

関西大学外国語教育学研究科 客員教授講演会

日 程：平成 23 年 2 月 16 日（水）
場 所：関西大学千里山キャンパス 岩崎記念館 4 階 多目的ホール 1 教室
講 師：Rod Ellis 客員教授（University of Auckland）
司 会：外国語教育学研究科 菊地敦子 教授

16 : 00~17 : 30

The definition and measurement of 'second language acquisition'

This talk will examine different ways in which 'second language acquisition' has been defined and consider the implications for how it is measured in studies investigating the effects of form-focused instruction (FFI). The results of a study designed to develop tests that provide relatively separate measures of implicit and explicit L2 knowledge will be reviewed. The tests were: (1) an oral imitation test involving grammatical and ungrammatical sentences, (2) a timed grammaticality judgement test (GJT), (3) an untimed GJT with the same content and (4) a Metalinguistic Knowledge Test. Tests (1) and (2) were designed as measures of implicit knowledge and tests (3) and (4) as measures of explicit knowledge. The utility of such a battery of tests for investigating FFI will be discussed. The talk will conclude with suggestions for further research into the measurement of implicit and explicit L2 knowledge.

18 : 00~19 : 30

Workshop: The significance of the implicit vs. explicit distinction for language pedagogy

This workshop will begin by briefly examining the following distinctions: (1) implicit vs. explicit learning, (2) implicit vs. explicit knowledge and (3) implicit vs. explicit instruction. It will examine the significance of these distinctions for language pedagogy by addressing the following questions:

1. How can teachers cater to 'implicit learning' in classroom instruction?
2. How can teachers cater to 'explicit learning' in classroom instruction?
3. What role does 'explicit learning/ knowledge' play in L2 learning?
4. What constitutes an appropriate balance between implicit and explicit language instruction in a language curriculum?

The workshop concludes with examples of how 'tasks' can be used to construct a curriculum that maximises opportunities for students to develop their implicit and explicit knowledge of a second/foreign language in a classroom context.

※講演はどちらか一方のみでもご参加いただけます。