

**香港における上級日本語学習者の複合動詞の理解**  
**Comprehension of compound verbs by advanced Japanese language learners**  
**in Hong Kong**

何 志明  
香港中文大学日本研究学科

**要旨**

本稿は、香港の上級日本語学習者に対する調査を通して、日本語学習者が複合動詞をどれぐらい理解しているかを調査することを目的とする。本研究では、日本語能力試験一級に合格し、香港の大学で日本研究を専攻とする学部生 13 名を集め、複合動詞のテストに参加してもらった。本研究のテストは大学共同利用機関法人 人間文化研究機構 国立国語研究所が開発した『現代日本語書き言葉均衡コーパス』モニター公開データ（2008 年度版）に収録されている複合動詞のデータから使用頻度の高い 40 語を選択し、作成したものである。本研究の結果は次の通りである。①たとえ被験者がそれらの複合動詞を知っていると考えていても、実際にはうまく使えない場合がある。②日本語能力試験二級の出題範囲に入っている複合動詞は一見難しくないように見えるが、間違えやすいものが少なくない。③同じ前項動詞または後項動詞を持つ複合動詞の区別が難しい。

**キーワード：**

複合動詞、上級日本語学習者、理解、使用頻度、日本語能力試験

# **Comprehension of compound verbs by advanced Japanese language learners in Hong Kong**

**HO Chi Ming**

**Department of Japanese Studies, The Chinese University of Hong Kong**

## **Abstract**

This paper investigates the extent to which Japanese language learners understand the usage of compound verbs (CV) by studying Hong Kong advanced Japanese language learners as an example. CV is one of the most difficult learning items for many Japanese language learners. 13 informants (undergraduate students majoring in Japanese Studies in Hong Kong) with Japanese Language Proficiency Test (JLPT) Level 1 proficiency were invited to participate in this study. The most frequently-used CV in the corpus of National Institute of Japanese Language and Linguistic will be used to examine whether the informants understand their meanings. This study reveals the following results. First, even though informants claim that they understand the meanings of CV, there are many occasions when those CV are misused. Secondly, JLPT Level 2 CV are seemingly easy to use in general but this may be a misperception as their correct answer percentages can be low. Thirdly, it is difficult to distinguish CV with similar V1 and/or V2 correctly. This paper suggests that more studies related to the acquisition of CV should be conducted which will lead to the future development and improvements of teaching methods and materials.

## **Keywords**

Compound Verbs, Advanced Japanese Language Learners, Comprehension, Frequency of Usage, Japanese Language Proficiency Test

## **1. Introduction**

Compound verb (CV) in Japanese is one of the most difficult acquisition items for many Japanese language learners because of their complicated meanings and structure. CV are combinations of two single verbs (V1 and V2). Some of these combinations have meanings which are based directly on the individual meaning of V1 and V2 respectively. In other words, the meaning of CV can be seen as the combination of meaning of V1 and V2. However, many of them do not follow this rule. In this sense, the meaning of CV cannot be taken as the sum of meanings of V1 and V2, but rather there may be no direct semantic relationship between CV and its single verb components (V1 and V2). According to Ishii (2007), there are 2,494 CV recorded in contemporary Japanese dictionaries. Tanaka (2004) pointed out that about 40% of Japanese verbs we are now

using are CVs from the result of Morita (1991). CVs are frequently used in written texts, such as newspapers, magazines and internet sites which native Japanese speakers read every day. If Japanese language learners cannot understand and use CV properly, it is difficult for them to understand and communicate well with Japanese native speakers. In reality, Japanese learners do not realize the importance of using CV and many of them even are not aware of the existence of CV. We should bring the issue of CV to their attention. Although the most effective method is through classroom teaching, most of the Japanese teachers do not spare sufficient time to teach CV to their students. There are so many CV that it is practically impossible to teach them all in class. It is difficult for teachers to decide the list of CV that should be taught in their often limited teaching hours. The purpose of this study is to find out the current situation of CV usage of Japanese language learners by examining the kinds of CV that pose difficulties for them. This study will contribute to the development of teaching materials and methods of CVs in future.

