



Acquiring Semantic Orientation Restriction of Resultative Adverb in Japanese Resultative Construction: An L1-Chinese L2-Japanese Learner Investigation

Jingyi Ma*

Department of Japanese Studies, Tianjin Foreign Studies University, Tianjin, China

*Corresponding author: 18222623775@163.com

Abstract. Japanese resultative construction, which is similar to Chinese verb-resultative construction, denotes the meaning of “action-result”. Depending on the transitivity of the predicate verb, Japanese resultative constructions require different syntactic variations. Additionally, resultative adverbs within these constructions strictly obey semantic orientation restrictions based on verb classification. This thesis investigates Chinese L2 learners of Japanese, examining their comprehension of Japanese resultative constructions, particularly their mastery of the semantic orientation restrictions of resultative adverbs. Through an empirical study, it was found that due to the negative transfer of native language and the “syntactic-semantic” interface, learners at different proficiency levels exhibit variations in understanding and acquiring the semantic orientation restrictions of resultative adverbs, especially advanced learners still encountering difficulties in mastering the semantic orientation constraints of resultative adverbs with intransitive and transitive verbs.

Keywords: Japanese resultative construction; Chinese verb-resultative construction; Semantic orientation restriction; Resultative adverb; L2 acquisition.

1 Introduction

The Japanese resultative construction follows the syntactic pattern of “nounが/は+ resultative adverb + intransitive verb” or “nounを+ resultative adverb + transitive verb,” expressing the semantic meaning of “action-result.” According to Nitta, resultative adverb refers to the resultant state of the object or subject after the completion of an action, thereby specifying the manner in which the action is carried out by describing the resultant state of the object or subject after the completion of the action[1-3]. The resultative adverb has strict semantic orientation restrictions based on the differences between intransitive and transitive verbs. This characteristic is similar to the verb-resultative construction in Chinese, but the syntactic form of the verb-resultative construction in Chinese differs from that of the Japanese resultative construction. Therefore, for Chinese L2 learners of Japanese will they be influenced by their native language when acquiring the Japanese resultative construction, especially

© The Author(s) 2024

V. A. Balakrishnan et al. (eds.), *Proceedings of the 2024 4th International Conference on Modern Educational and Social Sciences (ICMETSS 2024)*, Advances in Social Science, Education and Humanities Research 878,

https://doi.org/10.2991/978-2-38476-311-5_9

for those involving semantic orientation restrictions of resultative adverbs in the Japanese resultative constructions? What difficulties will they encounter and what errors are prone to occur?

In recent years, the contrastive analysis and acquisition research of Japanese and Sino-Japanese resultative expressions have attracted increasing attention. From the perspective of Sino-Japanese contrast, Chen (1993)[4] employed a comparative analysis method to compare and analyze the middle phase verbs in Japanese and their semantically equivalent “verb-resultative constructions” in Chinese, concluding that in terms of expression, Japanese adopts a single structure with results but no action, whereas Chinese utilizes a double structure encompassing both action and result. Huang (2011)[5] primarily focused on the resultative complement sentences in Chinese and their corresponding Japanese resultative expressions, analyzing and comparing the similarities and differences in Sino-Japanese resultative expressions from the perspective of transitivity. Yang (2017)[6] took the expressions of “action-result” in Chinese and Japanese and their similarities and differences as the research object, adopting language comparison and questionnaire surveys to analyze the difficulties encountered by Chinese learners of Japanese in acquiring resultative complements in Chinese. From a semantic perspective, Chinese resultative complements were classified into four categories: achievement of action, change of agent, change of patient, and state of action. By contrasting these with five different forms of resultative expressions in Japanese, the conclusion was drawn that the two languages do not have a one-to-one correspondence in expressing resultative meanings. This thesis argues that previous research on resultative complements has largely concentrated on the nature of resultative complements, comparisons between Sino-Japanese resultative complements, and error analysis on the acquisition of Chinese verb-resultative constructions by Japanese native speakers, while research targeting Chinese L2 learners of Japanese are relatively few. Shan (2016)[7] conducted a questionnaire survey among Chinese L2 learners regarding the Japanese translations of Chinese “verb + resultative” structures. The results revealed that among the four types of Japanese translations presented, the most common misuse was found in the first type (translations where both the “verb” and “resultative complement” counterparts appear), specifically, the inability to translate into Japanese resultative constructions. Notably, when the verb was transitive, the misuse rate approached or even exceeded 90%. Shan (2016) utilized literal translation to intuitively summarize the errors and difficulties encountered by learners in acquiring Japanese resultative expressions. However, the reasons for the inability to translate into Japanese resultative constructions and the conditions for the formation of Japanese resultative constructions were not elaborated upon. Additionally, there was no in-depth examination of omissions and additions found in the second (translations with only the “verb” counterpart appearing) and third (translations with only the “resultative complement” counterpart appearing) types.

