

1. Record Nr.	UNINA9910964277903321
Autore	Ellis Rod
Titolo	Implicit and explicit knowledge in second language learning, testing and teaching // Rod Ellis ...[et al.]
Pubbl/distr/stampa	Buffalo, : Multilingual Matters, 2009
ISBN	9786612135873 9781847698858 1847698859 9781282135871 1282135872 9781847691767 1847691765
Edizione	[1st ed.]
Descrizione fisica	1 online resource (403 p.)
Collana	Second language acquisition ; ; 42
Disciplina	418.0071
Soggetti	Second language acquisition 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	Frontmatter -- Contents -- Authors -- Preface -- 1. Implicit and Explicit Learning, Knowledge and Instruction -- 2. Measuring Implicit and Explicit Knowledge of a Second Language -- 3. The Elicited Oral Imitation Test as a Measure of Implicit Knowledge -- 4. Grammaticality Judgment Tests and the Measurement of Implicit and Explicit L2 Knowledge -- 5. Validating a Test of Metalinguistic Knowledge -- 6. Investigating Learning Difficulty in Terms of Implicit and Explicit Knowledge -- 7. Implicit and Explicit Knowledge of an L2 and Language Proficiency -- 8. Pathways to Proficiency: Learning Experiences and Attainment in Implicit and Explicit Knowledge of English as a Second Language -- 9. Exploring the Explicit Knowledge of TESOL Teacher Trainees: Implications for Focus on Form in the Classroom -- 10. The Roles of Output-based and Input-based Instruction in the Acquisition of L2 Implicit and Explicit Knowledge -- 11. The Incidental Acquisition of Third Person -s as Implicit and Explicit Knowledge -- 12. The Effects of Two Types of Input on Intake and the Acquisition of Implicit and

Sommario/riassunto

The implicit/ explicit distinction is central to our understanding of the nature of L2 acquisition. This book begins with an account of how this distinction applies to L2 learning, knowledge and instruction. It then reports a series of studies describing the development of a battery of tests providing relatively discrete measurements of L2 explicit/ implicit knowledge. These tests were then utilized to examine a number of key issues in SLA - the learning difficulty of different grammatical structures, the role of L2 implicit/ explicit knowledge in language proficiency, the relationship between learning experiences and learners' language knowledge profiles, the metalinguistic knowledge of teacher trainees and the effects of different types of form-focused instruction on L2 acquisition. The book concludes with a consideration of how the tests can be further developed and applied in the study of L2 acquisition.