

ปริทัศน์การรับรู้ภาษาของโครงสร้างคำกริยาบอกทิศทางภาษาจีน

Literature Review of acquisition of Chinese Verb-direction Constructions

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บทคัดย่อ

บทความนี้สรุปรวมวรรณกรรมจาก 3 มุมมอง คือไวยกรณ์หน่วยสร้าง ทฤษฎีการเคลื่อนที่และโครงสร้างคำกริยาบอกทิศทาง มีการวิเคราะห์สถานการณ์งานวิจัยการรับรู้ภาษาของโครงสร้างคำกริยาบอกทิศทางภาษาจีนในปัจจุบัน การวิจัยเกี่ยวกับโครงสร้างคำกริยาบอกทิศทางในภาษาจีนค่อนข้างที่จะมีครอบคลุมและสมบูรณ์ แต่งานวิจัยเรื่องการรับรู้ภาษาของโครงสร้างคำกริยาบอกทิศทางในภาษาจีนยังไม่เพียงพอ การศึกษาเรื่องนี้เกิดขึ้นช้าและมีการศึกษาในเชิงประจักษ์น้อย การพัฒนางานวิจัยเชิงประจักษ์ที่เกี่ยวกับการรับรู้ภาษาของผู้เรียนที่มีภาษาแม่และระดับภาษาที่แตกต่างกัน จะสามารถส่งเสริมและสร้างความสมบูรณ์ให้กับการวิจัยทางทฤษฎีกลไกการรับรู้ทางภาษาได้

คำสำคัญ: การรับรู้ภาษา โครงสร้างคำกริยาบอกทิศทาง ทฤษฎีการเคลื่อนที่ ผู้เรียนภาษาจีน

Abstract

In this thesis, the literature review is mainly conducted from three aspects, namely constructions, the motion theory and verb-direction constructions to analyze the acquisition of Chinese verb-direction constructions. There have been abundant and comprehensive research on Chinese verb-direction constructions, but insufficient on their acquisition with few empirical studies since China is a late start in this field. Only by improving the empirical research on Chinese verb-direction construction acquisition of learners with different native language backgrounds and at different levels can we reinforce relevant theoretical research, complete the description of the acquisition mechanism and upgrade the research system.

Key words: acquisition verb-direction construction motion theory Chinese learners

Introduction

The complexity of verb-direction constructions, for example, the principle of “the bigger verb before the smaller one”, “the remoter one before the closer one”, “sequence iconicity” and “the process before results” when two directional verbs are used together (Wang Yin, 2011), combined with the metaphor of some directional verbs, such as “起来” (up) and “出来” (out), makes the constructions an error-prone point for foreign students and one of the difficult points in academic research. According to Tamly’s (1975, 2002) generalization of motion events, Chinese verb-direction constructions can also be classified into motion events. Therefore, the research results of Chinese verb-direction constructions will be summarized based on construction and motion theories.

1 Basic Construction Theories

1.1 Basic construction theories abroad

Construction has been used as a grammar research method since the ancient Stoic period (336-564 BC) (Goldberg 2006). In this thesis, construction is defined by the simplest interpretation of Langcker (1987). Construction is composed of symbolic units which were defined as signs by Saussure, the father of modern linguistics. Hence, in historical comparative linguistics, language is a sign with arbitrariness. However, “symbolic” in English means “representation” first and then “a sign”. From the perspective of construction grammar, language is representation without arbitrariness (Langcker 2005). The symbolic unit is described as $[[S]/[P]]\Sigma$, such as $[[BOY]/[b]]\Sigma$ for “boy”. A construction, composed of two or more symbolic units, is expressed as $[\Sigma 1]+[\Sigma 2]\Rightarrow[\Sigma 3]$.

Fillmore presented idiomatic construction grammar after his idiom studies, and mainly put forward frame semantics. In 1977, he proposed the “business event frame” to define the semantic-syntactic mapping relationship. Moreover, frame semantic constructions are idiomatic and prescriptive, among which the explanations of two special grammatical phenomena, “let alone” and “what is x doing y” (WXDY) become the best-known.

