

論文の英文要旨

論文題目

Second Language Acquisition of Aspectual Compound Verbs in Japanese:
Development of Optimal Teaching Methods for Vietnamese L1 Learners
Based on Comparative Studies with Vietnamese

氏名

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The purpose of this dissertation is to test the effectiveness of methods of teaching Japanese aspectual compound verbs to Vietnamese learners. We show the effectiveness of the Categorize (CA) Method, which deepens understanding of compound verbs by categorizing the combinations of verbs and their polysemy, especially when expressing aspectual meaning.

This dissertation contains seven chapters. In chapter one, we discuss the differences in conceptualization and verbalization in Japanese and Vietnamese, give an overview of foreign language learning and the acquisition of concepts from the perspective of cognitive semantics, and describe the goals and significance of the dissertation.

This dissertation analyzes compound verbs of the form V1+V2, with V1 in the adverbial form. The focus is on *-komu*, *-dasu* and *-agaru/ageru*, which are frequently appearing aspectual compound verbs. They show extension from locative uses like upward motion (*-agaru/ageru*), inward motion (*-komu*) and outward motion (*-dasu*) to change of state aspectual meanings as in *tomari-komu*, *kaki-ageru*, and *ugoki-dasu*.

While the locative meaning of polysemous compound verbs is easy to understand, their change of state meanings are difficult to infer. We conducted an experiment to test the effectiveness of teaching methods based on core theory. In this method, students are taught the prototype spatial meaning, before the extended (peripheral) meanings are explained.

We set three research goals when conducting the experiment: (1) compare the conceptual meaning of Japanese compound verbs with corresponding expressions in Vietnamese; (2) reveal the state of acquisition and production of compound verbs by native speakers of Vietnamese; (3) propose effective methods of teaching compound verbs that are difficult to acquire.

In relation to these goals, this study: (1) contributes to the accumulation of academic data by providing materials contrasting Vietnamese and Japanese; (2) contributes to the development of Japanese language education research by revealing the difficulties and errors occurring in the acquisition of compound verbs by native speakers of Vietnamese; (3) offers new methodology for use with mid to high proficiency Vietnamese learners of Japanese.

Chapter two “research on compound verbs” reviews previous research into compound verbs from semantic, systematic, and contrastive perspectives. It then covers acquisition research into

non-use and errors in compound verb use. It further reviews research experimental research into effective methods of vocabulary instruction.

Researchers have pointed out that non-use is more prominent than misuse. Learners should be aware of their avoidance of compound verbs, while educators need to show their importance while providing pedagogy that aids learners' understanding.

We further consider research into effective methods of vocabulary instruction. The CA method has proved more effective in promoting memorization and deepening understanding, and may also helps learner notice the differences between Japanese and their native language.

Chapter three "contrasting Japanese compound verbs with Vietnamese" uses two approaches, a translation database and literary works, to examine compound verbs in Japanese and Vietnamese. In the translation database, the level of correspondence was high for "change of location", with *-komu*, *-agaru/ageru* and *-dasu* corresponding to *VI+vào*, *VI+lên*, and *VI+ra* respectively. In contrast, "change of state" is expressed either by "verb + adverb", "verb + adjective", "verb phrase" or other phrase level expressions, or by simplex verbs. Abstraction and extension of meaning do not only occur regularly, so care must be taken to also show the semantic changes in individual verbs. Comparison of *-agaru/ageru* in Japanese literary works and Vietnamese translations shows correspondence with *VI+lên* in the "upward motion" sense and occasionally with the "completion" sense. *Lên* has undergone meaning extension from "upward movement" to aspectual meanings.

Chapter four "acquisition of compound verbs" uses learner corpora and teaching materials to examine the production and acquisition of compound verbs by Vietnamese learners. Corpus analysis shows that production is low even for "change of location" uses, which should be easy to acquire. The highest frequency of use is for *-dasu*. This compound verb appears more frequently in teaching materials than *-komu* and *-agaru/ageru*, so opportunities for acquisition are greater and it is produced more frequently. Production data reflects acquisition, so insufficient acquisition should be addressed from elementary to advanced level.

Chapter five "instruction and theoretical framework" presents the theoretical framework and methodology used in this study. The CA method used in this study requires categorization as well as awareness of the three cognitive processes of typicalization, differentiation, and generalization. It is more effective to present a typical example, so easy-to-acquire change of location meanings are taught before difficult-to-acquire change of state meanings. Clarifying the order of instruction may allow efficient teaching of compound verbs regardless of learner background. The CA method makes learners think about compound verbs' meaning and collocations, so is expected to deepen understanding, promote memorization, and have longer-lasting effects. Furthermore, it encourages rule discovery by providing explicit examples, offering an efficient and stimulating form of instruction.

In chapter six "learner characteristic surveys" we report surveys about Vietnamese native

speakers and their awareness of compound verbs. These reveal the difficulty they face in the acquisition and production of compound verbs. Next, in order to test effective methods of instruction, we conducted a preliminary investigation with a CA group, a Memorize (ME) group, and a control (CO) group who received no compound verb instruction. Based on the results of the preliminary investigation, we refined the contents of instruction. The results of the main investigation are as follows: (1) acquisition of aspectual compound verbs increased significantly in the CA and ME groups compared to the control group; (2) CA was more effective than ME for inferring the meaning of compound verbs not introduced in class.

For *-komu*, the direct effect and inferential effect was greatest for the ME method, but effects were maintained longer for the CA method. Among the different aspectual meanings of *-komu*, “fixation” and “accumulation” seem better suited to the CA and ME methods respectively. This is because “accumulation” examples have become single words better suited to pure memorization. In contrast, for *-agaru/ageru* and *-dasu*, the CA method was more effective than the ME method for direct effect, inferential effect, and length of effect.

In chapter seven, we first summarize the results of analysis based on participants’ feedback, then state this study’s conclusions, pedagogical implications and issues for further research. Participants were positive about the opportunity to study compound verbs. The compound verb instruction received by the experimental groups was received more positively than the instruction on verb transitivity received by the control group, and the CA method was received more positively than the ME method.

The results of this study have the following implications for the second language acquisition of compound verbs and other polysemous verbs. (1) Correspondence with native language expressions should be considered in order to make use of native language knowledge; (2) vocabulary acquisition targets should be set for different levels of proficiency, so learners can achieve systematic understanding; (3) it is hoped that effective production will be possible if acquisition is achieved; (4) to avoid unnatural errors caused by native language interference, learners should memorize compound verbs with co-occurring expressions i.e. as chunks rather than memorizing their meaning.

It is hoped that by giving learners opportunities to study they will deepen their understanding of aspectual compound verbs and that this will lead to production. However, the present study was cross-sectional. Future studies should consider the effectiveness of instruction longitudinally. It is hoped that resources can be developed in the future including lists of compound verbs with collocations, items frequently appearing on the Japanese Language Proficiency Test, in conversation, and in business situations, and the creation of a compound verb dictionary for Vietnamese learners of Japanese.