

CURRICULUM VITAE

Takako Kondo

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EDUCATION

2009 Ph.D. in Language and Linguistics, University of Essex, UK

Thesis title: Argument Structure-Morphosyntactic Links in the Second Language English of Adult Speakers.

Supervisor: Professor Roger Hawkins

2003 MA (with distinction) in Applied Linguistics, University of Essex, UK

MA dissertation title: Overpassivization in Second Language English.

Supervisor: Professor Roger Hawkins

PROFESSIONAL EXPERIENCE

October 2006 – to date Assistant Professor, University of Shizuoka, Japan

MEMBERSHIPS

The Japan Second Language Association (J-SLA)

The Japanese Society for Language Sciences (JSLS)

Japan Society of English Language Education (JASELE)

The Chubu English Language Education Society (CELES)

The Central Japan Society of Linguistics

ACADEMIC SERVICE TO LINGUISTICS

Member of the J-SLA Steering Committee from 2012 ~

Reviewer for *International Review of Applied Linguistics in Language Teaching* (2006, 2011, 2016, 2019)

Reviewer for *Language Learning* (2006)

Reviewer for *Essex Graduate Student Papers in Language and Linguistics* (2005 - 2008)

SELECTED PUBLICATIONS

Book chapters

Shirahata, T., Kondo, T. Mutsumi, O., Koji, S., Hideki, Y. & Ayano, O. (2020). Nihongo bogo washa ni yoru eigo hitaikaku doushi no kajou judouka genshou ni kansuru kousatsu [A study on overpassivization errors with unaccusative verbs by Japanese learners of English]. In Shirahata, T. & Suda, K. (Eds.), *Daini gengo shuutoku kenkyuu monograph series* [Monographs on second language acquisition research]. Tokyo: Kuroshio Shuppan.

Kondo, T. (2019). *Daini gengo gakushusha ni yoru jidoushi no shuutoku: Tougo kouzou to doushi no kanketsusei kara no kenshou* [The acquisition of intransitive verbs by second language learners: Focused on the syntactic structure and telicity of verbs]. In Shirahata, T. & Suda, K. (Eds.), *Daini gengo shuutoku*

kenkyuu monograph series [Monographs on second language acquisition research]. Tokyo: Kuroshio Shuppan. 31-68.

Kondo, T. & Shirahata, T. (2018). Explicit instruction on English verb structures in L2 classrooms. In Walker, I., Chan, DKG., Nagami, M., and Bourguignon, C. (Eds.), *New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education*, Mouton De Gruyter. 157-179.

Articles in refereed international journals

Kondo, T. (2005). Overpassivization in Second Language Acquisition. In *International Review of Applied Linguistics in Language Teaching* 43: 129-161.

Refereed journal articles

Kondo, T., Shirahata, S., Suda, K., Ogawa, M. and Hideki, Y. (2020). Effects of Explicit Instruction on Intransitive and Transitive Verbs in Second Language English: with a Special Focus on Non-Instructed Verbs. *Annual Review of English Language Education in Japan (ARELE)*, 31, 81-96.

Shirahata, T., Kondo, T., Suda, K., Otaki, A., Ogawa, M. and Yokota, H. (2019). The learning and teaching of inanimate subjects: the case of Japanese learners of English. *Annual Review of English Language Education in Japan (ARELE)*, 30, 1-16.

Suda, K., Yokota, Y., Kondo, T., Ogawa, M., Yoshida, C. and Shirahata, T. (2019). The Investigation of the Feature Inheritance Hypothesis in Second Language Acquisition. *Proceedings of GALA 2017: Language Acquisition and Development*. Cambridge Scholars Publishing. 65-81.

Shirahata, T., Suda, K., Kondo, T., Yokota, H. and Ogawa, M. (2017). The interaction of animacy with the wh-extraction by Japanese learners of English." *Proceedings of PacSLRF2016*. 181-186.

Shirahata, T., Kondo, T., Suda, K. and Yokota, H. (2017). The effect of explicit instruction and error correction on learners' grammatical accuracy: in the case of Japanese learners of English as a second language. *cauce: Revista internacional de filologia, comunicacion y sus didacticas*, num. 40. 59-66. ISSN: 2603-8560.

Kondo, T., Otaki, A., Suda, K. and Shirahata, T. (2016). Occurrences of Unaccusative Verbs in English Textbooks and their Acquisition. *Journal of the Chubu English Language Education Society*, 45. 53-60.

Kondo, T. and Shirahata, T. (2015). The effects of explicit instruction on intransitive verb structures in L2 English classrooms, *Annual Review of English Language Education in Japan (ARELE)*, 26, 93-108.

Kondo, T. and Shirahata, T. (2015). A study of explicit instructions on transitive and intransitive verb structures: Focused on the method of explicit instruction. *Journal of the Chubu English Language Education Society*, 44. 57-64.

Kondo, T. (2014). Errors in the usage of transitive verbs in second language acquisition: overgeneralization of intransitive structure. *Journal of the Chubu English Language Education Society*, 43. 65-72.