## **2. Preceding Studies**

There have been many previous studies on the syntactic and semantic structure of CV (Himeno (1999), Ho (2002, 2010a), Ishii (2007), Kageyama (1993, 1999), Matsumoto (1998), Matsuda (2004)). According to Matsuda (2004), the difficulties encountered in learning CV can be divided into the following categories:

- a. Complicated criteria for forming compounds;
- b. Difficulties in distinguishing the difference in meaning between a single verb and CV;  
and
- c. Uncertainties in the effective acquisition of CV.

Furthermore, Ho (2009, 2010b) points out that the following items are the most challenging:

1. The large number of combinations
2. Various combinations that can be produced by changing V1 and/or V2
3. The high frequency of usage
4. Uniqueness (most CV cannot be replaced by other expressions such as a single verb)

Although there are many studies related to the linguistic features of CV, it is still rare to come across studies on the acquisition of CV. In this sense, it is difficult to apply these previous studies directly to help learners to acquire these CVs. In addition, there is also no previous study which provides findings on what kinds of CV are difficult to learn.

There are several reasons for the insufficient support to CV teaching and acquisition. First, many studies are conducted with the objective to explain the syntactic and semantic structure by using linguistic approaches, but because the structure itself is very complicated, those explanations are still not easy for Japanese language learners to understand. Secondly, the difficulties of learning CVs experienced by Japanese language learners may be not the same as Japanese native speakers because native speakers usually take CV as one single word rather than a combination of V1 and V2. However, Japanese language learners usually consider how V1 and V2 correlate with each other and how they contribute to the meaning of the compound verb as a whole. Thirdly, it is difficult to develop effective pedagogy for CV supervision because there are no guidelines regarding how CV should be taught.

### **3. Details of this study**

#### **3.1 Objective of this study**

This study aims to examine the how Japanese language learners understand the usage of CV by taking the case of Hong Kong advanced Japanese language learners as an example. A paper test was conducted to find out their ability in using CV.

#### **3.2 Informants**

There are in total 18 informants who have participated in this study. All of them were undergraduate students in one of the universities in Hong Kong when the test was conducted. 13 of them are Hong Kong advanced Japanese language learners who served as the main targets of this study. Five of them are Japanese native speakers. The Japanese native speakers serve as control to make sure that there is no defect in the questions found in the test. All Japanese native speakers answered in all questions correctly.

#### **3.3 Details of the test**

The test consists of 40 multiple choice questions. Informants were asked to select the most appropriate answer from the four options in each question.

#### **3.4 Selection of CV**

In this study, we aim to find out whether advanced Japanese language learners are able to master the proper use of frequently-used CV. First, we have to search for those frequently-used CV. According to Ishii (2007), there are 2,494 CV which can be found in the following 4 dictionaries:

- a. G: *Gakugen kokugo daijiten* (1st edition)  
(『学研国語大辞典(初版)』)
- b. S: *Shinmēkai kokugo jiten* (3rd edition)  
(『新明解国語辞典(第三版)』)
- c. I: *Iwanami kokugo jiten* (2nd edition)  
(『岩波国語辞典(第二版)』)
- d. K: *Kokuritsu kokugo kenkyūjyō shiryōshū* (No.7) *dōshi kēyōshi mondaigo yōrēshū*  
(『国立国語研究所資料集 7 動詞・形容詞問題語用例集』)

Among the 2,494 CV, there are 1,222 CV which appear in the above four dictionaries (G, S, I, K) . We can say that these CV are relatively well-known CV. Next, by using the Balanced Corpus of Contemporary Written Japanese (BCCWJ) created by National Institute for Japanese Language and Linguistics (NINJAL) , all 1,222 CV were examined and the top 40 most frequently used in the corpus were selected and applied to the questions in the test <sup>(1)</sup>. However, verbs like “*moushiageru*” (申し上げる : say (humble form)), “*kurikaesu*” (繰り返す : repeat) , “*niau*” (似合う : look nice) are not included because although they are frequently used, they look like single verbs. The frequency of appearance of the selected 40 verbs as well as the level they belong to in the JLPT are stated in Table 1 as follows.

