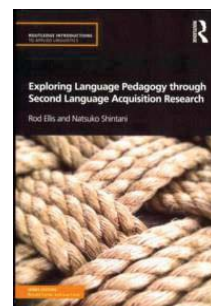
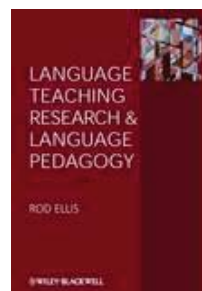
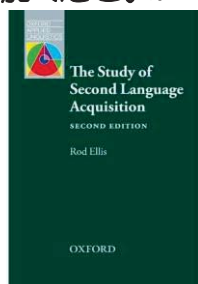


Rod Ellis 先生 公開講演会



第二言語習得研究の世界的第一人者である Rod Ellis 先生 (University of Auckland)をお招きして、最新の理論を実践に融合させた講演を開催します。講演では、言語習得に向けて、教師用ガイドに書いてあるインプットの提供の仕方を鋭く論じます。ふるってご参加ください。



題 目: **Teaching as Input**

講 師: オークランド大学教授 Rod Ellis 先生

日 時: 12月7日(土)午後3:00~4:30 (午後2:30受付開始)

場 所: 横浜国立大学 教育人間科学部 6号館101

大学までのアクセス URL <http://www.ynu.ac.jp/access/index.html>

学内マップ URL http://www.ynu.ac.jp/access/map_campus.html S3① 6号館1F101

バス:横浜駅西口発→岡沢町下車(学内を徒歩 10分)

14:00→14:14 (F 階段, 14番, 201系統) 14:07→14:27 (D 階段, 10番, 浜5)

14:05→14:31 (E 階段, 11番, 202系統) 14:22→14:42 (D 階段, 10番, 浜5)

お申込み: 件名を「エリス先生講演会申し込み」とし、本文中に①氏名 ②所属 ③連絡先(E-mail アドレス)をお書き頂き、下記問い合わせ先までメールをお送りください。会場の都合上、人数に制限がございますので、お早めにお申し込みください。

問い合わせ先:佐野富士子(横浜国立大学) [fsano\(a\)ynu.ac.jp](mailto:fsano(a)ynu.ac.jp) (アドレスの(a)を@に変えて送信してください)

参加費: 無料

<Abstract>

Teaching, defined, involves 'input'. No matter which approach or method is adopted, learners are exposed to the input provided by the teacher, other students and in the instructional materials. Input can be oral or written. Oral input is provided in the classroom talk that arises no matter what the teaching approach. Written input is provided in text book practice materials and through reading. In this talk, I will treat input as providing learners with the data that, potentially, they can process for learning. The key question, then, becomes what kinds of input under what conditions are most likely to foster learning?

I will begin by discussing some common pedagogic positions, drawing on how 'input' is handled in popular teaching guides. This will involve an examination of commonly held positions about authentic teaching materials, teacher talk and extensive reading. I will then examine what SLA has to say about the role of input in L2 learning by considering four key hypotheses – the Incidental Learning Hypothesis, the Frequency Hypothesis, the Input Hypothesis and the Noticing Hypothesis. At the end of the talk I will return to pedagogic issues, evaluating them in the light of the SLA findings.