Langcker’s cognitive construction grammar advocates to use the cognitive domain for conceptual content description, and he proposed the simplest syntactic scheme of symbolic units and constructions. His most representative theory is the valence relation of grammar—the autonomy-independence structure, which was put forward to attack the verb-centered theory by TG.

Goldberg's constructional grammar mainly describes the range of constructions, that is, both small morphemes and large texts can be used as constructions. In addition, he believed that constructions are inherited, suppressed and interactive with each other.

Croft's radical construction grammar proposed to replace syntax with constructions, that is, to substitute syntax with construction relationship and part-whole relationship, use a holistic view to replace the partial view, and take diversity and uniqueness as the substitute of universality. As he directly removed syntactic relations from the internal syntactic structure and replace them with semantic relations, his theory is called radical construction grammar.

1.2 Basic construction theories at China

Chinese studies on construction grammar began with the paper “Learning about Construction Grammar” by Dong Yanping, and the two first and most authoritative books introducing constitution grammar are *Constitution Grammar Research* by Wang Yan (2011) and *Constitution Theory Research* by Niu Baoyi (2011), which both comprehensively summarize and describe construction grammar from the perspective of relevant schools, but differ in their explanations of construction characteristics. Niu Baoyi laid emphasis on the autonomy-independence relationship of the valence theory, while Wang Yin focused on the suppression of constructions and the box diagram of construction grammar. The theories in the two books were both translated from original English texts. As translation is a re-creation process, some differences exist in their translated words.

1.3 Chinese acquisition and teaching based on construction theories

The research on the combination of construction grammar theories with Chinese second language acquisition and teaching can be traced back to “Implications of Construction Grammar Theories on Second Language Teaching” by Chen Manhua (2009) who proposed that second language teaching should value linguistic constructional meanings and the transition of vocabulary and grammar teaching, and especially that more attention should be paid to structural teaching than grammatical rules. Su Danjie and Lu Jianming (2010) applied the construction-chunk method to practical Chinese teaching. In “Construction Grammar and Second Language Acquisition: the Current Situation, Problems and Implications”, Xu Weihua (2010) integrated second language research on construction grammar with the second language corpus and analyzed it from the perspective of frequency. “The Basic Situation and Research Orientation of Chinese Construction Research for Second Language Teaching” by Shi

Chunhong (2011) developed the method and orientation of construction research. Yuan Yulin, Zhan Weidong and Shi Chunhong (2014) proposed in “The Grammatical Description System of Chinese ‘Lexicon-Construction’ Interaction and Its Teaching Application” to establish a lexicon-construction corpus mechanism for the description of Chinese paratactic features and its better application in teaching. According to “Developmental Dynamics Problems in Second Language Argument Construction Acquisition”, Xu Chengping (2020) conducted a two-year follow-up test to investigate the output of testees’ argument construction. As the construction theory system is too complicated to be introduced one by one, the thesis will expound four relevant parts: acquisition and teaching of specific Chinese structural constructions, acquisition and teaching of Chinese framed constructions, construction-chunk theories and their teaching application, as well as teaching application based on usage models.

1.3.1 Acquisition and teaching of specific Chinese structural constructions

Both literature on Chinese specific construction acquisition and Chinese specific constructions involve ditransitive construction, verb-resultative construction and disposition construction. For example, Xu Weihua (2013), Shi Chunhong (2013) and Li Yu (2014) all made research on ditransitive construction. Since many works have included verb-direction construction into verb-resultative construction, the thesis make summaries based on the latter.