**Table 1: CV used in this study**

Q. no.	CV (Roman character)	CV (Kanji)	Meaning	Freq.	JLPT Level
1	<i>torikumu</i>	取り組む	tackle with a difficult problem	650	1
2	<i>torimaku</i>	取り巻く	surround	357	1
3	<i>ukeireru</i>	受け入れる	receive, accept	325	1
4	<i>omoidasu</i>	思い出す	recall, remember	320	2
5	<i>uketoru</i>	受け取る	receive, accept	277	2
6	<i>minaosu</i>	見直す	look over, reconsider, have a better opinion	259	2
7	<i>tsukiau</i>	付き合う	associate with, make friend	252	2
8	<i>toriatsukau</i>	取り扱う	handle, manage	231	1

---

1. The frequency of each CV is examined based on the number of “dictionary form” that exist in the BCCWJ. For example, there are 650 “*torikumu*” (取り組む) in the form of dictionary form “*torikumu*”.

Comprehension of compound verbs by advanced Japanese language learners  
in Hong Kong

Q. no.	CV (Roman character)	CV (Kanji)	Meaning	Freq.	JLPT Level
9	<i>hikiageru</i>	引き上げる	pull up, withdraw	212	1
10	<i>deau</i>	出会う	meet	206	2
11	<i>toriageru</i>	取り上げる	take up, take away, forfeit	169	2
12	<i>furikaeru</i>	振り返る	turn round, look back	165	1
13	<i>hikiokosu</i>	引き起こす	raise up, cause	147	1
14	<i>torimodosu</i>	取り戻す	get back, restore	145	1
15	<i>hikidasu</i>	引き出す	pull out, draw a conclusion, withdraw	140	2
16	<i>tachiagaru</i>	立ち上がる	stand up, rise up, recover	126	2
17	<i>hikiukeru</i>	引き受ける	undertake, take charge of	114	2
18	<i>toriireru</i>	取り入れる	adopt, accept, introduce	104	2
19	<i>toridasu</i>	取り出す	take out, produce	101	2
20	<i>miageru</i>	見上げる	look up	98	2
21	<i>mimamoru</i>	見守る	keep one's eye on	96	nil
22	<i>torikommu</i>	取り込む	take in, be busy	94	nil
23	<i>tsukuridasu</i>	作り出す	make, create, manufacture	90	nil
24	<i>hikisageru</i>	引き下げる	pull down, reduce, withdraw	86	1
25	<i>miwakeru</i>	見分ける	distinguish between A and B	84	nil
26	<i>furimuku</i>	振り向く	look back, turn one's face	79	2
27	<i>torishimaru</i>	取り締まる	control, regulate, keep in order	76	1
28	<i>mukiau</i>	向き合う	face each other	76	nil
29	<i>mochikomu</i>	持ち込む	carry into	76	nil
30	<i>miorosu</i>	見下ろす	look down, overlook	73	2
31	<i>omoiataru</i>	思い当たる	remind, recall	66	nil
32	<i>norikoeru</i>	乗り越える	overcome	65	nil
33	<i>kirikaeru</i>	切り替える	change, switch over	65	nil
34	<i>torikesu</i>	取り消す	cancel, withdraw	64	2
35	<i>uketomeru</i>	受け止める	catch, accept the fact	62	1
36	<i>minuku</i>	見抜く	see through, detect	62	nil
37	<i>noridasu</i>	乗り出す	start, lean out	61	nil
38	<i>hakidasu</i>	吐き出す	vomit	59	nil
39	<i>tobidasu</i>	飛び出す	jump out, run away	58	2
40	<i>hikitsugu</i>	引き継ぐ	succeed, inherit, transfer, hand over	54	nil

The 40 CV used in the questions include 11 Japanese Language Proficiency Test (JLPT) Level 1 vocabularies, 16 Level 2 vocabularies. The sample question (Question 1) is shown as follows:

(Q1) この町は子供にかかわる事件や事故を重く受け止め、昨年から地域安全の充実に総合的に a. 取り組む 「子ども安心プロジェクト」を実施している。

This city takes incidents and accidents related to children seriously. The “Child Protection Program” is enforced to a. tackle with the issue of district safety as a whole since last year.