In teaching, Japanese resultative constructions are not often taught as a specialized grammatical point. Moreover, teachers tend to emphasize morphological changes when resultative adverbs modify verbs, while barely mentioning the semantic orientation issues involved in resultative adverb. In response to this teaching status, we believe it is necessary to conduct more in-depth research on the acquisition of Japanese resultative

constructions, focusing on analyzing acquisition under different semantic orientation restrictions, particularly the semantic orientation restrictions of resultative adverbs in Japanese resultative constructions classified by intransitive and transitive verbs. This thesis employs a questionnaire survey in the form of an acceptability test for acquiring the Japanese resultative constructions, examining the mastery of semantic orientation restrictions of resultative adverbs in Japanese resultative constructions by Chinese L2 learners of Japanese. It aims to inspire Chinese teachers of Japanese and assist learners in acquiring Japanese resultative constructions.

2 Resultatives in Japanese and Chinese

The Japanese resultative construction follows the syntactic pattern of “nounが^は/は + resultative adverb+ intransitive verb” or “nounを + resultative adverb + transitive verb”. Through investigating the semantic conditions and semantic relationships among the three constituents in Japanese resultative constructions, Xu and Huang (2015)[8] elucidated four essential conditions for the formation of such constructions. They concluded that only when both syntactic and semantic requirements align with the criteria of the resultative construction can well-formed sentence be constructed. Notably, the resultative adverb in Japanese resultative construction, which denotes to the result, exhibits strict semantic orientation constraints depending on whether the predicate verb is intransitive or transitive. Specifically, Xu and Huang (2015) pointed out that when the predicate verb is intransitive, the semantic orientation of resultative adverb should point to the subject of the sentence; conversely, when the predicate verb is transitive, the semantic orientation should direct towards the object of the sentence, i.e., the recipient of the action[8].

The Chinese verb-resultative construction generally follows the structure of “S+V+R+(O)”, differing from the Japanese resultative construction (R+V) in word order. Both Chinese resultative complements and Japanese resultative adverbs possess intricate semantic orientations. Given that this thesis primarily explores whether Japanese learners of Chinese are influenced by their native language when learning the semantic orientation constraints of Japanese resultative adverb, the analysis primarily focuses on the Chinese verb-resultative expressions corresponding to the semantic orientations observed in Japanese resultative constructions.

2.1 Japanese Resultative Construction with Intransitive Verb

When an intransitive verb serves as the predicate in Japanese resultative constructions, the semantic orientation of the resultative adverb must point to the subject of the sentence [8].

(1) a. 髪が つるつるに 禿げている。

kami-ga turuturu-ni hage-te iru
hair-NOM bare-NI bald-PROG

‘My hair lost too much that I became bald.’

b. 头发秃光了。

hair bare PRF

'My hair lost too much that I became bald.'

In (1a), resultative adverb “つるつるに” describes the change in the subject “髪” after undergoing the action of intransitive verb “禿げる”, signifying a decrease in hair density. The semantic orientation of the resultative adverb points to the subject in the sentence, adhering to the principle of semantic orientation in intransitive verb resultative constructions. (1b) is the corresponding Chinese expression of (1a). The complement “光” semantically points to the subject “头发”, which is the theme of the verb “秃”.

(2) a. *足は 痛く 歩いた.

asi-wa ita-ku arui-ta
feet-TOP sore-KU walk-PAST

Intended: 'I walk too much that my feet became sore.'

b. 脚 走 疼 了.

feet walk sore PRF

'I walk too much that my feet became sore.'

In (2a), the subject “私”, which is often omitted in Japanese when the first person serves as the subject, performs the action of the intransitive verb “走る”, after which a change in state occurs to “足”, which is a part of the subject's body. Here, “私” is the subject of the sentence, while “足” serves as the topic. However, the semantic orientation of the resultative adverb “痛く” points to the topic “足,” which does not conform to the principle that the semantic orientation of the resultative adverb in intransitive verb resultative constructions should point to the subject. Therefore, this sentence does not meet the conditions for a valid Japanese resultative construction. (2b) is the corresponding Chinese expression of (2a). In this sentence, the complement “疼” semantically points to the subject “脚”, which is not the agent but rather the instrument of the verb “走”.

