**Language Aptitude, Strategies, Anxiety and Non Language Influences**

**Language aptitude:**

*phonetic coding, grammatical sensitivity, rote memory,* and *inductive language-learning ability* (Caroll &Sapon, 1959).

**Learning strategies:**

“operations used by learners to aid the acquisition, storage, and retrieval of information” (Oxford, 1989 p.291),

“techniques that researchers and teachers propose to promote successful language acquisition or to approaches and procedures that individuals use to help them learn a language” (Gardner (2008, p. 35).

**Language use strategies:**

*retrieval strategies, rehearsal strategies, cover strategies,* and *communication strategies* (Cohen,1997).

**Cognitive abilities that affect language learning:**

*abilities* (e.g. processing speed), *aptitude complexes* (e.g. memory for contingent speech), *task aptitudes* (e.g. background knowledge), and *pragmatic / interaction / abilities / traits* (Robinson, 2005)

**Psycholinguistic stages of language learning:**

*input, central processing,* and *output* (Skehan,1998)

**Language learning anxiety:**

At all three of the above stages, students tend to be older and have lowered expectations of their achievement in second language acquisition, a deflated perceptions of their own academic aptitude, and little experience learning another language (Baily, 2000).

**The Attitude/Motivation Test Battery** (Gardner 1985)

<http://publish.uwo.ca/~gardner/docs/AMTBmanual.pdf>

**Foreign Language Classroom Anxiety Scale** (Horwitz, Horwitz,& Cope, 1986).

<http://www.english.wisc.edu/rfyoung/333/FLCAS.pdf>

**Strategy Inventory for Language Learning (SILL)(**Oxford, 1990)

<http://ell.phil.tu-chemnitz.de/cing/frontend/questionnaires/oxford_quest.php>

Scales for memory, cognitive, compensation, metacognitive, affective, and social strategies.

**Non language influences** (Gass & Selinker, 2001)