Lu Yanping (2012) conducted an error analysis on the acquisition of verb-resultative constructions in Chinese as a second language through traditional analysis in her paper “An Error Analysis of Chinese Verb-resultative Construction Acquisition by Native English Speakers: An Error Analysis based on Construction Grammar”. According to “Research on Interlanguage Acquisition of Chinese Causative Verb-resultative Construction—Based on the Construction Fusion Theory”, Ma Zhigang (2014) first made a constructional semantic analysis of Chinese verb-resultative constructions, and then carried out an experiment on 50 Chinese subjects in accordance with the construction integration theory. The purpose of the experiment is to figure out the following problems: 1) How the constructions integrate with each other? It aims to test the second language learners’ ability to distinguish among “张三打碎了花瓶”, “张三打了花瓶” and “张三碎了花瓶” (Zhang San broke the vase). 2) How to separate the morphemes? It aims to test whether the second language learners understand the three constructions: “张三打死了一只蚂蚁”, “张三打了一只蚂蚁死了” and “张三把一只蚂蚁打死了” (Zhang San killed an ant) (3) Whether the causer is

animate? It aims to test whether the second language learners would take inanimate nouns as the causative subject. The results show that the learners in the second language group generally recognized the legitimacy of unaccusative constructions, while the native language group had a negative attitude towards them. Finally, it is speculated that the difference in typological characteristics of the native language may be the explanatory factor for the above results.

Shi Chunhong (2017) analyzed the second language's verb-resultative construction acquisition in "The Construction Acquisition of Chinese as a Second Language". As the paper is roughly similar to "Research on Construction-based Chinese Verb-resultative Construction Acquisition for Second Language Learners" by his student Zhu Minwen (2017), the thesis explains their ideas together as follows:

Shi Chunhong and Zhu Minwen first analyzed the structure of verb-resultative constructions, and then conducted an experimental test on native English speakers according to "constructional transparency" proposed by Shi Chunhong (2013). Construction transparency refers to the degree to which the overall features of a structure can be deduced from its constituent components and relationship constructions, that is, the degree to which the overall constructional meaning can be inferred from the form and meaning of a construction. Construction transparency consists of formal transparency and semantic transparency. The former denotes the degree of correlation between the overall structure and its constituent forms, while the later refers to the degree of correlation between the overall meaning and its constituent semantics. The experimental results show a significant interaction between elementary and intermediate Chinese levels as well as between formal and semantic transparency, while no obvious interaction was observed between formal and semantic transparency at the advanced Chinese level. The application of construction transparency in Chinese teaching develops a new research method for construction application in Chinese teaching, and construction transparency also represents important theoretical support in this study.

1.3.2 Acquisition and teaching of Chinese framed constructions

Research on Modern Chinese Marker Constructions for Second Language Teaching by Yang Yuling (2016) made the most comprehensive explanations of the acquisition and teaching of Chinese framed constructions. The book includes case studies of nine marked (i.e., framed) Chinese constructions, analyzes the current situation of framed construction teaching and

finally puts forward corresponding suggestions. Yang introduced four major problems existing in framed construction studies in textbooks of teaching Chinese as a foreign language, that is, insufficient attention, unscientific standards, incomplete construction structures and inaccurate annotations.

There have also been a great number of case studies on framed constructions, such as on the construction error of “看+把+NP+V+的” by Ji Li (2020), on the construction “X 比 N 还 N” in teaching Chinese as a foreign language by Li Li(2019), and on the construction “X 着也是 x 着” and the strategy of teaching Chinese as a foreign language by Wang Dan (2020), on the construction “连 x 都/也 VP” and the corresponding teaching program by Guo Wei (2019), on the construction “不 P 不Q” by Chen Yixin (2019), on the construction “没有比 x 更 y 的了” and its teaching design by Dai Ting (2020), on the construction “X 什么 (Y) +都+Z” and teaching Chinese as a foreign language by Li Siyun (2020), on the errors of the construction “看+把+NP+X+的” by Ji Li (2020), on the construction “非 x 不可” and the design of teaching Chinese as a second language by Meng Weijin (2020), and on the syntax of construction “A 管 BX 不 X” based on corpus by Qian Long (2021) . They have all been case studies on construction theories within the framework of Chinese in recent years, most of which are presented in the form of master's thesis. Though rich in content, they are not practical in teaching.

