

**The relative effects of processing instruction and output-based instruction  
on the comprehension and production of Japanese  
simple and complex verb inflections**

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The present study investigates the effects of input-based processing instruction (PI), in comparison to output-based instruction (OI), on the comprehension and production of two types of Japanese past-tense verb inflections. Representing the same meaning of “events or actions completed in the past,” the polite-style past-tense form “-*mashita*” is considered morphologically simple, while the plain-style form “-*ta/ita/ida/shita/ta/nda*” follows more complex rules. In order to investigate the differences in effects of PI and OI on both forms, this study conducted classroom experiments: two groups of Japanese beginner learners carried out PI and OI activities using polite and plain forms of past-tense verbs. The results of pre-, post-, and delayed tests revealed that, overall, PI was more effective than OI in helping participants comprehend and produce polite-style forms, whereas OI was more effective than PI in helping them produce plain-style forms during the immediate posttest. These findings address the argument that PI activities indeed lead to a significant improvement in the acquisition of simple forms; however, output-oriented activities may be more effective when forms are more complex..

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**日本語動詞の活用形式の理解と産出にみられる  
処理指導と産出指導の効果**

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本研究では、日本語の動詞の過去形を取り上げ、その理解と産出に関して理解中心の処理指導と産出中心の指導がそれぞれどのような効果をもたらすのか検証した。過去形の丁寧体の語尾「～ました」を単純な形式、普通体の語尾「～た・～だ」を複雑な形式とし、両形式の処理指導および産出指導の効果を比較するために、ロシア語を母語とする初級日本語学習者を対象として11名に処理指導を、8名に産出指導を行った。理解と産出に関して事前・直後・2週間後にテストを実施し、その得点を分析した結果、丁寧体の語尾の理解と産出においては処理指導の効果が高かった。一方、普通体の語尾の産出においては産出指導の方がより効果的であった。つまり、処理指導は単純な形式の習得を促すことができるが、複雑な形式の場合は産出を促す指導が必要になると考えられる。

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