Kondo, T. (2007). What causes overpassivization? On the interface between argument structure and L1 overt morphology. In Universidad Nacional de Educación a Distancia, UNED (eds.). *Actas del XXIV Congreso Internacional de AESLA [Recurso electrónico]*. ISBN: 978-84-611-6897-2

Other articles

Shirahata, T., Suda, K., Kondo, T., Yokota, H. and Ogawa, M. (2017). The interaction of animacy with the wh-extraction by Japanese learners of English. *Proceedings of PacSLRF2016*.

Shirahata, T., Mochizuki, K., Suda, K., Yokota, H., Kondo, T., Tamura, T. and Otaki, A. (2017). The acquisition of English aspects in achievement verbs by Japanese learners of English. *Bulletin of the Center for Educational Research and Teacher Development Shizuoka University*, 26.

Kondo, T. and Yoshimura, N. (2016). Acquiring Answering Strategies in English. *Journal of International Relations and Comparative Culture*, 14 (2), 79-91.

deHaan, J., Johnson, N. H., Yoshimura, N., and Kondo, T. (2012). Wiki and Digital Video Use in Strategic Interaction-based Experiential EFL Learning. *CALICO Journal*, 29(2), 249-268.

CONFERENCE PRESENTATIONS

The 14th Generative Approaches to Language Acquisition conference (GALA 14), University of Milano-Bicocca, Italy

Shirahata, T., Yokota, H., Suda, K., Kondo, T. and Ogawa, M. (2019.9). The development of subject wh-questions by Japanese adult learners of English.

Japan Society of English Language Education 2019, Hirosaki University, Japan

Kondo, T., Shirahata, T., Suda, K., Ogawa, M. and Yokota, H. (2019.8). Effects of explicit instruction on intransitive and transitive verbs in L2 English.

Japan Society of English Language Education 2019, Hirosaki University, Japan

Ogawa, M., Shirahata, T., Suda, K., Kondo, T. and Yokota, H. (2019.8). Long-term effects of explicit instruction on the count-mass distinction in English: A cognitive linguistic approach.

The Chubu English Language Education Society 2019, Hokuriku University, Japan

Ogawa, M., Shirahata, T., Suda, K., Kondo, T. and Yokota, H. (2019.6). A comparison of two approaches to teaching count and mass nouns: A noun classification and a cognitive linguistic approach.

The Japan Second Language Association Annual Conference (J-SLA) 2019, Chuo University, Japan

Otaki, A., Shirahata, T., Kondo, T., Suda, K., Ogawa, M. and Yokota, H. (2019. 6). Effects of animacy in second language acquisition.

III International Conference on Teaching Grammar 2019, Autonomous University of Barcelona, Spain

Ogawa, M., Shirahata, T., Suda, K., Kondo, T. and Yokota, H. (2019.1). The effect of instruction on recognition of noun countability: An application of a cognitive linguistic approach.

Applied Linguistics Association of Australia 2018, University of Wollongong, Australia

Kondo, T., Shirahata, T., Suda, K., Ogawa, M. and Yokota, H. (2018.11). Effect of explicit instruction on unaccusative verbs.

Applied Linguistics Association of Australia 2018, University of Wollongong, Australia

Shirahata, T., Kondo, T., Ogawa, M., Suda, K., Yokota, H. and Otaki, A. (2018.11). The acquisition of inanimate subject by Japanese learners of English.

2018 International Conference on Bilingual Learning and Teaching, The Open University of Hong Kong.

Shirahata, T., Yokota, H., Suda, K., Kondo, T., & Ogawa, M. (2018.10). The acquisition of wh-questions by Japanese learners of English: Focusing on subject wh-questions.

The 51st Annual Meeting of the British Association for Applied Linguistics (BAAL2018), York St John University, UK.

Ogawa, M., Shirahata, T., Suda, K., Kondo, T., & Yokota, H. (2018.9). Teaching boundedness and individuation as a distinction between count and mass nouns in English.

Japan Society of English Language Education 2018, Tokushima University, Japan

Ogawa, M., Shirahata, T., Suda, K., Kondo, T., & Yokota, H. (2018.8). 可算・不可算の区別に関する明示的文法指導: 認知言語学的アプローチによる実践

The European Second Language Association (EuroSLA) 27, University of Reading, UK

Shirahata, T., Suda, K., Kondo, T., Otaki, A., Ogawa, M., Yokota, H. & Yoshida, C. Animacy of subjects and influence on L2 acquisition: The case of Japanese learners of English.

The 13th Generative Approaches to Language Acquisition conference (GALA 13), Universitat de les Illes Balears, Palma de Mallorca, Spain

Suda, K., Yokota, H., Kondo, T., Ogawa, M., Yoshida, C. & Shirahata, T. The investigation of the feature inheritance hypothesis in second language acquisition. (poster presentation)

The Seventh CLS International Conference (CLaSIC) 2016, National University of Singapore, Singapore

Shirahata, T., Kondo, T. Suda, K. and Yokota, H. The Effect of Explicit Instruction and Error Correction on Learners' Grammatical Accuracy.