1.3.3 The construction-chunk theory and the teaching methods

Construction-chunk analysis, a way to study chunks through constructions, was proposed by Lu Jianming (2009) at the International Conference on Linguistic Chunks. A chunk is a syntax-semantics aggregate of a semantic unit in a construction that relatively independently carries the construction in a certain grammatical form.

Lu Jianming (2010) published “‘Construction-Chunk’ Syntactic Analysis and Teaching”, in which he put forward the construction-chunk theory. In the paper, he proposed how to apply the construction-block method to teaching: 1) importing scenarios to teaching; 2) stimulating general understanding; 3) guiding learners to understand and master the block chain; 4) helping learners to practice sentence pattern examples output from the block chain. Lu Jianming and Su Danjie (2010) demonstrated the practicability of the method in Chinese teaching. Lu Jianming (2016) put forward three reflections on construction-chunk theory and demonstrated the necessity of the construction theory from the source characteristics of

constructions. Wang Dongmei (2018) explained the feasibility of the construction-chunk teaching method through chunks in “Research on Block Teaching Based on the Construction Grammar Theory”. According to “Discussion on Construction-Chunk Syntactic Analysis Approaches and Their Application Prospects”, Sun Jin (2021) briefly introduced the theoretical background of construction-chunk syntactic analysis, discussed the individuality and commonness of construction-chunk source cognition, and analyzed the application prospects of the construction-chunk method. Master’s theses has become the main body of practical construction-chunk research with studies by country as the main part. For example, Li Jinhui (2019) conducted an empirical study on the construction-chunk theory by taking Malaysian learners of Chinese as an example. Zhou Lei (2019) studied the teaching of existential sentences for Tungani students. Chen Jing (2019) explored ba-sentence teaching for Ecuadorian students based on the construction-block method. In recent years, the construction-block method has become a popular teaching method that combines constructions with Chinese characteristics with a broad application prospect. Nevertheless, as current studies are mainly conducted by masters and presented in the form of thesis, they lack research depth and few of them have been conducted by country, especially few on Thai construction-block teaching.

1.3.4 Usage model-based second language acquisition and teaching

Usage model is an important model in the construction grammar theory and also main theoretical support for this thesis. It is a dynamic model mentioned by construction grammar and functional grammar theories. Langcker (2005), Goldberg (2006), and Bybee (2007,2010) all introduced usage model research in their works. In terms of language acquisition, Ellis (2002; 2016), Tyler (2010) and Jordens (2017) did research on language processing and application.

Now the usage model theory has been widely used in China. In “Exploration of Teaching Chinese as a Second Language with the Usage Model of Cognitive Linguistics”, Cao Wenxian (2008) analyzed the practicability of usage models in Chinese teaching and summarized six teaching principles: 1) Attention should be paid to construction example learning; 2) the teaching of construction examples, linguistic stereotypes and prefabricated chunks should be valued; (3) emphasis should be laid to the effect of frequent repetition of language constructions on psychological enforcement and automatic processing; (4) error correction should be valued for the formation of correct generalization and solidification of correct representations; 5) learning the target language in interactive communication is important

according to the philosophy of “learning by doing” (6) it is advocated to pay attention to structural form teaching under the guidance of communicative figures. In the book *Usage-based Construction Research*, Yan Minfen and Li Jianxue’s (2018) explained the theory and research methods of usage models in detail with idioms and language acquisition as examples. In terms of theory, Yan Chensong (2010), Wang Chuming (2011), Niu Wenyuan (2017), Xu Chengping (2017), Ma Weizhong (2019), Niu Ruya (2021) and Xu Jinfen (2022) studied the use of the model theory. In recent years, studies based on usage models have become more data-oriented. Cai Jinting, Wang Min (2020), Kong Lingyue, Qiu Xinyi (2021) and Yi Wenjing (2021) all collected data via experiments for frequency analysis.