- a. 取り組む (*torikumu*: tackle with a difficult problem)
- b. 取り扱う (*toriatsukau*: handle, manage)
- c. 取り戻す (*torimodosu*: get back, restore)
- d. 取り出す (*toridasu*: take out, produce)

When evaluating the compound verb acquisition outcome of the learners, besides knowing how many mistakes they have made, it is also important to know how many CV they know. In this study, whether the informants know the 40 CVs is investigated. After completing the questions, informants were asked to indicate whether these 40 CV are known or unknown.

#### 4. Findings in this study

The results of the test are shown in Table 2(a) and 2(b).

**Table 2(a)**

Question No.	CV	JLPT Level	Correct ans.	Correct ans. (%)	Unknown CV <sup>(2)</sup>
Q01	<i>torikumu</i>	Level 1	8	61.54	1
Q02	<i>torimaku</i>	Level 1	6	46.15	1
Q03	<i>ukeireru</i>	Level 1	7	53.85	1
Q04	<i>omoidasu</i>	Level 2	13	100	0
Q05	<i>uketoru</i>	Level 2	8	61.54	0
Q06	<i>minaosu</i>	Level 2	6	46.15	0
Q07	<i>tsukiau</i>	Level 2	12	92.31	0
Q08	<i>toriatsukau</i>	Level 1	7	53.85	1
Q09	<i>hikiageru</i>	Level 1	9	69.23	2
Q10	<i>deau</i>	Level 2	10	76.92	0

Comprehension of compound verbs by advanced Japanese language learners  
in Hong Kong

Q11	<i>toriageru</i>	Level 2	5	38.46	1
Q12	<i>furikaeru</i>	Level 1	8	61.54	0
Q13	<i>hikiokosu</i>	Level 1	13	100	2
Q14	<i>torimodosu</i>	Level 1	9	69.23	1
Q15	<i>hikidasu</i>	Level 2	5	38.46	0
Q16	<i>tachiagaru</i>	Level 2	11	84.62	0
Q17	<i>hikiukeru</i>	Level 2	10	76.92	0
Q18	<i>toriireru</i>	Level 2	7	53.85	2
Q19	<i>toridasu</i>	Level 2	13	100	0
Q20	<i>miageru</i>	Level 2	8	61.54	0
Q21	<i>mimamoru</i>	nil	6	46.15	1
Q22	<i>torikomu</i>	nil	6	46.15	1
Q23	<i>tsukuridasu</i>	nil	9	69.23	0
Q24	<i>hikisageru</i>	Level 1	12	92.31	1
Q25	<i>miwakeru</i>	nil	11	84.62	2
Q26	<i>furimuku</i>	Level 2	10	76.92	4
Q27	<i>torishimaru</i>	Level 1	9	69.23	1
Q28	<i>mukiau</i>	nil	7	53.85	1
Q29	<i>mochikomu</i>	nil	7	53.85	1
Q30	<i>miorosu</i>	Level 2	10	76.92	1
Q31	<i>omoiataru</i>	nil	11	84.62	5
Q32	<i>norikoeru</i>	nil	13	100	1
Q33	<i>kirikaeru</i>	nil	11	84.62	0
Q34	<i>torikesu</i>	Level 2	10	76.92	1
Q35	<i>uketomeru</i>	Level 1	3	23.08	1
Q36	<i>minuku</i>	nil	11	84.62	1
Q37	<i>noridasu</i>	nil	3	23.08	4
Q38	<i>hakidasu</i>	nil	10	76.92	2
Q39	<i>tobidasu</i>	Level 2	12	92.31	0
Q40	<i>hikitsugu</i>	nil	12	92.31	0



Table 2(b)

