



Explicit Learning in the L2 Classroom: A Student-Centered Approach (Second Language Acquisition Research Series)

Ronald P. Leow

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Explicit Learning in the L2 Classroom offers a unique five-prong (theoretical, empirical, methodological, pedagogical, and model building) approach to the issue of explicit learning in the L2 classroom from a student-centered perspective. To achieve this five-prong objective, the book reports the theoretical underpinnings, empirical studies, and the research designs employed in current research to investigate the constructs of attention and awareness in SLA with the objectives to (1) propose a model of the L2 learning process in SLA that accounts for the cognitive processes employed during this process and (2) provide pedagogical and curricular implications for the L2 classroom. The book also provides a comprehensive treatise of research methodology that is aimed at not only underscoring the major features of conducting robust research designs with high levels of internal validity but also preparing teachers to become critical readers of published empirical research.

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