The Seventh CLS International Conference (CLaSIC) 2016, National University of Singapore, Singapore

Yokota, H., Kondo, T., Shirahata, T. and Suda, K. The Acquisition of English Aspects in Achievement Verbs by Japanese Learners of English.

The 35th Second Language Research Forum (SLRF 2016), Teachers College, Columbia University, USA

Shirahata, T., Mochizuki, K., Suda, K., Yokota, H. and Kondo, T. The acquisition of English aspects in achievement verbs by Japanese learners of English.

The 35th Second Language Research Forum (SLRF 2016), Teachers College, Columbia University, USA

Tamura, T., Shirahata, T., Suda, K., Yokota, H. and Kondo, T. The effects of explicit instruction on derivational suffixes for Japanese adult L2 learners of English.

Pacific Second Language Research Forum 2016 (PacSLRF2016), Chuo University, Tokyo

Shirahata, T., Suda, K., Kondo, T., Yokota, H., Ogawa, M. and Ogawa, S. The Interaction of Animacy with the Wh-Extraction by Japanese Learners of English.

The European Second Language Association (EuroSLA) 26, University of Jyväskylä, Finland

Yokota, H., Shirahata, T., Suda, K. and Kondo, T. Acquisition of probes for short-distance Wh-questions by Japanese learners of English.

II International Conference on Teaching Grammar 2016, University of Valencia, Spain

Kondo, T., Suda, K., Shirahata, T. and Otaki, A. (2016.1). The importance of teaching unaccusative verbs to English learners.

II International Conference on Teaching Grammar 2016, University of Valencia, Spain

Shirahata, T., Kondo, T., Suda, K. and Yokota, H. (2016.1). The effect of explicit instruction and error correction on learners' grammatical accuracy.

The Annual International Conference of the Japanese Society for Language Sciences (JSLS) 2015, Beppu, Japan

Kondo, T., Otaki, A., Suda, K. and Shirahata, T. Animate and Inanimate Contrast in the Acquisition of Unaccusative Verbs.

11th Annual Conference of the BAAL Language Learning and Teaching SIG, University of Edinburgh, UK

Kondo, T., and Yoshimura, N. Effects of explicit instruction on Japanese EFL learners' acquisition of answering strategies.

The Chubu English Language Education Society 2015, Wakayama University, Japan

Kondo, T., Otaki, A., Suda, K. and Shirahata, T. Frequency Effects and the Acquisition of English Unaccusative Verbs in Foreign Language Classrooms.

The Japan Second Language Association Annual Conference (J-SLA) 2015, Hiroshima University, Japan

Kondo, T., Otaki, A., Suda, K. and Shirahata, T. Japanese learners' usage of *be* + *-en* forms with English unaccusative verbs.

The Sixth CLS International Conference (CLaSIC) 2014, National University of Singapore, Singapore

Kondo, T. and Shirahata, T. Explicit Instruction on English Verb Structures in L2 Classrooms.

Japan Society of English Language Education 2014, Tokushima University, Japan

Kondo, T. and Shirahata, T. The Effects of Explicit Instruction on Transitive and Intransitive Verb Structures in L2 English Classrooms.

The Annual International Conference of the Japanese Society for Language Sciences (JSLS) 2014, Bunkyo University, Japan

Kondo, T. The wrong usage of *be*+*-en* forms with intransitive verbs in L2 English by Japanese learners. (poster)

The Chubu English Language Education Society 2014, Yamanashi University, Japan

Kondo, T. and Shirahata, T. A study of explicit instructions on transitive and intransitive verb structures: Focused on the method of explicit instruction.

The Japan Second Language Association Annual Conference (J-SLA) 2014, Kwansai Gakuin University, Japan

Kondo, T. Overgeneralization of *be* + *-en* forms with intransitive verbs in L2 English. (poster)

The Chubu English Language Education Society 2013, Toyama University, Japan

Kondo, T. Errors in the Usage of Transitive Verbs in Second Language Acquisition: Overgeneralization of Intransitive-structure.

The Japan Second Language Association Annual Conference (J-SLA) 2013, Chuo University, Japan

Kondo, T. Errors in the usage of intransitive verbs in second language acquisition: From the viewpoint of telicity. (poster)

The Chubu English Language Education Society 2012, Gifu, Japan

Kondo, T. and Fujimori, A. The acquisition of motion verbs with goal PPs by Japanese learners of English.

The Japan Second Language Association Annual Conference (J-SLA) 2007, University of Shizuoka, Japan

Kondo, T. How L1 morphology influence the acquisition of unaccusative verbs.

The 24th International conference of the Spanish Association of Applied Linguistics 2006. The Universidad Nacional de Educación a Distancia, Madrid, Spain

Kondo, T. What causes overpassivization? – on the interface between argument structure and L1 overt morphology.

Generative Approaches to Language Acquisition North America 2004. University of Hawaii at Manoa, USA.

Kondo, T. Overpassivization in Second Language English: Morphological Influence on the Acquisition of unaccusative verbs. (poster)