Question No.	CV	JLPT Level	Correct ans.	Correct ans. (%)	Unknown CV <sup>(2)</sup>
Q13	<i>hikiokosu</i>	Level 1	13	100	2
Q32	<i>norikoeru</i>	nil	13	100	1
Q04	<i>omoidasu</i>	Level 2	13	100	0
Q19	<i>toridasu</i>	Level 2	13	100	0
Q24	<i>hikisageru</i>	Level 1	12	92.31	1
Q07	<i>tsukiau</i>	Level 2	12	92.31	0
Q39	<i>tobidasu</i>	Level 2	12	92.31	0
Q40	<i>hikitsugu</i>	nil	12	92.31	0
Q31	<i>omoiataru</i>	nil	11	84.62	5
Q25	<i>miwakeru</i>	nil	11	84.62	2
Q36	<i>minuku</i>	nil	11	84.62	1
Q16	<i>tachiagaru</i>	Level 2	11	84.62	0
Q33	<i>kirikaeru</i>	nil	11	84.62	0
Q26	<i>furimuku</i>	Level 2	10	76.92	4
Q38	<i>hakidasu</i>	nil	10	76.92	2
Q30	<i>miorosu</i>	Level 2	10	76.92	1
Q34	<i>torikesu</i>	Level 2	10	76.92	1
Q10	<i>deau</i>	Level 2	10	76.92	0
Q17	<i>hikiukeru</i>	Level 2	10	76.92	0
Q09	<i>hikiageru</i>	Level 1	9	69.23	2
Q14	<i>torimodosu</i>	Level 1	9	69.23	1
Q27	<i>torishimaru</i>	Level 1	9	69.23	1
Q23	<i>tsukuridasu</i>	nil	9	69.23	0
Q01	<i>torikumu</i>	Level 1	8	61.54	1
Q05	<i>uketoru</i>	Level 2	8	61.54	0
Q12	<i>furikaeru</i>	Level 1	8	61.54	0
Q20	<i>miageru</i>	Level 2	8	61.54	0
Q18	<i>toriireru</i>	Level 2	7	53.85	2
Q03	<i>ukeireru</i>	Level 1	7	53.85	1
Q08	<i>toriatsukau</i>	Level 1	7	53.85	1
Q28	<i>mukiau</i>	nil	7	53.85	1
Q29	<i>mochikomu</i>	nil	7	53.85	1

**Comprehension of compound verbs by advanced Japanese language learners  
in Hong Kong**

Q02	<i>torimaku</i>	Level 1	6	46.15	1
Q21	<i>mimamoru</i>	nil	6	46.15	1
Q22	<i>torikomou</i>	nil	6	46.15	1
Q06	<i>minaosu</i>	Level 2	6	46.15	0
Q11	<i>toriageru</i>	Level 2	5	38.46	1
Q15	<i>hikidasu</i>	Level 2	5	38.46	0
Q37	<i>noridasu</i>	nil	3	23.08	4
Q35	<i>uketomeru</i>	Level 1	3	23.08	1

From the result above, we can see that only a limited number of questions were well-answered. The findings of this test show that the Hong Kong advanced Japanese language learner informants cannot demonstrate good performance in using CV.

#### **4.1 CVs with low percentage of correct answers**

Out of the 40 compound verbs, about one-third of them (13) have low percentage of correct answers which is defined in this test as less than 54%. They are “*toriireru*” (取り入れる), “*ukeireru*” (受け入れる), “*toriatsukau*” (取り扱う), “*mukiau*” (向き合う), “*mochikomou*” (持ち込む), “*torimaku*” (取り巻く), “*mimamoru*” (見守る), “*torikomou*” (取り込む), “*minaosu*” (見直す), “*toriageru*” (取り上げる), “*hikidasu*” (引き出す), “*noridasu*” (乗り出す), “*uketomeru*” (受け止める). Among these CV, four of them are JLPT Level 1 vocabularies, four of them are JLPT Level 2 vocabularies and five of them are neither Level 1 nor Level 2 vocabularies.

#### **4.2 CVs with high percentage of correct answers**

Out of the 40 CVs, about one-third of them (13) have high percentage of correct answer which is over 84%. They are “*hikiokosu*” (引き起こす), “*norikoeru*” (乗り越える), “*omoidasu*” (思い出す), “*toridasu*” (取り出す), “*hikisageru*” (引き下げる), “*tsukiau*” (付き合う), “*tobidasu*” (飛び出す), “*hikitsugu*” (引き継ぐ), “*omoiataru*” (思い当たる), “*miwakeru*” (見分ける), “*minuku*” (見抜く), “*tachiagaru*” (立ち上がる), “*kirikaeru*” (切り替える). Among these CV, two of them are JLPT Level 1 vocabularies, five of them are JLPT Level 2 vocabularies and six of them are neither Level 1 nor Level 2 vocabularies.

