Japanese Language Learners Benefit from Information on Verb Structures

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ABSTRACT

The writing errors made by second language learners of Japanese often reflect insufficient knowledge of verbs, specifically in choosing appropriate verbs and using them correctly in given contexts. To support these learners, we have been developing a Japanese verb database, Don 動詞どん (www.dondoushidon.org), which explicitly provides information about verb structures, including types of entities expressed by co-occurring elements, their semantic roles, and accompanying particles. To investigate whether having access to such information improves learners' accuracy in sentence production, we conducted a study with forty-three learners of Japanese using two tools: Don 動詞どん and, for comparison, Jisho (jisho.org). While the former highlights verb structures explicitly, the latter does not. The results showed that participants performed significantly better when using Don 動詞どん. Responses to a post-experiment questionnaire further revealed that learners of Japanese believe that information about verb structures would be helpful for their learning.

1. Introduction

The following sentences were constructed by graduate school students who had already passed Level 1 of the Japanese Language Proficiency Test and had experience of living in Japan.

(1) [Origin: China; Level: N1; Status: 2nd year graduate student]
Intended meaning:
In contrast to [the other teacher] delivering lectures in the traditional manner, …
同じ授業スタイルで授業を進んでいたのに対し
(Cf. 同じ授業スタイルで授業を進めていたのに対し)

(2)   [Origin: USA; Level: N1; Status: 1st year graduate student]
        Intended meaning:
        While considering [the significance of] B-san's nod, …
        B さんが打ったあいづちを<u>配慮し</u>ながら
        (Cf. B さんが打ったあいづちを<u>考慮し</u>ながら)

(3)   [Origin: Thailand; Level: N1; Status: 1st year graduate student]
        Intended meaning:
        I, who had been fancying myself becoming a teacher [one day], …
        以前から教師<u>を憧れた</u>私は
        (Cf. 以前から教師<u>に憧れていた</u>私は)

The errors contained in these sentences are representative ones among Japanese language learners (see Kanazawa 2014).[1] They indicate that the learners' knowledge of which verb to use in a given situation and how it should be used is not sufficient. What can we do to help them learn how to use verbs accurately?

Each verb is associated with a specification that defines the types of entities expressed by its co-occurring linguistic elements (e.g., person, animal, object, activity, event, etc.), the relationships among those entities, and their semantic roles within the situation described by the sentence (e.g., *agent*, *theme*, *recipient*, *goal*, *cause*, etc.). In Japanese, this specification also includes information about particles. When a verb has more than one meaning, the specification varies depending on the meaning. In this paper, we refer to such specifications as *verb structure*s.

When we encounter a particular event or state of affairs, we recognize certain components that constitute it and identify their roles. To describe the event or state of affairs at hand, we choose a verb whose structure matches the way we have cognitively processed it. Suppose that you see your friend Takashi pointing a gun toward a boar walking on the hill. If you identify Takashi as the *agent* and the boar as the *target*, you may choose the verb *nerau* (to aim) and utter "Takasi ga oka no ue no inosisi o neratteiru (Takashi is aiming at the boar on the hill)." Expectedly, depending on how you conceptualize the scene, you are led to use different verbs. Suppose that you see Mary giving a book to Martha. If you have identified Mary as the *agent*, you will say "Meari ga Maasa ni hon o ageta (Mary gave a book to Martha)", but if you have identified Mary as the *source*, you will say, "Maasa ga Meari kara hon o moratta (Martha received a book from Mary)."

The errors exemplified in (1)–(3) above are primarily due to Japanese language learners lacking knowledge of verb structures, which leads them to fail to choose the right verb or use it correctly. Thus, knowledge of verb structures is essential for learners.

Many Japanese verbs, including those basic verbs typically introduced to beginners, have multiple usages. Those usages can be differentiated based on verb structures. For example, (4a), (5a), and (6a) illustrate three usages of the verb *ataru* (to hit), and they can be described in terms of their verb structures as shown in (4b), (5b), and (6b), respectively.

