

Abstract:

Success in adult foreign language learning is mediated by many factors. Apart from context of learning and instructional techniques being employed, individual learner differences seem to exert a profound impact on learning results (Dörnyei and Ryan 2015). Ullman's Declarative/ Procedural Model (Morgan-Short and Ullman 2014; Ullman 2015, 2016) identifies learners' long-term memory capacity as an important individual difference. The model predicts that foreign language grammar learning by beginning adult learners should be mediated by declarative memory, whereas procedural memory capacity should predict learning at intermediate and advanced stages of learning. This talk presents a research project that aims at testing these predictions in an institutional setting using Processing Instruction (Benati 2017; VanPatten 2017) to teach different target structures of Russian and Polish Grammar to German native university undergraduates.