- 
2. “Unknown CV” refers to a particular CV which a number of informants indicated that they either do not know or have not yet learnt.

### 4.3 Difficulties in distinguishing CV of similar appearances

There are many CV having similar appearances which may create confusion to learners. They experience difficulties in distinguishing the meanings of these CVs from each other. In addition, many CV possess the feature where the meanings of both V1 and V2 differ when used independently as opposed to their combined usage in the form of a CV. For the CV with low percentage of correct answer, we have the following examples.

#### 【*tori*～(取り～)】

<u>Question no.</u>	<u>CV</u>	<u>CV (Kanji)</u>	<u>Correct answer %, JLPT Level</u>
Q8	<i>toriatsukau</i>	取り扱う	(53.9%, L1)
Q18	<i>toriireru</i>	取り入れる	(53.9%)
Q22	<i>torikomu</i>	取り込む	(46.2%)
Q2	<i>torimaku</i>	取り巻く	(46.2%, L1)
Q11	<i>toriageru</i>	取り上げる	(38.5%, L2)

#### 【*uke*～(受け～)】

<u>Question no.</u>	<u>CV</u>	<u>CV (Kanji)</u>	<u>Correct answer %</u>
Q3	<i>ukeireru</i>	受け入れる	(53.9%)
Q35	<i>uketomeru</i>	受け止める	(23.1%)

## 5. Analysis

The findings of this study can be grouped into three points as follows:

- The correct answer percentages of CV in the study does not correlate with the informants' claim of knowing them.
- The correct answer percentages of JLPT Level 2 vocabularies also is low.
- Compound verbs of similar appearances are difficult to distinguish.

### 5.1 Relationship between the percentage of known CV and their correct answer percentage

The informants expressed that most of the CV in the questions were already acquired previously. According to the result of this study, among the 40 CV surveyed, 15 of them are known by all informants, 17 of them are not known to only one informant, five of them are not known to two informants, two of them are not known to four informants and one of them is not known to five informants. In other words, we can say the informants have learnt most of the CV selected in this study. From this study, even the not-yet-learnt percentages are the same, the correct answer percentage can be different.

For example, the not-yet-learnt percentages of “*omoidasu*”, “*toridasu*”, “*tsukiau*”, “*tobidasu*”, “*hikitsugu*”, “*tachiagaru*”, “*kirikaeru*”, “*deau*”, “*hikiukeru*”, “*tsukuridasu*”, “*uketoru*”, “*furikaeru*”, “*miageru*”, “*minaosu*”, “*hikidasu*” are 0% (i.e., all informants know them) . There are verbs having high correct answer percentage like “*omoidasu*”, “*toridasu*”, “*tsukiau*”, “*tobidasu*”, “*hikitsugu*”, “*tachiagaru*”, “*kirikaeru*”, “*deau*”, “*hikiukeru*”, but there are also verbs having low correct answer percentages like “*minaosu*” and “*hikidasu*”. From this phenomenon, we can see that although the learners think they know the meanings of the CVs as well as how to use them, there is a possibility that they are not able to use them well in daily life. In the case of the above CVs with not-yet-learnt percentages at 0%, even though they are perceived as not being difficult to acquire, they too are used incorrectly.

### 5.2 Low correct answer percentages of JLPT Level 2 vocabularies

Not only CVs which belong to JLPT Level 1 vocabularies are difficult for these advanced Japanese learners but also the Level 2 vocabularies. For example, for some JLPT Level 2 vocabularies like “*toriireru*”(53.85%), “*minaosu*”(46.15%), “*toriageru*”(38.46%), “*hikidasu*”(38.46%), their correct answer percentage (in bracket) are low. Although these CV are Level 2, which may be regarded less difficult than Level 1 vocabularies, learners have difficulty in using it. In using CVs, there are many possibilities that learners may make mistakes in both Level 1 and Level 2 vocabularies. For example, the difficulties of Level 1 and Level 2 vocabularies are expected to be different, however when examining the JLPT syllabus in detail, the criteria for classifying a particular vocabulary into Level 1 or a Level 2 is mainly based on how often they are used <sup>(3)</sup>. In other words, the difference between Level 1 and Level 2 vocabularies is that the Level 2 vocabularies are used more often in various sources than Level 1 vocabularies.

