Aptitude as a Predictor of Second Language Achievement: An Investigation in the Saudi Arabian Context

Christo Moskovsky

School of Humanities & Social Science,
The University of Newcastle, Australia

Merzin Alshahrani

King Khalid University, Saudi Arabia

Silvia Ratcheva

School of Humanities & Social Science
The University of Newcastle, Australia

Stefania Paolini

School of Psychology,
The University of Newcastle, Australia

Abstract

A two-wave longitudinal design was used to examine the extent to which aptitude predicts second language achievement. First-year Saudi university students ($N = 56$), who were involved in a seven-month intensive English language course as part of their degree, completed Aptitude and English proficiency tests at the start and the end of the treatment period. Univariate and multivariate analyses found moderate relationships between aptitude and second language achievement. Results are discussed for their implications for theory and interventions.

Keywords: L2 aptitude, aptitude testing, aptitude stability, L2 proficiency, MLAT

Cite as: Moskovsky, C., Alshahrani, M., & Paolini, S. (2015). Aptitude as a Predictor of Second Language Achievement: An Investigation in the Saudi Arabian Context. *Arab World English Journal*, 8 (1). DOI: <https://dx.doi.org/10.24093/awej/vol6no1.1>