2 Motion Events

2.1 Motion events abroad

Tamely (1991, 200) put forward the concept of motion event, which consists of four elements, namely figure, ground, path and motion. It also contains co-events referring to those taking place in conjunction with motion events, usually including manner and cause. As one of motion + co-events, Chinese represents a satellite-framed language, and both Chinese and English are typical of such a language. The elements of motion events are also known as satellite morphemes. Spanish is a representative motion-framed language, which expresses manners and causes by attaching morphemes.

Usages into two categories, that is, satellite-framed languages and non-satellite-framed languages, while the former was further divided into weak satellite-framed languages and strong satellite-framed languages that differ in whether the prepositional path of path construal has phonetic defects and whether they are in the same phonological system. HU (2018) believed that Chinese is a weak satellite-framed language, that is, its prepositional path of path construal, not strictly adjacent to the verb V, has a phonetic defect, and the path and V are in the same phonological word.

However, scholars represented by Slobin (1998) believed that the motion path and manner of Chinese are expressed by equipollent grammatical components, so Chinese belongs to the third language, namely the equipollently-framed language.

2.2 Chinese motion events

China is a late starter in motion events research with the first paper published in 1998, but it has developed rapidly since 2008 (e.g. Wang Mingzhu and Xu Qing). In particular, An

Introduction to Cognitive Semantics of Tamly translated by Li Fuyin (2010) promoted the development of domestic motion events research and cognitive semantics.

In terms of the subjective category of verb-direction construction, Ma Qingzhu (1997) first studied the subjective category of the speaker of the words “来” and “去”, and divided verb-direction verbs into two categories: introdirectional verbs and extrodirectional verbs. Wang Zhenlai (2003) researched the use of autonomous and non-autonomous verbs in motion events from the perspective of syllables, passive expressions and constraints. Shan Shunbao and Xiao Ling (2009) also investigated the autonomous usage of non-autonomous verbs by discussing the format allowing non-autonomous verbs and that allowing the autonomous context of non-autonomous verbs. Zhou Hong and He Fan (2018) explored autonomous and non-autonomous verbs from the perspective of passive expressions, and divided them into the spatial domain, the temporal domain and the state domain.

Based on the exploration of the frame of Chinese by Tamly and Slobin, Kan Zhehua (2010) demonstrated that those use Chinese motion-type verb-direction constructions as directional complements are verbs instead of sub-verbs from the aspects of the internal linguistic structure and language use.

As for journals, Huang Lixin and Han Wei (2012) expounded the cognitive motivation of subjective motion sentences, and proposed that the formation of subjective motion and surface language structures depends on human cognitive capacity and operation, such as conceptual integration, conceptual metonymy and gestalt psychology. Subjective motion arises from the conceptual integration of dynamic space and static space. During the language coding of subjective motion, linguistic features including the selectivity of convex images, the necessity of path information and the suppressiveness of manner information also have cognitive motivation. Similarly, Li Qiuyang (2012) studied the subjective experience of virtual motion in terms of spatial experience and visual experience.

Fan Like (2016) explored the element combination of motion events by analyzing 16 combinations and characteristics of 6 elements expressed by motion events and classifying the element levels. The sequence is as follows: cause < manner < background < motion body < motion/path.

Cui Xiliang (2018) explained linguistic asymmetry with the opposition in eight events: 1) the opposition between real motion and virtual motion; 2) the opposition between internal dynamic motion and external dynamic motion; 3) the opposition between process framing

and target framing; 4) the opposition between on-site report and off-site report; 5) the opposition between the motion direction and the motion target; 6) the opposition between high volition and low volition; 7) the opposition between container schema and path schema; 8) the opposition between events and states. In fact, linguistic formal differences can reflect diverse encoding ways of different event meanings.

Shi Wenlei (2020) conducted a comparative study on the lexicalization of motion events based on the historical evolution of Romance and English.

Bai Xuefei (2020) made a cognitive analysis of Chinese virtual motion figures in terms of coding forms, and divided the figures into real and imaginary types as well as metaphorical and metonymic types.

