

The effects of re-exposure to instruction and the use of discourse-level interpretation tasks on processing instruction and the Japanese passive

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This experimental study explores immediate and re-exposure effects of processing instruction on the acquisition of Japanese passive forms as measured by sentence-level and discourse-level tasks. The passive construction in Japanese is affected by learners' use of the First Noun Strategy. Participants were English native speakers and were randomly assigned to one of three groups (processing instruction and two control groups- one receiving processing instruction but not the re-exposure treatment), with the aim of measuring discourse-level and re-exposure effects. Two sentence-level tasks (interpretation and production), and one discourse level task (interpretation) were used in this experiment. The main findings from the study showed that L2 learners receiving processing instruction not only improved in their ability to interpret and produce the target feature at sentence level, but they can also use the target forms to interpret discourse. Learners receiving re-exposure to the processing instruction treatment further improve their performance on both sentence-level and discourse-level tasks in an immediate and delayed post-tests battery.