(2') 足は 歩いて 痛く なった.

asi-wa arui-te ita-ku nat-ta
feet-TOP walk-TE sore-KU become-PAST

'I walk too much that my feet became sore.'

As pointed out by Kageyama (1996)[9], sentences that cannot be translated directly into a resultative construction often present the verb and resultative complement components in separate clauses connected by the particle “TE,” forming a compound sentence “S1 TE S2.” This Japanese compound sentence structure conveys the result or state that arises after the action or event in S1. This has a similar semantic function to the verb-resultative construction in Chinese. Sentence (2') is the correct expression for (2). In (2'), the subject of S1 is “私”, while the subject of S2 is “足.” The sentence expresses the result state of the feet (S2's subject) after the action of walking (S1's verb) by the subject “私”.

2.2 Japanese Resultative Construction with Transitive Verb

When the predicate verb in a Japanese resultative construction is transitive, the semantic orientation of the resultative adverb should point to the object of the sentence, i.e., the recipient of the action [8](Xu & Huang, 2015).

(3) a. 彼女が 髪を 赤く 染めた.

kanozyo-ga kami-o aka-ku some-ta

She-NOM hair-ACC red-KU dye-PAST

‘She dyed her hair red.’

b. 她 染 红 了 头发.

she dye red PRF hair

‘She dyed her hair red.’

In (3a), the resultative adverb “赤く” indicates that the object “髪” attains the state of being red after undergoing the action of “染める”. Its semantic orientation is towards the object of the transitive verb, adhering to the semantic orientation principle of resultative constructions with transitive verbs. (3b) is the corresponding expression in Chinese, where the complement “红” semantically points to the object “头发”, and the subject is the agent of the predicate verb “染”.

(4) a. *彼女が 本を うとうとと 読んでいる.

kanozyo-ga hon-o utouto-to yon-de iru

She-NOM book-ACC sleepy-TO read-PROG

Intended: ‘She feels sleepy because of reading a book.’

b. 她 看 书 看 困 了.

She read book read sleepy PRF

‘She feels sleepy because of reading a book.’

In (4a), the resultative adverb “うとうとに” expresses a state of “feeling sleepy,” and its semantic orientation is towards the subject “彼女”, not directly related to the object “本”. The intended meaning is that the subject “彼女” attains a state of “feeling sleepy” after performing the action of “読む”. However, this resultative state does not conform to the semantic principle of resultative constructions with transitive verbs, where the resultative adverb should point to the object. Therefore, this sentence violates the compositional conditions of Japanese resultative constructions and is incorrect. (4b) is the corresponding expression in Chinese, where the complement “困” semantically points to the subject “她”, and the subject is the agent of the predicate verb.

(4) 彼女が 本を 読んで うとうとと なっている.

kanozyo-ga hon-o yon-de utouto-to nat-te iru

She-NOM book-ACC read-DE sleepy-TO get-PROG

‘She feels sleepy because of reading a book.’

(4) is the correct expression for (4). By connecting the two clauses with the conjunctive particle TE, it indicates that the subject “彼女” undergoes a change of state after performing the action of “読む”.

From the above analysis, both Chinese verb-resultative constructions and Japanese resultative constructions can express the meaning of “action-result.” Both the resultative adverbs in Japanese and the complements in Chinese verb-resultative constructions

have complex semantic orientation restrictions. Not all Chinese verb-resultative constructions can be expressed in the form of Japanese resultative constructions. In Japanese, the semantic orientation of resultative adverb depends on whether the predicate verb is transitive or intransitive, requiring them to point to either the subject or the object of the sentence. Furthermore, according to Kageyama (1996), sentences that cannot be expressed in the form of Japanese resultative constructions can generally be expressed using compound sentences guided by the conjunctive particle TE [9].

3 The Empirical Study

3.1 Research Questions

This thesis investigates the mastery by Chinese L2 learners of Japanese of the semantic orientation constraints of resultative adverb in Japanese resultative construction. Based on this premise, the following questions are posed: do learners of different proficiency levels exhibit differences in judging the grammaticality of resultative constructions? Are the judgments of learners of varying proficiency levels influenced by verb types and semantic orientation constraints?

