〔研究論文〕

The Effects of Instruction on Acquisition of Japanese Numeral Classifiers by Russian-Speaking Learners:

A Comparison of Input-Based and Output-Based Instruction

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Summary

The present study investigates the relative effects of input-based instruction and output-based instruction of Japanese numeral classifiers. Two groups of native Russian learners of Japanese as a foreign language received two types of instruction: input-based processing instruction (n=10) and output-based instruction (n=8). In order to measure the instructional effect comprehension and production of five basic classifiers (*-ko, -hon, -mai -satsu, -dai*) were assessed. The comparison of pre-, post- and delayed post-test scores revealed that both types of instruction had positive effects on comprehension and production of the target items. However, there was no significant difference between the two groups. These results indicate that input-based instruction has led not only to the gains in comprehension, but in production of the target items as well. Moreover, these gains were similar to those of output-based instruction group, despite the fact that the input-based instruction did not include any output-based activities. These findings suggest that certain input-only activities could possibly lead to the development of production skills. In addition, the data showed that some phonological and semantic properties of the numeral classifiers could have varied in complexity: geminated *-satsu*, difference in the meanings of *-satsu* and *-mai*, as well as allophonic alternation of *-hon* seemed to be more difficult for learners than other items. It is discussed that complexity of the target item might be a possible factor that impacts the effectiveness of instruction.

Key words : numeral classifiers, instructed SLA, Processing instruction, output-based
            instruction