



University of Groningen

Effectiveness of explicit vs. implicit L2 instruction

Rousse-Malpat, Audrey

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version

Publisher's PDF, also known as Version of record

Publication date:

2019

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Rousse-Malpat, A. (2019). Effectiveness of explicit vs. implicit L2 instruction: A longitudinal classroom study on oral and written skills. [Groningen]: Rijksuniversiteit Groningen.

Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

Stellingen

1. One of the main goals of L2 foreign language instruction in high school is to provide a favorable environment in which young learners can learn to communicate in a new language. (Chapter 1)
2. A DUB approach to L2 instruction must involve a great deal of repeated exposure to [these] constructions in a meaningful context. (Chapter 2)
3. The predominantly implicit form-focused program, AIM, is more effective in the development of L2 oral and written skills after one, two and three years of instruction than the traditional explicit form-focused programs used in the Netherlands. (Chapter 3)
4. Our findings suggest that grammar instruction is not a prerequisite for grammatical accuracy at the beginning phase of L2 acquisition. (Chapter 4)
5. Explicit instruction does not necessarily lead to more complexity as measured in our study. (Chapter 5)
6. According to our results, it seemed easier for the implicit teachers to provide higher amounts of L2 exposure [...] than for the explicit teachers. (Chapter 6)
7. Our suggestion is that the method probably demands a complete approach, in which teachers need to be informed, trained and coached in order to be successful in regular high schools. (Chapter 7)
8. "Une langue ne sert pas qu'à communiquer, elle sert à être." (Jacques Berque, 1977)
9. "Samuel Johnson's analogy "*Language is the dress of thought*" illustrates the complex relationship of language and thought. "(in Verspoor, M.H., 1990)