3.2 Subjects

A total of 87 undergraduate and graduate students from Japanese majors in a Chinese university, participated in this empirical investigation. A total of 67 valid questionnaires were collected. Among them, there were 20 males and 47 females. The age distribution was as follows: 59 were aged 18-25, 6 were aged 26-30, and 2 were aged 31-40. The participants included 15 who had not passed the JLPT, 21 who had passed the N2 level of the JLPT, and 31 who had passed the N1 level. This survey grouped the participants into experimental groups based on their JLPT performance and the duration of their Japanese language study: the beginner group (those who had not passed the JLPT), the intermediate group (those who had passed the N2 level), and the advanced group (those who had passed the N1 level). Additionally, 9 Japanese native speakers participated as a control group, with 8 aged 18-25 and 1 aged 26-30.

3.3 Instruments and Procedures

Each participant underwent an acceptability test. A 2×2 design was employed to create the test sentences, incorporating both intransitive/transitive verbs and resultative constructions/S1 TE S2 compound sentences, as illustrated in Table 1.

Among them, there are three test sentences for Sentence Type A (1a), which comply with the semantic orientation constraints of resultative adverbs in Japanese resultative constructions; two test sentences for Sentence Type B (2a), which violate the semantic orientation constraints of resultative constructions; three test sentences for Sentence Type C (3a), which adhere to the semantic orientation constraints of resultative adverbs; and two test sentences for Sentence Type D (4a), which do not adhere to the

semantic orientation constraints of resultative adverbs . To ensure that participants' judgments were not hindered by unfamiliar vocabulary, we annotated potentially challenging words with both Chinese and Japanese kana (phonetic symbols).

Beneath each sentence, a scale line was provided with the following markers: -2 indicating "completely incorrect," -1 indicating "probably incorrect," 0 indicating "don't know," +1 indicating "probably correct," and +2 indicating "completely correct." In analyzing the results of the judgment tests, we considered participants' markings of +1 and above as acceptance of the sentence, markings of -1 and below as rejection of the sentence, and markings between -1 and +1 as uncertainty regarding the acceptability of the sentence.

Table 1. Example Sentences for Testing

	Resultative Construction	S1 TE S2 Compound Sentence
Intransitive Verb	髪がつるつるに禿げている (Type A)	*足は痛く歩いた (Type B)
Transitive Verb	彼女が髪を赤く染めた (Type C)	*彼女が本をうとうとと読んでいる (Type D)

3.4 Results

Regarding the first question, learners of different proficiency levels exhibit differences in judging the grammaticality of resultative constructions, as demonstrated in Table 2.

Table 2. Mean Scores of Learners of Different Proficiency Levels in Judging the Grammaticality of Resultative Constructions

	Beginner Group	Intermediate Group	Advanced Group	Japanese Native Speakers Group
Resultative Construction (Type A-C)	.78**	.97**	1.04**	1.85
S1 TE S2 Compound Sentence (Type B-D)	.53**	-.37**	.07**	-1.81

Note: * indicates a significant difference ($p < 0.05$) between the group's mean score and that of the Japanese native speakers group. ** indicates a highly significant difference ($p < 0.001$) between the group's mean score and that of the Japanese native speakers group.

As shown in Table 2, with the improvement in Japanese proficiency, the experimental groups' acceptance levels of Sentence Types A-C, which constitute valid Japanese resultative constructions, gradually increase, as illustrated in Figure 1. The beginner and intermediate groups exhibit uncertainty, though the intermediate group's mean score is close to the acceptance level of +1. The advanced group's mean score surpasses the acceptance level of +1, yet there remains a significant gap compared to the Japanese native speaker group. For Sentence Types B-D, the mean scores of all three groups are above the unacceptable level of -1, as shown in Figure 2. This indicates that none of the experimental groups are able to correctly identify these sentences'

non-compliance with the semantic orientation constraints of Japanese resultative constructions, wherein the appropriate form should be “S1 TE S2.” Additionally, the mean scores of Sentence Types B-D do not show a decreasing trend with the improvement of Japanese proficiency, with the intermediate group even performing better (i.e., having lower negative scores) than the advanced group.

