



## *Language Learning Aptitude and Social Differences in Multilingual Language Learning*

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**Invited talk as part of the *Multilingualism Matters* thematic session organized by Bilingualism Matters @Poznań, convened by prof. Katarzyna Dziubalska-Kolaczyk and prof. Magdalena Wrembel (Bilingualism Matters @Poznań; Faculty of English, Adam Mickiewicz University, Poznań)**

In this talk I discuss evidence on two related issues in current multilingualism research: On the one hand, scholars observe considerable interindividual differences in aptitude for language learning, and on the other hand, there are well-known social determinants of learning achievement in particular in the school context.

First, I focus on cognitive, motivational and other causes for and correlates of the observable variability in learning additional (foreign) languages. Focussing on data from Swiss elementary school learners of French and English as additional languages, I show evidence for a general cognitive factor as the main predictor for skill learning in the target language. Furthermore, additional variance is explained by certain motivational and affective constructs.

In the second part of my talk, I present evidence on an inquiry into the social correlates (e.g. linguistic, economic, educational family background) of these dimensions. The analyses are an attempt to account for the potential complexity in the interplay of various factors while still producing interpretable results. In the discussion I provide my current state of ignorance on adequate and feasible ways of investigating determinants that shape additional language skill learning.