

Research on the Basic Meaning of Directional Complement in Teaching Chinese as a Foreign Language

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Abstract: In the process of teaching Chinese as a foreign language, directional complements often underestimate the teaching of the basic meaning of directional complements because of their simple basic meaning and basic content. It passes by without seeking a clear understanding, thus burying hidden trouble for the further study of directional complement. In fact, although the basic meaning of the directional complement is easy to understand, students are prone to make mistakes in the grammatical structure in the specific use of language, thus creating sick sentences. Moreover, the "tendency" of the basic meaning of the directional complement is not only a physical displacement, but also implies the psychological position of the narrator. Therefore, mastering the basic meaning of directional complement is of great benefit to the daily communication of Chinese language and the understanding of the speaker's psychological tendency in the specific context. This paper attempts to analyze the causes and propose ways to improve the teaching effect by analyzing the errors in the grammatical structure and the psychological position of the basic meaning of the directional complement.

Keywords: Chinese Directional Complement; Basic Meaning; Teaching Chinese as a Foreign Language; Error Analysis

1. Introduction

Directional complement is a kind of complement in Chinese grammar. It can be combined with the directional verb to form a compound directional complement (for example, the directional verb "上" and the directional complement "来" form the compound directional complement "上来". It can also follow the verb to indicate the direction of the action (for example, "跑去"). Its basic meaning is directional meaning, which is used to indicate that people or objects are approaching or away from a target position. Liu Yuehua systematically divided the grammatical meaning of Directional Complements in her *book interpretation of Directional Complements*, and analyzed many sentences with directional complements, which opened a way for the study of Directional Complements in Chinese. In the teaching of Chinese as a foreign language, the teaching difficulties of directional complement are also reflected in many ways: the errors generated in the conversion of surface structure and deep structure between different languages may easily lead to the foreign students' understanding of the meaning they want to express, and they cannot organize a language that conforms to the grammatical norms. Also, the cultural and psychological differences may cause the foreign students to be confused about the idioms of compound directional complement in some contexts. Such problems related to the basic meaning of directional complement are the object of this paper. This paper aims to discuss the error prone points and difficult points of the basic meaning of the directional complement in teaching Chinese as a foreign language, so as to provide help for Chinese beginners.

2. Error types and analysis of the basic meaning of directional complement

The basic meaning of the directional complement is the directional meaning. The literal "directional meaning" is clear and easy to understand, but in the specific application, the grammatical structure position of the directional complement and the deep-seated "psychological trend" are difficult to grasp. According to this, we can divide the types of errors into two categories: grammatical structure errors and psychological meaning errors.

2.1 Grammatical structure errors and analysis

As a parataxis language, Chinese itself has the characteristics of paying attention to the expression of meaning and loose

grammatical structure, but knowing the meaning does not mean being able to use it correctly. The content with clear basic meaning such as directional complement is easy to make learners feel slack and mistakenly think they have mastered it, so they are more likely to make mistakes in expression. For example, foreign students want to express the meaning of "回去" and know the compound directional complement of "回去", but they say: "* 我回家去了。"

The structural errors are caused by the different objects of directional complement, which can be divided into two categories: general object and locative object. Next, some examples for comparison will be given.

Directional complement with general object:

1. *办公室里进一位老人来。
办公室里进来一位老人。
2. *我买一束鲜花来了。
我买来了一束鲜花。
3. *突然飞过个排球来。
突然飞过来一个排球。

Directional complement with locative object:

4. *听见呼救声，他赶忙跳下去河，救了那姑娘。
听见呼救声，他赶忙跳下河去，救了那姑娘。
5. *上一次我回去老家，还没有这么大变化。
上一次我回老家去，还没有这么大变化。
- 6.*他也上来屋顶，和我一起修天线。
他也上屋顶来，和我一起修天线。

According to the above examples, we can see that foreign students can understand the basic meaning of Directional Complements, but they are prone to make mistakes when receiving different objects, which is specifically manifested in the confusion of when to separate from verbs and Directional Complements and when to use them together. The main reason for this grammatical dislocation is the negative transfer of learners' mother tongue.