(4)   To hit or bump

　　a.　ボールが当たって窓ガラスが割れてしまった。
　　　　The ball hit the window, breaking the glass.

　　b.　Verb structure: [object (theme) A] が [object (target) B] に当たる

(5)   To become a hit or become very popular

　　a.　映画のサウンドトラックとして作った曲が大いに当たり、彼女は一
　　　　躍トップアーティストとなった。
　　　　The song she wrote for the film soundtrack became a big hit, and
　　　　she suddenly rose to fame.

　　b.　Verb structure: [commodity (theme) A] が当たる

(6)   To take one's frustration out on someone

　　a.　テレビドラマの中でヒロインが夫の母親につらく当たるシーンがあ
　　　　り、見る者の心を痛めた。
　　　　In the TV drama there was a scene in which the main character took
　　　　out her frustration bitterly on her mother-in-law; it was
　　　　heartbreaking for the viewers to watch.

　　b.　Verb structure: [person (agent) A] が [person (target) B] に当たる

Accordingly, even to use basic verbs appropriately, learners of Japanese need to be taught verb structures.

Over the last ten years, we have been developing a Japanese verb database that describes verb structures; see our Don 動詞どん project website (www.dondoushidon.org), with an aim of making such

information more accessible to learners of Japanese.[2] We recently conducted a study to assess how learners might engage with the information on verb structures provided by our database. This article reports the findings of the study, which revealed the following.[3]

(7) a. When learners of Japanese have access to information on verb structures, the accuracy of their sentence production tends to improve.
  b. Learners of Japanese think that such information would be helpful for their studies.

The remainder of the article is organized as follows. Section 2 introduces the format of our Japanese verb database, designed to help learners understand verb structures. Section 3 describes the study. Section 4 presents performance results, and Section 5 summarizes participants' questionnaire responses. Section 6 concludes the article.

2. Don 動詞どん: Japanese verb database that highlights verb structures

The Japanese verb database, Don 動詞どん, highlights verb structures. Each verb structure constitutes a separate entry, which provides a definition and four illustrative examples with their translations. For example, one of the entries for the verb *kagayaku* (to shine) in the English edition of the database appears as follows:

かがやく	
N が N に輝く [object (theme) A] が [light (cause) B] に輝く ＝ [A] shines/sparkles in/with [B]	
その日は、紅葉（もみじ）が午後の光に輝（かがや）いていて、本当にすばらしかった。	That day, the red leaves were **shining in** the afternoon light: it was truly beautiful.
クリスマスが近くなり、街のあちこちがイルミネーションの光に輝（かがや）いてきた。	Christmas is coming, and here and there the town has started **sparkling with** illuminations.
賢治（けんじ）は朝日に輝（かがや）く山々を眺（なが）め	Kenji was recalling his childhood

ながら、子供の頃のことを思い出していた。	while looking at the mountains **shining in** the morning sun.
彼は月光に輝く海の美しさに魅せられて、今日も写真を撮り続けている。	He was so impressed with the beauty of the ocean **shining in** the moonlight that he has been taking pictures of it ever since.

The meaning of the verb is described in a way that emphasizes the verb structure. *[object (theme) A]* and *[light (cause) B]* on the left-hand side correspond to the parts of the scene that need to be identified. The types of linguistic expressions that can fill these slots are indicated by *object* and *light*, respectively, while *(theme)* and *(cause)* specify the roles they play in the scene. The right-hand side of the definition reflects the meaning of the verb, which links the linguistic expressions in [A] and [B]. Each entry includes four illustrative sentences, handcrafted after reviewing several sources. To help learners connect these sentences with the information on verb structure, they are organized such that, when possible, two out of the four sentences fully illustrate the featured structure of the verb, i.e., showing all the linguistic expressions related to the relevant parts of the scene and the accompanying particles. For example, in the entry above, the first and second sentences clearly display the featured structure.

