Implicit and Explicit Knowledge: Using Consciousness-raising Tasks

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Using ‘wish’

Are the sentences in bold referring to the future, the present or the past? Write the sentences in the correct column of the table.

1. He wishes **he earned more money**.
2. She wishes **she had married him**.
3. They wish **he would stop smoking**.
4. We wish **it hadn’t rained**.
5. She wishes **she could go to America**.
6. He wishes **he were a bit taller**.
7. He wishes **he had gone to university**.
8. She wishes **he would marry her**.
9. The wish **they had more free time**.
<table>
<thead>
<tr>
<th>Future</th>
<th>Present</th>
<th>Past</th>
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Complete these rules to explain how to use ‘wish’.

The verb *to wish* is followed by a verb in the _____ when we want to talk about situations in the present that we are not happy about but cannot change.

When we want to talk about situations in the past that we are not happy about or actions that we regret, the verb *wish* is followed by a verb in the ______.

When we want to talk about situations we are not happy about and where we want *someone else* to change them, we use *wish* followed by ____ + ____.
Use the rules to help you correct the errors in these sentences.

1. She wishes she is more beautiful but she isn’t.

2. He wishes he did not lie but he did.

3. I wish he goes away but he won’t.
Explicit knowledge

Explicit knowledge is knowledge ABOUT language rather than knowledge of OF language. It is factual knowledge.

Some language learners rely primarily on explicit knowledge because they have acquired very little implicit knowledge.
Implicit knowledge is the knowledge of language that enables you to communicate easily without having to think about how to say something.

Example of implicit knowledge:
- Riding a bicycle
- Tying a shoe lace
- Walking home
How important is implicit and explicit knowledge?

When we communicate we draw primarily on implicit knowledge but we can also make use of explicit knowledge to help formulate sentences and to monitor output. Many L2 learners will compensate for their limited implicit knowledge of English by drawing on their explicit knowledge, especially in writing.
Two types of language exercises

1. Practice exercises
   These are activities that require learners to use their knowledge of a second language in controlled or free production.

2. Consciousness-raising tasks
   These are activities to make learners think about language and to understand its rules.
A Practice Exercise

Complete the sentences with ‘very’ or ‘too’.

1. My neighbours are ___ quiet. I never hear them.
2. I can’t walk to work. My office is ___ far from my house.
3. I take the bus to work. It’s ___ crowded but I usually get a seat.
4. It’s ___ hot in summer but unfortunately my office has air-conditioning.
5. Time goes _____ quickly and I never finish my work.
6. I want to move into this city but I can’t because the apartments are ___ expensive.
A CR Task

What is the difference in the meaning of these pairs of sentence?

Can you explain when to use ‘very’ and ‘too’?

1. My neighbours are very quiet so I never hear them.
   My neighbours are too quiet so I never hear them.

2. Time goes very quickly so I never finish my work.
   Time goes too quickly for me to finish my work.

3. My office is very far to walk to from my home.
   My office is too far to walk to from my home.

4. The bus is very crowded but I get a seat.
   The bus is too crowded for me to get a seat.
Comparative and superlative adjectives

Here is some information about the ages of four people, two of whom are females.

John (47 yrs)    Jack (38 yrs)    Rose (39 yrs)    Jill (51 yrs)

Study these sentences
1. Jack is the youngest person.
2. Jill is the oldest of all.
3. Jack is younger than John.
4. Which woman is the younger?
5. Jill is older than Rose.
6. Which person is the youngest?

Make up a rule to explain when to use “the (adj)est” (e.g. ‘the youngest’) and “(adj)er” (e.g. ‘younger’).
1. Here is some information about when three people joined the company they now work for and how long they have been working there.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date Joined</th>
<th>Length of Time</th>
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<tbody>
<tr>
<td>Ms Regan</td>
<td>1945</td>
<td>45 yrs</td>
</tr>
<tr>
<td>Mr Bush</td>
<td>1970</td>
<td>20 yrs</td>
</tr>
<tr>
<td>Ms Thatcher</td>
<td>1989</td>
<td>9 mths</td>
</tr>
<tr>
<td>Mr Baker</td>
<td>1990 (Feb)</td>
<td>10 days</td>
</tr>
</tbody>
</table>

2. Study these sentences about these people. When is `for' used and when is `since' used?
   a. Ms Regan has been working for her company for most of her life.
   b. Mr Bush has been working for his company since 1970.
   c. Ms Thatcher has been working for her company for 9 months.
   d. Mr Baker has been working for his company since February.