When second language learners face a new language, they often compare it with their mother tongue, and subconsciously bring the language thinking of their mother tongue. This is a good way to establish contact with the new language, but at the same time, the language they learn will also be affected by the negative transfer of their mother tongue. This is especially true for native English learners who are learning Chinese. There is no grammatical structure in English that is consistent with the Chinese Directional complement. Therefore, Chinese and English sentences with the same or similar deep structure often cannot achieve complete semantic correspondence in the surface structure. In other words, the Chinese-English comparison of directional complement can only help students understand its meaning, but it can not make them use it correctly, because Chinese phrases and English phrases do not correspond to each other in structure and usage.

2.2 Psychological meaning errors and analysis

The "psychological meaning" of the directional complement still belongs to the category of the basic meaning of the directional complement. It is a psychological deepening of the "trend", not an extension of the meaning. In Chinese expression, the directional complement can not only represent the physical displacement, but also sometimes represents a psychological hint, that is, the psychological position of the speaker or the description object or the implicit emotional tendency. This needs to be understood in combination with the specific context and even the cultural background, and is the deepening of the basic "trend meaning". Chinese beginners often feel ambiguous about some Directional Complements because of the isolation of sentence making or the unfamiliar cultural environment. For example, they do not know whether to choose "go up" or "go up". It seems that both are reasonable and conform to the grammatical norms. However, in fact, there are subtle differences in the emotional tendencies expressed by the two. This is similar to pragmatics, which is actually an examination of the meaning of context.

Next, some examples will be given to compare the psychological meanings implied by different Directional Complements in specific contexts

1. 他刚一下课，一群孩子就围上去。
2. 他刚一下课，一群孩子就围上来。

In example 1 and example 2, there is no problem in grammatical structure, but there is a subtle emotional tendency. The difference between "going" and "coming" lies in the position set by the narrator's heart, or in whose position the narrator speaks. "上去" is a movement from low to high, and the narrator's angle is low. Therefore, example 1 is narrated from the perspective of "孩子", while "up" is also a movement from low to high, but its narrative angle is high. Example 2 is narrated from the perspective of "he". It can be seen that in the process of teaching Chinese as a foreign language, we should pay special attention to the fact that "up" and "up" mean the same trend, and we should not ignore the differences in their meanings in the specific language use. At the same time, this obscure semantic tendency can also help students infer the context of the context, the perspective and even the emotional attitude of the author from the relatively isolated sentence segments.

The negative transfer of target language knowledge sometimes causes such errors, which are often seen by learners who have accumulated certain knowledge. In the face of similar words, learners will generalize their experience and make mistakes. For example, after learning the usage of "上去", it is generalized to "上来". In fact, the usage of "上去" and "上来" are not exactly the same, nor can they replace each other. They have different meanings in different contexts, and random replacement will lead to misuse. In the final analysis, this is due to the poor grasp of the psychological meaning of various directional complements.

3. The improvement of teaching strategies for directional complement

The basic meaning of trend complement seems easy to understand, but it also has difficulties and mistakes in structure and meaning. In the teaching process, we should focus on observing the students' understanding and application methods to avoid the situation that students mistakenly think they have mastered it, but the actual application is full of errors. The basic meaning of the directional complement is the cornerstone of the learning of the directional complement. Only by firmly laying this foundation can we further learn the result meaning with extended meaning and the more virtual state meaning.

3.1 Correction of grammatical structure

For the students who make the grammatical structure mistakes of directional complement, they understand the meaning they want to express, but they are not familiar with the specific application, and do not know when to add the object directly, and when to separate the directional verb from the directional complement. As teachers, we can collect a large number of Chinese examples first, and then classify them. We can start with the simplest structure, step by step, and practice repeatedly. For example, we can first teach students the simple structure of "Verb + object + 来/去", and provide students with examples that conform to the structure, so that students can gradually develop a sense of language in the process of reading and reading, and gradually increase the difficulty after students thoroughly master the structure. When students have accumulated a certain amount of data and have a hazy outline of the grammatical structure of Directional Complements, we will establish a tree diagram to help students clarify their ideas, and let students actively participate in the sorting and classification of the grammatical structure through observation and comparison, giving play to their experience in using the language, instead of listing the rules and regulations of Directional Complements rigidly at the beginning, which is not conducive to students' understanding and memory, It is also easy to cause fear of difficulties. When students read a large number of examples and accumulate a certain sense of language, grammar classification is a natural thing, but it is also an indispensable reference. The accumulation of reading time is quantitative change, while the establishment of grammatical framework is qualitative change, helping students to achieve a leap in understanding.