### 5.3 CVs of similar appearances are difficult to distinguish

To many Japanese learners, the similar appearances make it difficult for them to distinguish between different CV. For the questions with low correct answer percentages, we can see that informants failed to recognize various CV. Let us look at the following 3 questions with the worst correct answer percentages (“*toriageru*” (Q11):38.46%, “*hikidasu*” (Q15):38.46%, “*noridasu*” (Q37):23.08%).

---

3. According to the JLPT syllabus (Japan Foundation 2004), Level 2 vocabularies are those words know regarded as Level 1 vocabularies which can be founded in multiple sources where the know vocabularies are selected.

(Q11) 1990年代後半以降、国立大学医学部の教授らが、製薬会社から莫大な賄賂を受け取って便宜を図っていたケースが次から次へと発生した。これらの汚職事件をニュースに a. 取り上げる が増えていくことにつれて、社会への影響がだんだん深刻になった。

Cases about professors from the medical departments of some national universities accepting large amount of bribes from medicine companies happened one after another since the second half of the 1990s. Such abuse of power cases have been increasingly a. taken up in news and their influence on the society is becoming huge.

- a. 取り上げる (*toriageru*: take up, take away)
- b. 作り出す (*tsukuridasu*: create)
- c. 踏み切る (*fumikiru*: decide to)
- d. 打ち出す (*uchidasu*: announce a new policy)

(Q15) 経営層の中で細部についてもそれなりの検討をつけておきながら、あえて従業員に考えさせるくらいでちょうどいい。要は、従業員のやる気を c. 引き出す ことが目的だからである。

While having certain amount of reflections on the details at the management level, it is good to venture on letting the employees to think. What important is that the aim is to c. draw out the employees' enthusiasm.

- a. 引き上げる (*hikiageru*: raise, increase)
- b. 引き継ぐ (*hikitsugu*: hand over, take over)
- c. 引き出す (*hikidasu*: bring out)
- d. 引き取る (*hikitoru*: receive, take back)

(Q37) ある会社の社長室に「理想の工場」のイラストがかけてある。トヨタ生産方式をベースにした生産改革に b. 乗り出す にあたり、社長が頭に描いていた「こんな工場になればいいなあ」をイラストに書き起こしたものだ。

In the president's office of a certain company hanged an illustration of "an ideal factory". To b. start a manufacturing reformation which is based on the Toyota manufacturing system, the president thought that "a factory like this would be great" in his mind and starts drawing it as an illustration.

- a. 追い出す (*oidasu*: expel, drive out)
- b. 乗り出す (*noridasu*: start)
- c. 切り出す (*kiridasu*: start to talk)
- d. 突き出す (*tsukidasu*: throw out)

From the above questions we can see that informants have difficulties in distinguishing CV with same V1 (“*hiki-*” 引き～) or V2 (“*-dasu*”～出す). For example in Q11, eight informants (61.54%) selected option d “*uchidasu*” (打ち出す) as the correct answer. In Q15, five informants (38.46%) selected option a “*hikiageru*” (引き上げる), three informants (23.08%) selected option b “*hikitsugu*” (引き継ぐ) as the correct answer. In Q37, six informants (46.15%) selected option a “*oidasu*” (追い出す), three informants (23.08%) selected option c “*kiridasu*” (切り出す), one informant (7.69%) selected option d “*tsukidasu*” (突き出す) as the correct answer (the numbers in brackets represent the correct answer percentages). In the case of “*jiken o toriageru*” (事件を取り上げる) in Q11, learners guess its meaning from the context and misuse it as “*jiken o uchidasu*” (事件を打ち出す) and in the case of “*yaruki o hikidasu*” (やる気を引き出す) in Q15, informants misuse it as “*yaruki o hikiageru*” (やる気を引き上げる). Moreover, in Q37, informants failed to recognize “*kaikaku ni niridasu*” (改革に乗り出す) correctly from other CV with “*dasu*” as V2. As a result, CV of similar appearances are difficult to distinguish from the points of view of the learners, even though they are JLPT Level 2 vocabularies.

