

関西大学外国語教育学研究科 英語教育連環センター主催
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Explicit grammar instruction for second language writing

講演者 Dr. Natsuko Shintani
(Senior Lecturer, the University of Auckland)

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場所 岩崎記念館 4階 F401教室



概要

Form-focused instruction (FFI) in L2 writing usually takes place in isolation from the actual meaningful writing process (Polio, 2012). In other words FFI is typically *isolated* in that it serves as “preparation for a communicative activity or after an activity in which students have experienced difficulty with a particular language feature” (Spada & Lightbown, 2008, p. 8). FFI in writing instruction, then, can occur either *before* students start writing or *after* they have completed a writing task. In the case of the former, students receive explicit instruction on pre-selected linguistic features and the subsequent writing activity serves as practice in applying the explicit rules. In the case of the latter there are various possibilities – written corrective feedback, oral conferencing, activities that encourage learners to reflect on their choice of linguistic forms, and explicit instruction directed at linguistic forms that the students found problematic. FFI following a written activity may or may not also incorporate opportunity for revision. SLA researchers have investigated the role of isolated FFI both to examine theoretical issues and to address a key pedagogic question – namely, whether teaching grammar in isolation from communicative activities is effective (Spada & Lightbown, 2008).

The focus of my presentation is the *timing* of isolated explicit grammar instruction in L2 writing lessons (i.e. whether explicit instruction should be provided before or after students write). I will begin theoretically by considering how the timing of the explicit instruction can influence the cognitive processes involved in writing and the acquisition of L2 grammar. I will then present a study that compared the effects of the timing of explicit instruction on L2 writing and conclude with some pedagogical implications.

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