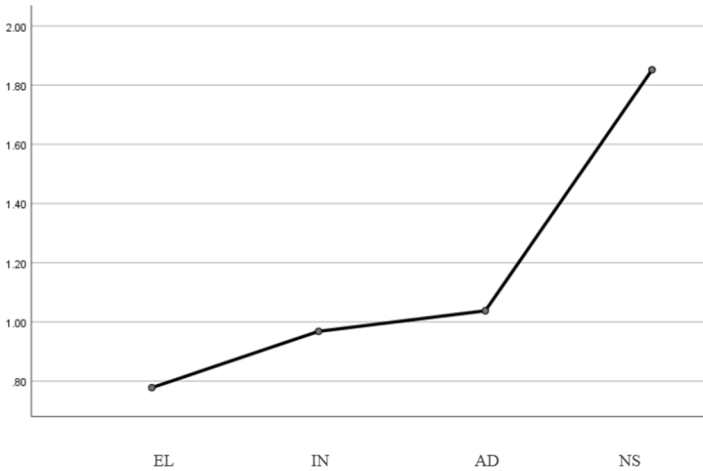


Fig. 1. Mean Acceptability Scores for Sentence Type A-C

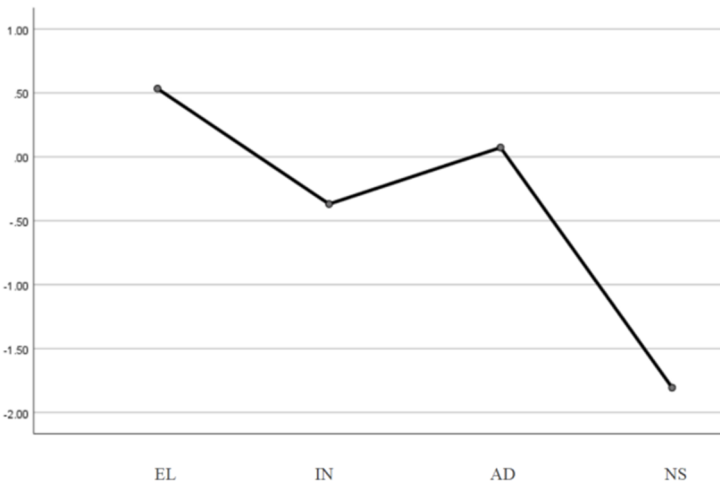


Fig. 2. Mean Acceptability Scores for Sentence Type B-D

Addressing the second question, the influence of verb type and semantic orientation constraints on learners of different proficiency levels when judging resultative constructions is presented in Table 3.

Table 3. Mean Acceptability Scores for Sentence Type ABCD of Each Group

	Beginner Group	Intermediate Group	Advanced Group	Japanese Native Speakers Group
Intransitive + Subject Orientation (Type A)	.69*	.94**	.90**	1.96
*Intransitive + Topic Orientation (Type B)	.77**	-.31**	-1.10	-1.83
Transitive + Object Orientation (Type C)	.87	.95	1.20	1.74
*Transitive + Subject Orientation (Type D)	.30**	.81**	.40**	-1.78

From Table 3, we observe that although all three experimental groups demonstrate uncertainty in accepting Sentence Type A, the mean scores of the intermediate (0.94) and advanced (0.90) groups, as proficiency in Japanese improves, approach the acceptance level of +1, as shown in Figure 3.

In judging Sentence Type B, however, the mean scores of the experimental groups decrease with enhanced Japanese proficiency, as depicted in Figure 4. The beginner group displays uncertainty regarding the acceptability of Sentence Type B with a mean score above 0, significantly differing from the Japanese native speaker group. This suggests that participants in this group are unable to discern that Sentence Type B is an incorrect expression. The intermediate group's mean score of -0.31, though lower than the beginner group, remains above the unacceptable level of -1 and also significantly differs from the Japanese native speaker group. Notably, the advanced group exhibits a significant difference from the previous two groups, with a mean score of -1.10, indicating unacceptability and no significant difference from the Japanese native speaker group. This indicates that when Chinese native speakers reach N1 proficiency in Japanese, they can discern Sentence Type B, demonstrating mastery of the semantic orientation restriction, that is, when the predicate verb is intransitive, the semantic orientation of resultative adverb should point to the subject rather than the topic.

Regarding Sentence Type C, the mean scores of the three experimental groups increase with improved Japanese proficiency, as illustrated in Figure 5. The beginner and intermediate groups' mean scores of 0.87 and 0.95, respectively, are slightly below the acceptance level of +1, yet they show a higher degree of acceptance for Sentence Type C compared to Sentence Type A. Notably, the intermediate group's mean score nearly reaches the acceptance level of +1. The advanced group's mean score of 1.20 exceeds the acceptance level of +1, and all three groups do not significantly differ from the Japanese native speaker group in judging Sentence Type C. This suggests that Chinese native speakers learning Japanese find it easier to comprehend and accept transitive verb resultative constructions compared to intransitive verb constructions.