3 Verb-direction Constructions

3.1 Verb-direction Constructions in motion events

Tamly (2002) also included verb-direction constructions into motion events, and regarded them as motion + manner co-events. As Chinese directional complements are in a closed category, Liu Yuehua (1998) divided 28 Chinese directional complements into one-way and compound directional complements. In 2003, Christine Lamarre discussed linguistic expressions of verb-direction constructions in motion events. As the first scholar who studied verb-direction constructions within the framework of motion events, she argued that Chinese is a mixed event type that includes both the expression patterns of verb-framed languages and those of satellite-framed languages.

Yao Zhanlong (2006) conducted a study on compound directional verbs after verbs, and argued that the strength of the action and directionality of a compound directional complement is the syntactic expression of its grammaticalization degree. The lower the grammaticalization degree, the stronger the action. The higher the grammaticalization degree, the stronger the directionality. Compound directional verb cannot be a predicate as it must be attached to a verb. Generally, the two have become a fixed collocation with the disappeared action and directionality, while the extended meaning derived from directionality is strengthened. The most frequently used verbs are “送”(send), “搬” (move), “抢” (rob), “拿” (take), “写” (write) and “找” (find), and uncontrollable verbs are “醒” (wake) and “醉” (drunk). It is believed that these compound directional verbs have been completely grammaticalized.

Liu Hong (2012) introduced the differences between verb-resultative constructions and verb-direction constructions, and argued that verb-resultative constructions include verb-direction constructions in a broad sense. As she put it, “verb-resultative constructions describe two independent events, while verb-direction constructions represent the continuation of a single event”.

Dong Xiao'e (2012) analyzed the semantic network system of “述+上” (V+up) from the aspects of physical space motion events, virtual space motion events and state motion events. Similarly, Hou Suwan (2017) analyzed “上” (up) as a directional complement from the perspective of motion events, while Chang Na (2018) not only analyzed “V上” (Vup) from the perspective of spatial motion events and virtual motion events, but also studied V in terms of self-move verbs, non-self-move verbs and psychological verbs.

Zhang Juan (2017) researched “V下来” (Vdown) with an analysis of the ambiguous structure of “坐下来”, arguing that in the objective scenario of “sitting after motion”, the action of “sitting”, after conceptualized by people, has been extended to the conceptual structure of “sitting before motion” and “partially classified” into the conceptual structure of “V下来” (Vdown) with the categorization mechanism.

3.2 Verb-direction constructions in cognitive semantics

In terms of cognitive semantics, He Yang (2004) first analyzed the verb types and cognitive semantics of “V起来” (Vup), and then Zhang Youdong (2010) delved into the extended meanings of “来” (come) and “去” (go). Directional meanings and extended meanings of compound directional verbs mainly differ in the presence of significant motions of the action, the agent, the object and the verb itself. Song Wenhui (2012) studied the relationship between the beginning meanings of verb-direction constructions “起来” (up) and “起...来”, and conducted a synchronic and diachronic analysis on them. It was proved that “起来” and “起...来” have no inherited relationship in historical development, and “起...来” is not an extension of “起来”. Zhang Ailing (2018) investigated the meaning and usage of “上来” in cognitive semantics. She contended that “上来” (up) can be used as both a predicate center word and a complement in the spatial domain, the temporal domain and the metric domain, and believed that the evolution from spatial domain usage to temporal domain usage is driven by spatiotemporal metaphor, namely ontological metaphor, while the transition from spatial domain usage to metric domain usage is motivated by orientational metaphor.

Li Fuyin (2017, 2018, 2019, 2020) proposed from the perspective of cognitive semantics that a verb-direction construction is integrated by two events. A directional verbs represent a closed class with roughly 28 members, including 11 simple directional verbs and 17 compound directional verbs. Macro events represented by b directional verbs are different because some verbs may represent five classes of macro events while some others may represent only one class. As the difference is resulted by the grammaticalization of directional verbs, it is called “macro-event grammaticalized continuity”.