Furthermore, all of the illustrative sentences are accompanied by their English translations. Crucially, these translations use one of the English verbs featured in the entry's definition, which should assist users in identifying the verb structure underlying the illustrative sentences. In cases where we cannot use one of the verbs from the entry definition in the translation, we provided both a natural translation and a literal translation, with the latter employing one of the verbs from the definition. For further justification of the format used in Don 動詞どん, refer to Tanaka et al. (2017) and Hayashishita et al. (2020).

3. The study design

We now turn to the study we conducted in 2023, which aimed to assess how learners might receive information on verb structures presented in Don 動詞どん. Forty-three learners of Japanese were asked to construct Japanese sentences using two resources: the English edition of the Don 動詞どん database and the widely utilized online dictionary Jisho (jisho.org). Each participant created ten sentences using each resource. While Jisho is a comprehensive and widely recognized dictionary, it does not organize

verb information by verb structures. In contrast, Don 動詞どん presents verbs explicitly in terms of their structures.[4] Thus, this contrast provided a useful basis for examining whether access to structure-based information affects learners' sentence construction.

Participants represented a range of proficiency levels; eight had studied Japanese for 1–3 years, eleven for 3–5 years, nineteen for 5–10 years, and five for over 10 years. Additionally, twenty-four participants reported using Japanese in their daily lives.

Since we were examining the effects of two tools on the performance of the same individual, we prepared two sets of ten questions, labeled Set A and Set B, which specified the same Japanese verbs but presented them in different contexts. This design was intended to control for order and carry-over effects between the two tools. All participants completed both sets: one using Don 動詞どん and the other using Jisho. Each question provided an English sentence (see (8) and (9)), and participants were asked to construct a corresponding Japanese sentence with the specified verb. The full Set A is included in the Appendix for reference.

(8)　　Examples from Set A
　　　a. Since my dad retired, he has devoted himself to his hobbies.（いきる）
　　　　　Hints:
　　　　　・「定年退職する」to retire
　　　　　・「趣味」a hobby
　　　b. Apparently, once a person gets addicted to drugs, it is very difficult to come off them by themselves.（おぼれる）
　　　　　Hints:
　　　　　・「薬物」drug
　　　　　・「抜け出す」to come off

(9)　　Examples from Set B
　　　a. Up to now, my big brother's life has revolved around judo. His goal is, of course, to win a gold medal at the Olympics.（いきる）
　　　　　Hints:
　　　　　・「柔道」judo
　　　　　・「目標」goal
　　　　　・「金メダル」gold medal
　　　b. When dealing in shares, it is important not to let greed ruin your life.（おぼれる）
　　　　　Hints:

- 「株式投資」 dealing in shares
- 「欲」 greed

To account for possible learning effects, we randomly assigned participants to four groups based on the tool to be used and the order in which they completed the two sets, as described in (10).

(10)　　　Participant Groups

	The first test	The second test
Group 1a (10 people)	Set A with Don 動詞どん	Set B with Jisho
Group 1b (11 people)	Set B with Jisho	Set A with Don 動詞どん
Group 2a (11 people)	Set A with Jisho	Set B with Don 動詞どん
Group 2b (11 people)	Set B with Don 動詞どん	Set A with Jisho

The participants were asked to provide feedback after completing all of the questions.

Five evaluators assessed the participants' performance. All of the evaluators have experience in teaching the Japanese language as a second language in Japan, the U.S., or New Zealand. Performance was evaluated at two levels: (I) whether the specified verb was used correctly, and (II) whether the sentence conveyed a meaning corresponding to the provided English sentence. The following guidelines were adopted for the criterion (I).

(11)　　　Is the specified verb (i) used correctly with an appropriate verb structure and (ii) understood to contribute meaningfully to the sentence in a way that corresponds to the English sentence provided?

A score of 1.0 was given for responses that were perfect or nearly perfect, 0.5 for those that contained errors but showed evidence of using the correct verb structure, and 0 for responses that showed no indication of appropriate structure use. Below is a sample of our evaluation of responses to (8a).

