

**Cognitive Aspects of Second Language Acquisition**  
Implicit and explicit learning of second languages

Reading list

- Anderson, J. R., Bothell, D., Byrne, M. D., Douglass, S., Lebiere, C., & Qin, Y. (2004). An integrated theory of the mind. *Psychological Review*, 111(4), 1036–1060.
- DeKeyser, R. M. (2003). Implicit and explicit learning. In C. J. Doughty & M. H. Longs (Eds.), *The handbook of second language acquisition* (pp. 313–348). Oxford, UK: Wiley-Blackwell.
- DeKeyser, R. M. (2015). Skill acquisition theory. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (pp. 94–112). London, UK: Routledge.
- Dörnyei, Z. (2009). Psychological processes in language acquisition: explicit versus implicit learning. In Z. Dörnyei, *The Psychology of Second Language Acquisition* (pp. 131–177). Oxford: Oxford University Press.
- Ellis, N. C. (2011). Implicit and Explicit SLA and Their Interface. In C. Sanz, & R. P. Leow (Eds.), *Implicit and explicit language learning: Conditions, processes and knowledge in SLA and bilingualism* (pp. 35–47). Washington, DC: Georgetown University Press.
- Ellis, R. (2009). Investigating learning difficulty in terms of implicit and explicit knowledge. In R. Ellis et al. (Eds.), *Implicit and explicit knowledge in second language learning, testing and teaching* (pp. 143–166). Bristol: Multilingual Matters.
- Erlam, R. (2009). The elicited oral imitation test as a measure of implicit knowledge. In R. Ellis et al. (Eds.), *Implicit and explicit knowledge in second language learning, testing and teaching* (pp. 65–93). Bristol: Multilingual Matters.
- Erlam, R., Philp, J., & Elder, C. (2009). Exploring the Explicit Knowledge of TESOL Teacher Trainees: Implications for Focus on Form in the Classroom. In R. Ellis et al. (Eds.), *Implicit and explicit knowledge in second language learning, testing and teaching* (pp. 216–236). Bristol: Multilingual Matters.
- Godfroid, A. (2016). The effects of implicit instruction on implicit and explicit knowledge development. *Studies in Second Language Acquisition*, 38, 177–215.
- Hilton, H. E. (2011). What is implicit and what is explicit in L2 speech? Findings from an oral corpus. In C. Sanz & R. P. Leow (Eds.), *Implicit and explicit language learning:*

- Conditions, processes and knowledge in SLA and bilingualism*. Washington, DC: Georgetown University Press, 145–157.
- Leow, R. P. (2015). Implicit learning in SLA: Of processes and products. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages*. (pp. 47–67). Amsterdam: John Benjamins.
- Linck, J. A., & Weiss, D. J. (2011). Working memory predicts the acquisition of explicit L2 knowledge. In C. Sanz & R. P. Leow (Eds.), *Implicit and explicit language learning: Conditions, processes and knowledge in SLA and bilingualism* (pp. 101–113). Washington, DC: Georgetown University Press.
- Lyster, R., & Sato, M. (2013). Skill acquisition theory and the role of practice in L2 development. In M. García Mayo, J. Gutierrez-Mangado & M. Martínez Adrián (Eds.), *Contemporary approaches to second language acquisition* (pp. 71–91). Amsterdam: John Benjamins.
- Maie, R., & DeKeyser, R. M. (2020). Conflicting evidence of explicit and implicit knowledge from objective and subjective measures. *Studies in second language acquisition*, 42, 359–382.
- Philp, J. (2009). Pathways to proficiency: learning experiences and attainment in implicit and explicit knowledge of English as a second language. In R. Ellis et al. (Eds.), *Implicit and explicit knowledge in second language learning, testing and teaching* (pp. 194–215). Bristol: Multilingual Matters.
- Rebuschat, P. (2013). Measuring implicit and explicit knowledge in second language research. *Language Learning*, 63, 595–626.
- Rebuschat, P. (Ed.) (2015). *Implicit and explicit learning of languages*. Amsterdam: John Benjamins.
- Segalowitz, N. (2003). Automaticity and second languages. In C. J. Doughty & M. H. Longs (Eds.), *The handbook of second language acquisition* (pp. 382–408). Oxford, UK: Wiley-Blackwell.
- Ullman, M. T. (2001). The declarative/procedural model of lexicon and grammar. *Journal of Psycholinguistic Research*, 30(1), 37–69.