The misuse of the grammatical structure of directional complement by foreign students is, in the final analysis, the collision of grammatical structures between different languages. For any learner, the influence of mother tongue grammar can not be underestimated. When learning a new language, he will always treat the grammar logic and thinking mode of his mother tongue. In the face of unfamiliar grammar rules, it will naturally be influenced by the mother tongue grammar and produce errors. Therefore, our first step is to be familiar with the grammar rules, that is, the input of example sentences. At

this stage, we need some patience and guidance to provide foreign students with different mother tongue backgrounds with a connection with Chinese, a cultural atmosphere and a language habit.

3.2 Discrimination of psychological significance

Due to the grammatical characteristics of the directional complement, the ambiguity of the psychological meaning will not lead to the error of the grammatical structure, but will lead to the deviation of the meaning direction, that is, the subtle difference of the psychological perspective of the narrator. In the process of teaching Chinese as a foreign language, there will be no corresponding words in the students' mother tongue. When students see Chinese sentences, the first thing in their mind is the expression of their mother tongue, and then try to match the meaning one by one. This correspondence is biased, and the real situation is often one to many or many to one. For example, "go up" and "go up" can be expressed in English, but "go up" and "go up" have different meanings in Chinese. If students can't understand the specific difference between the two words, they can't use them properly. In the process of teaching, we can transfer the basic meaning of directional complement to students by establishing appropriate interlingual transfer or directly breaking through the language restriction, and using more simple and direct graphic methods.

The differences between the mother tongue and Chinese of different foreign students are different, which requires us to analyze specific problems, study the similarities and differences between foreign languages and Chinese, and help students establish the relationship between the two languages. In this process, we can strengthen the practice of translation. Through the feedback of students, we can find out and correct the deviations in their understanding in time, and draw out the mistakes and compare them with the correct examples, so as to deepen the students' intuitive feelings and help them understand and use them.

However, the rule of diagram breaks through the restriction of language, and does not require cumbersome conversion and comparison. It directly presents the correct meaning of words through diagrams or actions, which can quickly establish an intuitive feeling. For example, when discriminating "上去" and "上来", draw an arrow from bottom to top to indicate the trend; In order to help students establish a simple and intuitive understanding of the difference between the lower perspective and the upper perspective. However, the pictorial method is only applicable to the initial stage of learning, and it cannot completely replace the translation practice. The information that pictures and actions can convey is limited and rough. Only an intuitive understanding of meaning is not enough to be used in flexible and changeable concrete communication. Better results can be obtained by combining the graphic method with the intertranslation method.

4. Conclusion

The basic meaning of directional complement is the basis of the whole module of directional complement. It seems simple, but it also has grammatical errors and obscure psychological meaning. In the process of teaching, we can not only focus on the theoretical explanation of its trend meaning, but also ignore the actual application and understanding of students. Learning cannot be half understood and ambiguous. If the foundation is not solid, the follow-up study cannot be solid and reliable. As for the teaching of the basic meaning of directional complement, we should teach students according to their aptitude, design translation exercises suitable for students according to the interlingual transfer between different languages and Chinese, and help students find similarities and differences in bilingual comparison, so as to overcome the influence of negative transfer of mother tongue and master the directional complement. Accumulate quantitative changes, achieve qualitative changes, and learn the basic meaning of directional complement thoroughly. Only then can we further learn the complex and changeable extended meanings. After all, a good start is half the success. With this article, I hope to offer help to foreign students for the basic study of directional complement.

Examples with * in the front are examples of errors made by foreign students, and those without * are correct expressions.

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