(12)　　　A sample of evaluations of the use of the specified verb in (8a):

a. Three gave '0.5', and two gave '0'.
定年退職した後で、父が趣味生きてきます。

b. All gave '0.5'.
定年退職した以来、父は自分の趣味のために生きている。

c. All gave '1.0'.
父が定年退職したから、自分の趣味に生きている。

d. All gave '1.0'.
父は定年退職してから、自分の趣味に生きています。

For the criterion (II), the following guidelines were adopted.

(13)   Does the sentence (i) convey a meaning that corresponds to the
         provided English sentence, and (ii) include the specified verb?

A score of 1.0 was given for perfect or nearly perfect responses; 0.5 for responses containing errors but which, with a minor adjustment, could be understood to convey the intended meaning of the English sentence, and 0 for cases in which the sentences could not be interpreted as expressing the meaning of the English sentence. A sample of our evaluations is provided below.

(14)   A sample of evaluations of the overall sentence meaning in (8a):

a. All gave '0.5'.
定年退職した後で、父が趣味生きてきます。

b. All gave '0.5'.
定年退職した以来、父は自分の趣味のために生きている。

c. Three gave '0.5', and two gave '0'.
父が定年退職したから、自分の趣味に生きている。

d. All gave '1.0'.
父は定年退職してから、自分の趣味に生きています。

Needless to say, it is possible to construct a Japanese sentence corresponding to the provided English sentence without using the specified verb. However, such cases were marked as not applicable, as the instruction clearly required participants to use the specified verb.

4. Results 1: Performance results

4.1 Whether the specified verb is used correctly

To examine whether the accuracy of the specified Japanese verb's usage differs significantly between Don 動詞どん and Jisho, and whether tool order has an effect, a 2 (Tool) × 2 (Order) mixed-design ANOVA was conducted. The results are as follows.

(15)　　　　Scores for correct use of the specified verb

Orders	Tools	
	Don 動詞どん M（SD）	Jisho M（SD）
Don 動詞どん→ Jisho	0.89（0.13）	0.79（0.20）
Jisho →Don 動詞どん	0.88（0.10）	0.66（0.16）

The analysis revealed a significant interaction between Tool and Order, $F(1, 41) = 4.80, p < .05$. To further investigate, simple main effects of Tool were examined within each order condition. When Don 動詞どん was used first, the simple main effect of Tool was significant, $F(1, 41) = 6.27, p < .05$, with Don 動詞どん ($M = 0.89, SD = 0.13$) yielding higher accuracy scores than Jisho ($M = 0.79, SD = 0.20$). Similarly, when Don 動詞どん was used second, the simple main effect of Tool was also significant, $F(1, 41) = 31.38, p < .01$, with Don 動詞どん ($M = 0.88, SD = 0.10$) again outperforming Jisho ($M = 0.66, SD = 0.16$). These results indicate that Don 動詞どん allowed participants to use the specified verb more accurately regardless of the order in which it was used.

Next, the simple main effects of Order were tested separately for each tool. For Don 動詞どん, the effect of order was not significant, $F(1, 41) = 0.03$, n.s. However, for Jisho, the effect of order was significant, $F(1, 41) = 5.25, p < .05$, with higher accuracy when it was used second ($M = 0.79, SD = 0.20$) compared to when it was used first ($M = 0.66, SD = 0.16$). This suggests that using Don 動詞どん first may have had a positive influence on performance when Jisho was used afterward.

4.2. Whether the sentence conveys the intended English meaning

Similarly, to examine whether participants wrote sentences that correspond to the overall meaning of the English sentences, a 2 (Tool) × 2 (Order) mixed-design ANOVA was conducted. The results are as follows.