3. Which of the following sentences are ungrammatical? Why?
   a. Ms Regan has been working for her company for 1945.
   b. Mr Bush has been working for his company for 20 years.
   c. Ms Thatcher has been working for her company since 1989.
   d. Mr Baker has been working for his company since 10 days.

4. Try and make up a rule to explain when to use `for' and `since'.
Verbs with two objects

She gave a book to her father (= grammatical)
She gave her father a book (= grammatical)

The policeman explained the law to Mary (= grammatical)
The policeman explained Mary the law (= ungrammatical)

A. What is the difference between verbs like ‘give’ and ‘explain’?
Verbs with two objects (Cont.)

B. Indicate whether the following sentences are grammatical or ungrammatical.

1. They saved mark a seat.
2. His father read Kim a story.
3. She donated the hospital some money.
4. They suggested Mary a trip on the river.
5. They reported the police the accident.
6. They threw Mary a party.
7. The bank lent Mr. Thatcher some money.
8. He indicated Mary the right turning.
9. The festival generated the college a lot of money.
10. He cooked his girl friend a cake.
Verbs with two objects (Cont.)

C. Work out a rule for verbs like ‘give’ and ‘explain’.

1. List the verbs in B that are like ‘give’ (i.e. permit both sentence patterns) and those that are like ‘explain’ (i.e. allow only one sentence pattern).

2. What is the difference between the verbs in your two lists?
I made an appointment to see Mr. Bean at 3 o'clock on Tuesday 11th February to discuss my application for a job. Unfortunately, he was involved in a car accident in the morning and rang to cancel the appointment. I made another appointment to see him at 10 o'clock on Friday 21st February. However, when I got to his office, his secretary told me that his wife had died at 2 o'clock in the night and that he was not coming into the office that day. She suggested I reschedule for sometime in March. So I made a third appointment to see Mr. Bean at 1 o'clock on Monday 10th March. This time I actually got to see him. However, he informed me that they had now filled all the vacancies and suggested I contact him again in 1998. I assured him that he would not be seeing me in either this or the next century.
Prepositions of time (cont.)

Write the time expressions in the table

<table>
<thead>
<tr>
<th>AT</th>
<th>IN</th>
<th>ON</th>
</tr>
</thead>
<tbody>
<tr>
<td>at 3 o'clock</td>
<td></td>
<td></td>
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</tbody>
</table>
Make up a rule.

We use ‘at’ with ________________________________

We use ‘in’ with ________________________________

We use ‘on’ with ________________________________
Polite Requests

You are going to do a CR task to learn how to make polite requests.

1. First do the task by yourself.
2. Discuss your answers in pairs.
Polite Requests

Imagine you are submitting a piece of written work by e-mail to your professor for him/her to read and you want to ask him/her to provide feedback.

Which of the requests below would you use in your e-mail? Which ones are appropriate? Which ones are inappropriate? Why do you think that they are inappropriate?
Making a request

1. Teacher, I need your advice.
2. I do need to get your feedback on this.
3. I'd be very grateful for any feedback you can provide.
4. Please notify me, hopefully before the weekend is over, on what I should do.
5. Would you be able to give me some feedback on my paper when you have time?
6. Here is my essay. Please help me to check it.
Some Advantages of CR Tasks

1. They involve the learners in actively discovering and building their own explicit L2 grammar.
2. Research has shown that it can work as well as direct CR (cf. Fotos).
3. They lend themselves to group work so learners have a chance to interact with each other ('grammar' as content).
4. They serve a 'learner training' function, helping learners to develop the skills needed to discover grammar rules autonomously.
Designing CR Tasks

1. Data options
2. Operations
Data Options

1. authentic vs. contrived
2. oral vs. written
3. discrete sentences vs. continuous text
4. well-formed vs. deviant data
5. gap vs. non-gap
Operations

1. identification
2. judgment
3. completion
4. modification
5. sorting
6. matching
7. rule provision
Teaching CR Tasks

1. Choice of participatory structure
   - teacher–class
   - small group work
   - individual work

2. Choice of language
   - Target language (English)
   - L1 (Spanish)

3. Feedback
   - teacher provided
   - grammar reference book
Some Limitations of CR Tasks

1. CR does not guarantee acquisition of targeted feature as implicit L2 knowledge

2. Some rules may be too complex to be learned explicitly.

3. CR is probably more suitable for older learners (but possibility of constructing CR games for children)

4. While CR is likely to appeal to learners with an analytic/field independent style it may not appeal to learners with a more experiential/field dependent learning style.

Note: CR is NOT a method (i.e. CR tasks cannot constitute a complete course).