## 6. Conclusion

This study examines how Hong Kong advanced Japanese language learners acquire and use Japanese CV. In this study, we can conclude the following. First, even when the informants claim that they understand the meaning of a compound verb, there are occasions that CV is misused. Secondly, JLPT Level 2 CV are seemingly easy to apply but this may be a misperception as this study indicate that their correct answer percentages are low. Thirdly, it is difficult to distinguish CV with similar V1 and/or V2 correctly. The acquisition of CV is still an issue which is difficult to handle in Japanese language education. It is necessary to have further detailed studies that take into account learners’ difficulties in CV acquisition and develop teaching methods and materials to remedy this.

## References

- Himeno, Masako. (1999). *Fukugôdôshi no kôzô to imi yôhô* (Structure and Meaning Usage of Compound Verbs). Tokyo: Hituzi Shobo.
- Ho, Chi Ming. (2002). Nihongo no goiteki fukugôdôshi niokeru “shudan” no fukugôdôshi no kumiawase. (The Possible Combinations of Means Compounds in Japanese V-V Lexical Compound Verbs) *Nihongokyôiku* (Journal of Japanese Language Teaching) 115, 11–20.
- Ho, Chi Ming. (2009). Honkon no nihongo gakushûsha no fukugôdôshi shûtoku no genjyô (Study on the Acquisition of Japanese Compound Verbs of Hong Kong-based Japanese Language Learners), *Hokuken Gakkan* (Journal of Beijing Research Institute, Hiroshima University) 5, 105–115.
- Ho, Chi Ming. (2010a). *Gendai nihongo niokeru fukugôdôshi no kumiawase: Nihongokyôiku no kanten kara* (A Study on the Combination of Compound Verbs in Contemporary Japanese from the Perspective of Japanese Language Education). Tokyo: Kasama Shoin.
- Ho, Chi Ming. (2010b). Shûtokushiyasui nihongofukugôdôshi towa nanika? Honkonjin chûjyôkyû nihongogakushûsha no shûtoku oyobi shiyôjittai yobichôsa o tôshite (What Kinds of Japanese Compound Verbs are Easy to Learn? A Preliminary Study of the Acquisition and Usage through Examination of Hong Kong Intermediate and Advanced Japanese Language Learners). *Nihongo/Nihongokyôikukenyû* (Studies in Japanese Language and Japanese Language Teaching) 1, 227–244.
- Ishii, Masahiko. (2007). *Gendai nihongo no fukugôgo kêsêron* (Theories of Compound Words Formation in Contemporary Japanese). Tokyo: Hituzi Shobo.
- Japan Foundation. (2004). *Nihongo nôryokushiken shutsudaikijyun (kaitêban)* [Syllabus of Japanese Language Proficiency Test (Revised Version)]. Tokyo: Bonjinsha.
- Kageyama, Tarô. (1993). *Bumpô to Gokêsê* (Grammar and Word Formation). Tokyo: Hituzi Syobo.
- Kageyama, Tarô. (1999). *Kêtairon to imi* (Morphology and Meaning). Tokyo: Kuroshio.
- Matsumoto, Yô. (1998). Nihongo no goiteki fukugôdôshi niokeru dôshi no kumiawase (The Combinatory Possibilities in Japanese V-V Lexical Compounds). *Gengo Kenkyû* (Journal of Gengo Kenkyu) 114, 37–83.
- Matsuda, Fumiko. (2004). *Nihongo fukugôdôshi no shûtokukenyû: Ninchiimiron niyoru imibunseki o tôshite* (Cognitive Semantic Approach to Meaning and Acquisition of Compound Verbs). Tokyo: Hituzi Shobo.
- Morita, Yoshiyuki. (1991). *Goi to sono imi* (Words and Its Meaning). Tokyo: Aruku.
- Tanaka, Êko. (2004). Ruigifukugôdôshi no yôhô ikkô: Nihongokyôiku no shiten kara (Study of Synonym Compound Verbs from the Perspective of Japanese Language Education). *Aichidaigaku gogaku kenkyûshitsu kiyô Gengo to bunka* (Journal of Language Studies - Language and Culture, Aichi University) 10, 63–79.