(16)   Scores for capturing the overall meaning

Orders	Tools	
	Don 動詞どん	Jisho
	M （SD）	M （SD）
Don 動詞どん→ Jisho	0.77 （0.18）	0.70 （0.22）
Jisho→Don 動詞どん	0.70 （0.14）	0.63 （0.16）

The analysis revealed that the interaction between Tool and Order was not significant, $F(1, 41) = 0.01$, n.s., indicating that the effect of the tool did not vary depending on the order of use. Subsequently, the main effects of each factor were examined. The main effect of Tool was significant, $F(1, 41) = 11.74$, $p < .01$, while the main effect of Order was not significant, $F(1, 41) = 1.60$, n.s. These results suggest that Don 動詞どん consistently yielded higher average scores than Jisho, regardless of the order in which it was used.

In contrast to the findings on the accurate use of the specified verb reported in Section 4.1, there was no clear evidence that the learning effects of Don 動詞どん persisted when Jisho was used after Don 動詞どん, in terms of overall sentence accuracy.

5. Results 2: Participants' responses
We solicited participants' feedback on the Don 動詞どん database after they completed the sentence construction task. First, we asked whether they thought Don 動詞どん would be a useful tool for constructing Japanese sentences. Participants responded to specific questions using a 5-point scale. Below we present four such questions and a summary of their responses.

(17)   Question 1: Don 動詞どん sets up multiple entries for a given single
         verb, reflecting the different meanings it may have and the different
         structures it may employ. Is this way of setting up entries useful?

For this question, 84% of the participants responded with '5' (Very useful)

and 14% of them with '4' (Useful), constituting 98% positive responses. The rest, i.e., 2% of the participants, gave '3' (Neutral).

(18) Question 2: In Don 動詞どん, the definition of a given entry includes information about the verb's meaning, structure and particles. Is this sort of definition useful?

Over 90% of the participants responded positively for this question; 79% of the participants marked '5' (Very useful) and 12% of them '4' (Useful). The rest, i.e., 9% of the participants, gave '3' (Neutral).

(19) Question 3: Four different examples accompany each entry. Are they useful?

Once again, over 90% of the participants responded positively. 77% of the participants gave '5' (Very useful) and 16% of them '4' (Useful), constituting 93% positive responses. On the other hand, 2% of the participants marked '3' (Neutral) and 5% of them '2' (Not useful).

(20) Question 4: The Japanese sentences have English translations. Are they useful?

For this question, 79% of the participants marked '5' (Very useful) and 12% of them '4' (Useful), constituting 91% positive responses. On the other hand, 7% of the participants responded with '3' (Neutral) and 2% of them with '2' (Not useful).

The positive responses to the questions in (17) and (18) indicate that participants in the experiment appreciated the information about verb structures that Don 動詞どん presented. Given that the illustrative examples for a given entry are meant to elucidate the verb structure being considered, the positive responses to the question in (19) point to the same conclusion. The positive responses to the question in (20) indicate, among other things, that Japanese language learners want to connect information about Japanese to their knowledge of their own language.

We also asked the participants to identify good features of the two tools they used in comparison, as in (21).

(21) Many Japanese language learners now use Jisho when they construct Japanese sentences. Please answer the following questions, comparing Don 動詞どん and Jisho.

     a.   Which aspects do you think are better in Don 動詞どん?

     b.   Where do you think Jisho is better?

The aspects that the participants appreciated the most about the Don 動詞どん database were: (i) it provides information about verb structures and (ii) illustrative sentences are organized according to verb structures. Below are two representative responses.

[Response D1]
I think Don 動詞どん is better in the aspect of explaining how to use words in the correct format in a sentence whereas jisho does not - it just provides a lot of different sentences but it is hard to tell how to use a verb properly in a context that you want to use. Don 動詞どん has a very clear sentence structure and it makes it easy to apply any context with the boxes [person A], [context B] etc. - it makes it feel as though I am actually learning how to piece things together rather than trying to guess by replacing words in existing sentences to create a different context. I also find it easier to use Don 動詞どん if I wanted to express myself but didn't know the right way to say it. Formatting of Don 動詞どん is also great with the tables making it very easy to navigate. Sometimes it is hard to know which is the right word to use with jisho as the definitions can be quite vague but it is very clear with Don 動詞どん.

