

Exploring our Linguistic Intuition or Implicit Knowledge with Sentence Recasting and Repair

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ABSTRACT

Language teachers use their own intuition to guide them in respect to of their own tacit, implicit, procedural knowledge of the target language in their daily professional life . Although much research is directed towards the goal of turning the conscious into the unconscious, or how explicit or declarative knowledge can become automatic or implicit knowledge for language learners, relatively little research focuses on how knowledge moves the other way - in other words, how teachers are expected to make explanations from raw intuitive insights about language that emerge during classes, in preparation and evaluation of materials, in oral assessment, proofreading, interpretation of corpus or of non-standard forms and in many other ways. This workshop focusses on ways in which language teachers could build a framework to help them understand how we tend to respond linguistically, to the unexpected jolts and bumps that inevitably occur in the exchange of knowledge in and around the language classroom.