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Linguistic Theory and Second Language Classroom Research: The Role of Explicit Instruction

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Even though there appears to be a gap between linguistic theory and classroom teaching practice, there have been recent attempts to apply existing research findings in generative second language acquisition to the second language teaching context (e.g., Whong, Gil, and Marsden, 2013). Acknowledging the need for such attempts and work, I will report on some of our empirical findings of the change in learners' grammatical knowledge in the classroom context, including unaccusative vs. unergative intransitive verbs and adjective ordering (e.g., Hirakawa, 2013, Endo, Shibuya, and Hirakawa, in press). I will discuss and suggest that explicit instruction can facilitate second language development, especially in the area where learners have persistent difficulty or errors due to transfer from the first language, and where exposure to the second language may not be sufficient for acquisition to take place.

