

1. Record Nr.	UNINA9910961414103321
Titolo	Implicit and explicit language learning : conditions, processes, and knowledge in SLA and bilingualism / / Cristina Sanz and Ronald P. Leow, editors
Pubbl/distr/stampa	Washington, D.C., : Georgetown University Press, 2011
ISBN	1-58901-753-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (242 p.)
Collana	Georgetown University round table on languages and linguistics series
Altri autori (Persone)	SanzCristina LeowRonald P <1954-> (Ronald Philip)
Disciplina	418.0071
Soggetti	Second language acquisition - Study and teaching Bilingualism Language and languages - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
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