[Response D2]
Don 動詞どん's example sentences are a lot more targeted and precise, so it was much easier to identify the correct particle and get a feeling for different possible uses, because the use is explained much more clearly I felt [sic] *more confident in how I was using the verb. By comparison, jisho.org often has dozens of sentences but without guidance one just has to read a large number of them and try to puzzle out the uses, it often isn't clear if the verb's meaning changes with different particles. I also really appreciated having the literal translation and the English sentence together. I feel like over time this would be really helpful in moving from translating everything in my head first and hoping that the sentence made sense to being able to construct more natural sounding Japanese sentences spontaneously.*

The good features of the Jisho online dictionary that the participants mentioned were mainly the amount of information it offers and its versatile search function.[5]

Finally, we asked the participants if they thought Don 動詞どん would serve as a good Japanese language learning tool, as in (22).

(22)   Do you think you can improve your Japanese language skills if you continue using Don 動詞どん to construct Japanese sentences?

The responses were overwhelmingly positive; 70% of the participants marked '5' (Yes, strongly) and 23% of them '4' (Yes). 5% of the participants responded with '3' (Neutral) and 2% of them '2' (No).

We also invited the participants to state the reasons for their responses. The following response is a representative one.

[Response D3]
I think that between the detailed explanation and the precise choice of examples will definitely help me improve. Thinking about the sentence structure whilst using Don 動詞どん encouraged me to think more carefully about how a sentence in Japanese should be constructed. I feel like over time this way of thinking has the possibility to become more embedded in how I think about Japanese, and result in making better Japanese sentences intuitively. Compared with having to wade through many example sentences in the hope of figuring out the correct way to use the verb by exposure and repetition I think that in the long term it will be a much more efficient use of study time.

We thus conclude that (i) the participants responded positively to having access to information about verb structures, and (ii) the database under development has the potential to support learners.

6. Conclusion
The results of our study suggest that Japanese language learners construct sentences more accurately when they are provided with information about verb structures. Moreover, learners expressed a desire for such information and believe that they would enhance their Japanese language skills if they could access it.

In recent years, powerful AI translation machines such as Google Translate and ChatGPT have emerged. These tools generate Japanese sentences from users' input in another language. Although they perform reasonably well in many cases, there is always a risk that the output contains errors. Thus, to utilize such tools effectively, one must be able to interpret the output, and doing so requires knowledge of verb structures. Thus, learning verb structures is also important for making effective use of AI translation tools.

Certain limitations of the current database became evident through the study. In the research setting, the target Japanese verbs were pre-selected for participants. However, in real world contexts, learners must independently determine which Japanese verbs to use when constructing sentences. To better support this process, improvements to the database's search functionality are needed, specifically, enabling users to search for appropriate Japanese verbs using English input. Addressing this issue would enhance the practical usability of the tool for language learners.

Finally, in English education, the Collins COBUILD dictionary had a notable impact by providing extensive information on verb structures (Tickoo 1989; Cumming et al. 1994; Wingate 2001). Similar resources may play a valuable role in supporting Japanese language learning.

Acknowledgements

NOTES

[1] For example, we observed errors such as (i)-(iii), drawn from the CD-ROM accompanying Kanazawa (2014).

(i)   [Origin: Korea; Level: N1 (task_10_K037.txt)]

現在の小学 5 年からというよりもっと早いだんかいで英語

教育を<u>はじまった</u>ほうが、中、高等学校での英語力向上につ

ながると思うからです。

(はじまった should be はじめた)

(ii)   [Origin: Korea; Level: N1 (task_09_K012.txt)]

最終に、のりの下の両かどを手にとって下から上の方にぐるぐる<u>まが</u>

<u>ります</u>。

(まがります should be まきます)

(iii)   [Origin: China; Level: N1 (task_12_C033.txt)]

好きな相手<u>が</u>会えないので悲しい日々を過し、"織女"は毎

日泪を流した。

(が should be に)

2 The *Kihon Dōshi Handbook* (National Institute for Japanese Language and Linguistics) and the *Nihongo Kihondōshi Yōhō Jiten* (Taishukan Publishing) both provide information on verb structures. However, the former is written entirely in Japanese, and the latter is available only in Japanese and Chinese editions. In other words, speakers of other languages, including English speakers, cannot readily access the information in these resources unless they are highly advanced learners. For further discussion of the limitations of these reference books, see Tanaka et al. (2017) and Hayashishita et al. (2020).