Cao Ru and Zhang Daoxin (2022) studied the semantic forms of Chinese directional complements from the semantic logic of word combinations, and summarized the motion direction of directional complements.

3.3 The object position in a verb-direction construction

Lu Jianming (2002) discussed the position of directional complements after verbs and summed up three positions of directional complements and objects, that is, “VC1C2OL 走出房间” (walk out of the room), “VO C1C2 扔垃圾桶里去了” (Throw it in the trash can), and “VC1OL C2 扔过墙去了” (Threw over the wall). Yang Kairong (2006) investigated the positions of directional complements and objects, and studied the motion changes of verbs and directional complements based on the proximity principle and the temporal sequence principle.

Chen Zhong (2007) explored the sequence and theoretical basis of the syntactic distribution of “来/去” in compound directional complements, and studied it based on external reference and internal reference.

Chen Haifang (2010) discussed the post-object position of directional complements and mentioned the problem of sentence balance. Both object fronting and proposing are caused language imbalance due to excessive complements.

Shan Shunbao (2012) probed into verb-direction constructions with locative objects and believed that “directional verb + location” is a typical locative object structure, because from the perspective of locative objects, the structure of “directional verb + location” is typical of a verb-object relationship.

Shi Chuanguang (2021) studied the factors influencing the object position in a compound-direction construction, divided them into pre-object, middle-object and post-object patterns, and analyzed the reasons for different object positions.

Zhu Leya (2022) investigated the verb-direction combination, which provided analytical tools for the combination of Chinese verb-direction constructions and objects from the principles of combination type transparency and sentence-final placement of focal element.

3.4 Acquisition of verb-direction construction

In journals, Qi Chunhong and Chen Haiyan (2015) conducted research on the acquisition sequence of directional complements in three Southeast Asian languages. Li Yan (2013) made a comparison of Chinese, English and Japanese, and studied the directional complement acquisition among students with the second language as their mother tongue. Huang Yuhua and Lu Chunbo (2022) conducted a acquisition study on Chinese motion path coding for Spanish native speakers, compared the path information expression patterns of Chinese and Spanish, and summarized the acquisition errors of Spanish native speakers. Zhu Jingjin (2017, 2018, 2020) carried out a statistical analysis on the acquisition of “过来” (come over), “过去” (out), and “下来” (down), and improved the research mode of verb-direction constructions in cognitive semantics.

3.5 Comparisons of Chinese and Thai

Zhao Xiufen (2000) firstly made a contrastive study on Chinese and Thai directional complements in terms of translation and syntax. Zhang Wenyao (2008) compared Chinese and Thai expressions of the directional complement “起来” (up). Qiu Lan and Mao Yuanming (2012) summarized and compared positions of Chinese and Thai directional complements and objects. Liu Quan and Wu Xiukui (2013) conducted a comparative study on the use of “来” and “去” in Chinese and Thai. Puntip Dejtrakulwongse (2017) made a comparative analysis of relevant expression forms of Chinese and Thai complements.

Conclusion

China is a late starter in motion event studies even though Chinese scholars put forward relevant theories early, and it was no earlier than 2008 that China made qualitative changes in this field. Currently, the research system has been well-established with motion events and Chinese verb-direction constructions studied from various dimensions.

However, no researcher has made systematic research on second language acquisition except Zhu Jingjin. The studies on the second language acquisition of different native speakers, dominated by master's theses, are neither systematic nor empirical, while the research

method remains finding errors by comparing Chinese and foreign languages, which is less rigorous but backward.

As for the current research status of construction theories in the acquisition and teaching of Chinese as a second language, the thesis adopts the viewpoint of Shi Chunhong (2017) as follows: 1) The research on Chinese construction acquisition based on grammatical universality remains weak; 2) the description and explanation of the construction acquisition mechanism should be further improved; 3) a gap exists in the empirical research on construction consciousness. Therefore, there is plenty of room for further studies on the constructions in Chinese as a second language and their teaching.

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