Schmidt (1990) suggested that the role of consciousness in second Language Acquisition had traditionally been overlooked because of the influence of behaviorists who rejected it as an unreliable term, and because Freud and Chomsky were responsible for supporting the subconscious under any circumstances. Consciousness is problematic in SLA as it raises the issue of explicit and implicit knowledge, an area about which there is considerable disagreement.

- **Explicit knowledge** has been defined as "knowledge of rules and items that exist in an analysed form so that learners are able to report what they know". (Ellis 1994: 702)
- **Implicit knowledge** is knowledge that is intuitive and tacit. It cannot be directly reported. Refers to unanalyzed chunks of language the learner may be able to produce and "generalized and abstract structures which have been internalized"

Krashen believed that learning is the result of a conscious process (explicit), and acquisition the result of a subconscious (implicit) one. There is no transfer from the learned system to the acquired one and he asserted that error correction and explicit teaching are not relevant to language acquisition.

Finally, Bialistok (1978) and Ellis (1994) claimed that these two different types of knowledge have access to and affect each other. This idea has also being explained in detail by Skehan in his Analysis-Control Model.

3.- CONCLUSIONS

In second language learning students learn differently and use diverse communication strategies. Each author has a different point of view about how this acquisition is made. We have considered several researchers and their specific theories to analyze how this learning process is being developed according to each one.

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