ProGram 2

Abstract

ProGram 2 is the follow-up project to ProGram-1 (2020 - 2024). Similar to ProGram-1, the project focuses on the interplay between explicit and verbalizable knowledge as well as implicitly acquired linguistic competence. The studies resulting from ProGram (Rankin & Wagner, 2023, 2024) as well as psycholinguistic research over the last 25 years have clearly shown that both competences can diverge in the course of language acquisition but nevertheless complement each other fruitfully; from a pedagogical perspective, both types of knowledge are essential for future language teachers. Based on Rankin and Wagner (2023, 2024), ProGram 2 examines this interplay in several quantitative experimental studies with regard to various English grammatical phenomena. These phenomena are characterized by the fact that they are generally only taught in a rudimentary way in Austrian schools and university contexts and at the same time can hardly be derived from spontaneous linguistic input. Nevertheless, they are both an integral part of the linguistic competence C1-C2 (proficient or near-native language skills). Guided by both empirically and hermeneutically oriented research questions, this project will first shed light on the above-mentioned interplay between explicit knowledge and implicit and then, building on these insights, outline implications for potential curricular revisions in teacher training.

Literature

Rankin, T., & Wagner, T. (2024). Explicit and implicit grammatical knowledge of pre-service English teachers, *IRAL*, online first. doi: http://dx.doi.org/10.1515/iral-2023-0229

Rankin, T., & Wagner, T. (2023). The acquisition of the negative polarity item any in L2 English by L1 German speakers. *JESLA, 7*(1), 46-59. doi: https://doi.org/10.22599/jesla.95