. Aptitude, working memory and phonological short-term memory; 4. Aptitude in L1 and L2, and its role in ultimate attainment; 5. Aptitude and language learning processes; 6. The stability of language learning aptitude; 7. Redefining aptitude in ultimate attainment; References;
Optimizing post-critical-period language learning; 1. Introduction; 2. Defining language aptitude; 3. Defining high-level attainment; 4. Hi-LAB constructs; 5. Hi-LAB measures
6. Validity studies

Sommario/riassunto

Research in second language acquisition has long posited that learners' individual differences affect ultimate attainment. This chapter reviews studies that examine how learners with differing cognitive aptitudes respond to instructional treatments. Most of these studies showed significant aptitude-by-treatment interactions (ATI), which suggest that the effectiveness of a particular type of instruction depends on stable, cognitive abilities, such as language analysis or working memory. From our review of this literature, we conclude that, although some interactions have been shown, there is st