3 Miyoshi (2007; 2015) reports the results of a study comparing the performance of students who were taught verbs alongside their commonly co-occurring nouns with that of students who were taught verbs in isolation. The results indicate that the students in the former category outperformed those in the latter, aligning with the results of our study described in (7a). In Miyoshi's study, the participants were also invited to comment on the study. Notably, some students in the former group expressed a desire to know what types of nouns typically co-occur with a given verb in a conceptualized format (see Section 6.3.3.4 on page 103 in Miyoshi 2015). We interpret this as a request for verb structures as defined in the present paper, thereby supporting (7b).

4 The popularity of jisho.org is reported in Shintaku (2018), Suzuki et al. (2019), and Ishiguro et al. (2023), among others.

5 Representative responses are provided below.

[Response J1]

Jisho obviously has a lot more to it right now. Don 動詞どん is focused on verbs, so Jisho is good for random words or kanji. Jisho is also good at recognizing verbs in other forms (for example, いそいだ will bring up いそぐ), whereas it looks like you need the dictionary form for Don 動詞どん. This is fine for experienced learners who can figure out what the root form of the verb is, but might be difficult for beginners.

[Response J2]

I like seeing the different related kanji down the side, and the audio tool is useful, as it encourages me to link the pronunciation with the character/word.

[Response J3]

It shows a full list of conjugation for the verb (i.e., past, present, negative past, negative present, te-form, etc.)

[Response J4]

the search feature in jisho allows us to input verb in various forms, such as 「ます」「て」, *making it more convenient than Don 動詞どん.*

APPENDIX
Questions Used in Set A

次の英文に相当する日本語文を、（　）内の動詞を使って作成しなさい。

For each of the English sentences below, write a Japanese sentence that adequately translates it, using the given Japanese verb.

[1] Since my dad retired, he has devoted himself to his hobbies. （いきる）

ヒント
- 「定年退職する」 to retire
- 「趣味」 a hobby

[2] I was in a rush to sell my apartment, so I ended up selling it with a lower price than I originally planned. （いそぐ）

ヒント
- 「マンションの売却」 selling an apartment
- 「安値」 a low price

[3] Apparently, once a person gets addicted to drugs, it is very difficult to come off them by themselves. （おぼれる）

ヒント
- 「薬物」 drug
- 「抜け出す」 to come off

[4] I gave in to temptations, and this diet ended up being a failure too. （おわる）

ヒント
- 「誘惑」 temptation
- 「失敗」 a failure

[5] The (surface of the) lake is shining in the spring sunshine. （かがやく）

ヒント
- 「湖面」 surface of the lake
- 「春の日差し」 spring sunshine

[6] Only people living in this city can use this public library. （かぎる）

ヒント
- 「市立図書館」 public library
- 「利用者」 a user
- 「市民」 a resident

[7] The writing on the blackboard is obscured by the head of the student sitting in front of me, so I can't see it. （かくれる）

ヒント

・「黒板」 blackboard

[8] Cleopatra is counted as one of the world's three most beautiful women. （かぞえる）
　ヒント
　・「世界三大美女」 world's three most beautiful women

[9] This is not an incurable disease, so I will try my best with the treatment. （がんばる）
　ヒント
　・「治らない病気」 incurable disease
　・「治療」 treatment

[10] The money I get from my part-time job mostly goes on tuition fees. （きえる）
　ヒント
　・「バイト代」 money from part-time job
　・「学費の支払い」 paying tuition

[Note: The other set of questions answered by participants, Set B, is not included due to space constraints.]

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