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Titolo	Implicit and explicit language learning [[electronic resource]] : conditions, processes, and knowledge in SLA and bilingualism // Cristina Sanz and Ronald P. Leow, editors
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Collana	Georgetown University round table on languages and linguistics series
Altri autori (Persone)	SanzCristina LeowRonald P <1954-> (Ronald Philip)
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	pt. 1. Theory -- pt. 2. Methodological issues and empirical research on awareness, pedagogical contexts, and individual differences in SLA -- pt. 3. Empirical research on L2 phonology -- pt. 4. Empirical studies on key issues in bilingualism : aging, third language acquisition, and language separation.
Sommario/riassunto	Over the last several decades, neuroscientists, cognitive psychologists, and psycholinguists have investigated the implicit and explicit continuum in language development and use from theoretical, empirical, and methodological perspectives. This book addresses these perspectives in an effort to build connections among them and to draw pedagogical implications when possible. The volume includes an examination of the psychological and neurological processes of implicit and explicit learning, what aspects of language learning can be affected by explicit learning, and the effects of bilingualism o