In contrast to Sentence Type B, none of the Chinese groups were able to correctly discern Sentence Type D as an incorrect expression, failing to identify the restriction that when the predicate verb is transitive, the semantic orientation of the adverbs of result should point to the object rather than the subject. The mean scores of the three groups, 0.30, 0.81, and 0.40, respectively, are all above the unacceptable level of -1,

with the intermediate group having the highest mean score, as shown in Figure 6. Furthermore, all three groups significantly differ from the Japanese native speaker group in judging this sentence type, forming a stark contrast with the results for Sentence Type B. Considering the findings for Sentence Type C, Chinese L2 learners of Japanese tend to accept and understand transitive verb resultative constructions more easily than intransitive verb constructions. However, acquiring the semantic orientation constraints for resultative adverbs in transitive verb constructions poses a greater challenge, even for learners at the N1 level.

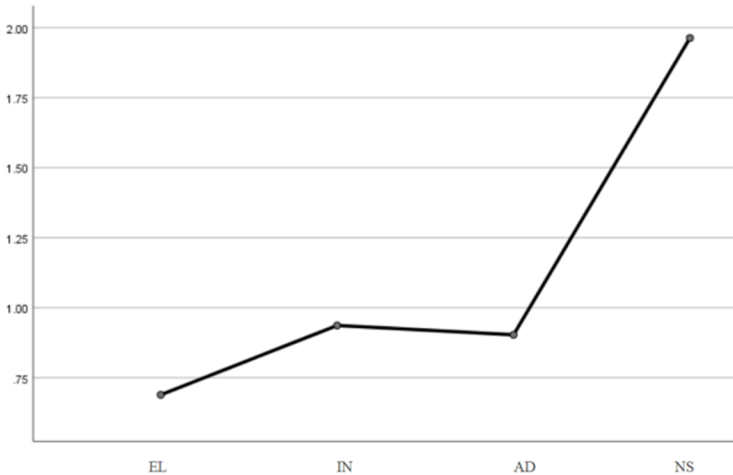


Fig. 3. Mean Acceptability Scores for Sentence Type A

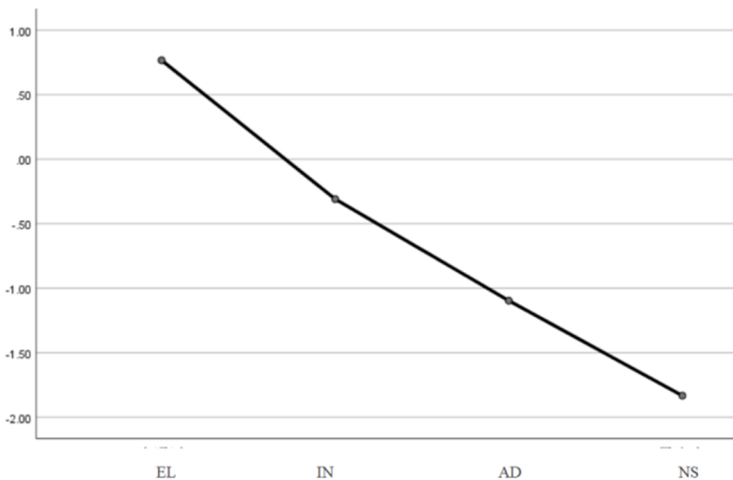


Fig. 4. Mean Acceptability Scores for Sentence Type B

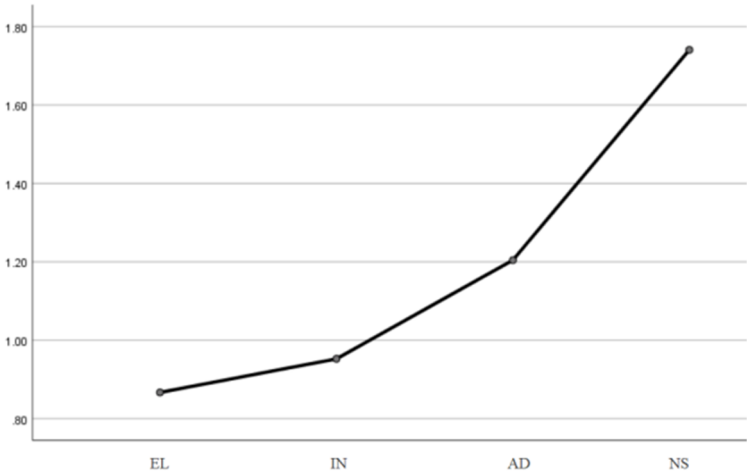


Fig. 5. Mean Acceptability Scores for Sentence Type C

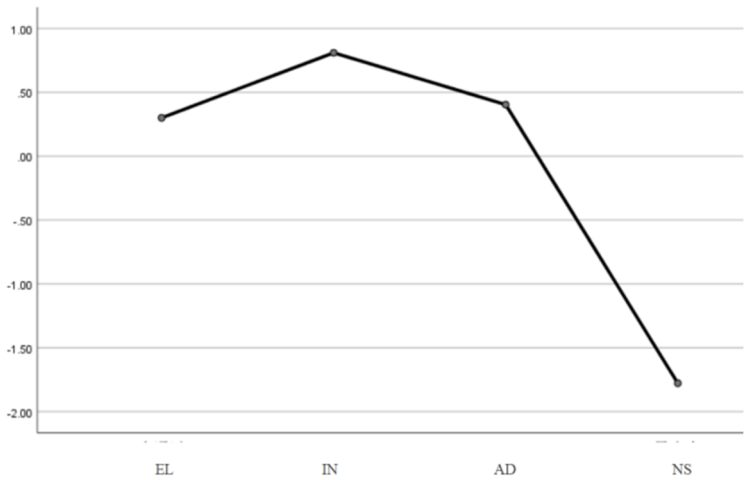


Fig. 6. Mean Acceptability Scores for Sentence Type D

4 Discussion

4.1 Negative Transfer of Native Language

Selinker (1992)[10] highlights that when the rules of one’s native language do not align with those of the target language, a negative impact arises, known as negative transfer. In Japanese, verbs are strictly distinguished based on whether they are intransitive or transitive, and the type of verb determines the choice of sentence pattern. While Chinese also differentiates between intransitive and transitive verbs, this distinction is primarily semantic, yet less prominently syntactic. Consequently, Japanese learners of

Chinese encounter disparities in their acceptance of Sentence Type A (intransitive verb resultative construction) and Sentence Type C (transitive verb resultative construction) due to their lack of distinction between Japanese intransitive and transitive verbs. Experimental results indicate that Chinese learners comprehend and acquire intransitive verb resultative constructions less effectively compared to transitive ones. This may stem from the