

University of Groningen

Effectiveness of explicit vs. implicit L2 instruction

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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)