fact that many intransitive verbs in Chinese verb-resultative constructions can directly take an “object,” a phenomenon resembling transitive verbs in Japanese. However, in Japanese, sentences with intransitive verbs do not permit the presence of objects. Influenced by their native language, learners tend to accept the syntactic structure of transitive verb resultative constructions in Japanese more readily, while facing difficulties in understanding or acquiring the syntactic structure of intransitive verb resultative constructions.

Although the complement components in Chinese verb-resultative constructions possess complex semantic orientations, the sentence patterns are fundamentally VR structures. For instance, “她染红了头发” and “她看困了”. Here, the complement “红” orients towards the object, while “困” orients towards the subject, yet both are expressed in VR form. This influences Chinese native speakers learning Japanese when differentiating between Sentence Type B and D, particularly causing significant difficulties in identifying the non-conformance of Sentence Type D with the semantic orientation constraints of resultative constructions. Despite the difference in semantic orientation of the resultative complements in the erroneous Sentence Type D and the correct Sentence Type C, which respectively orient towards the subject and object, learners may be influenced by negative transfer from Chinese, assuming that both Sentence Type C and D can adopt the same Japanese resultative construction pattern.

4.2 Syntactic-Semantic Interface

Sarace & Filiaci (2006:340)[11] argue that for adult second language learners, purely syntactic properties are relatively easier to acquire, whereas interface properties involving syntax and other cognitive domains pose greater challenges for complete acquisition. Japanese resultative constructions, classified under transitive and intransitive verbs, exhibit distinct syntactic structures and different semantic constraints of resultative adverbs. When learners aim to correctly understand and acquire the semantic constraints of resultative adverbs in Japanese resultative constructions, they must first select the appropriate sentence pattern based on the transitive or intransitive nature of the verb, and further adhere to the corresponding semantic orientation of the resultative adverb. This process engages the “syntactic-semantic” interface, placing significant demands on learners' linguistic knowledge and processing capabilities.

As shown in Table 1, although the mean score of the advanced group in judging sentence Types A and B, which conform to the correct Japanese resultative constructions, is slightly above the threshold of +1 (1.04), there is still a substantial gap compared to the Japanese native speaker group, indicating that even learners who have reached the N1 level of Japanese proficiency encounter difficulties in processing linguistic expressions involving the “syntactic-semantic” interface. Apart from negative transfer from the mother tongue, the “syntactic-semantic” interface poses significant

challenges for all groups in distinguishing sentence Type D. When assessing sentence Type D, all three groups exhibited uncertainty, with positive values. Notably, the mean score of the beginner group was lower than that of the advanced group, while the intermediate group performed the worst. In evaluating transitive verb resultative constructions, the lack of understanding of the semantic constraints of resultative adverbs among transitive verbs was evident across all three groups, with even intermediate and advanced learners failing to establish this principle within their linguistic systems. Consequently, even intermediate and advanced learners performed poorly in judging sentence Type D.

5 Conclusion

The aforementioned empirical research findings indicate that as Chinese native speakers' proficiency in Japanese improves, their acceptance of expressions conforming to Japanese resultative constructions gradually increases. However, there are discrepancies in the acquisition of the semantic orientation constraints of resultative adverbs associated with transitive and intransitive verbs, with even advanced learners having difficulties fully mastering the semantic orientation constraints of resultative adverbs with intransitive and transitive verbs.

Compared to existing research, this thesis delves deeper into the acquisition of Japanese resultative constructions by Chinese L2 learners, particularly in terms of understanding the impact of their native language on learners' acquisition of the semantic orientation constraints of resultative adverbs under the classification of transitive and intransitive verbs, as well as the errors that arise. Furthermore, it reinforces the "Interface Hypothesis," emphasizing the substantial difficulties learners encounter in acquiring linguistic expressions involving the "syntactic-semantic" interface, even at advanced levels of proficiency. This investigation holds significant implications for Chinese Japanese language teachers in their future instruction of Japanese resultative constructions. Teachers are advised to integrate knowledge of the semantic constraints of resultative adverbs into their teaching of Japanese resultative constructions, thereby facilitating students' comprehension and production of related expressions.

While this thesis focuses specifically on the semantic orientation constraints of resultative adverbs in Japanese resultative constructions, it does not delve into other Japanese resultative expression forms corresponding to Chinese verb-resultative constructions, such as single verbs and compound verbs, denoting "action-result" meanings in Japanese. Additionally, limitations include a relatively small sample size and a limited number of test sentences examined. Future research should extend to various Japanese resultative patterns corresponding to Chinese verb-resultative constructions, incorporating multiple-choice questions, translation tasks, and other assessment methods into the acceptability tests to conduct a more comprehensive study.

References

1. Nitta, Yoshio. (1983). Aspects of Adverbial Modal Components of Verbs. *Japanese linguistics [J]*, (10):18-29.
2. Nitta, Yoshio. (1997). Introduction to the Study of Japanese grammar [M]. Kuroshio Publishing.
3. Nitta, Yoshio. (2002). Aspects of Adverbial Expressions [M]. Kuroshio Publishing.
4. Chen Hong (1993). Exploring Japanese [Medial Verbs] through Chinese Verb-Resultative Constructions. *Foreign Languages Research*, Issue 2, pp. 28-31.
5. Huang Chunyu (2011). A Comparative Study on Resultative Complements in Chinese and Japanese [M]. Shanghai: Shanghai Translation Publishing House.
6. Yang J. (2017). A Study on the Acquisition of Chinese Resultative Complements by Japanese Students and Teaching Strategies. Shanghai International Studies University.
7. Shan H. Y. (2016). A Questionnaire Survey on Japanese Resultative Expressions. *Youth Time*, p. 52.
8. Xu C. H., & Huang J. (2015). An Investigation into the Characteristics of Japanese Resultative Constructions. *Japanese Language Learning and Research*, Issue 2, pp. 12-19.
9. Kageyama, (1996). *Verb Semantics - The Interface between Language and Cognition* [M]. Kuroshio Publishing.
10. Selinker, L. R. (1992). *Recovering Interlanguage*[M]. London: Longman.
11. Sorace, A., & Filiaci, F. (2006). Anaphora resolution in near-native speakers of Italian. *Second language research*, 22(3), 339-368.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

