ЛЕ ЛИ

Түндүк батыш педагогика университети, Эл аралык маданият алмаштыруу колледжи, КЭР

ЛЕ ЛИ

Колледж международного культурного обмена Северо-Западного педагогического университета

LE LI

College of International Cultural Exchange, Northwest Normal University

КЫРГЫЗСТАНДЫН ЧЕТ ӨЛҮК СТУДЕНТТЕРИНИН «了(LE)» КЫТАЙДЫН ДИНАМИКАЛЫК ЖАРДАМЧЫЛЫГЫН САТЫП АЛУУДАГЫ КАТАЛАРДЫ ТАЛДОО

АНАЛИЗ ОШИБОК ПРИ ПРИОБРЕТЕНИИ КИТАЙСКОГО ДИНАМИЧЕСКОГО ВСПОМОГАТЕЛЬНОГО —了(LE)‖ ИНОСТРАННЫМИ СТУДЕНТАМИ ИЗ КЫРГЫЗСТАНА

ERROR ANALYSIS OF THE ACQUISITION OF THE CHINESE DYNAMIC AUXILIARY —了(LE)‖ FOR INTERNATIONAL STUDENTS IN KYRGYZSTAN

Аннотация: Кытай динамикалык жардамчысы — 了 (Le)‖ кытай грамматикасынын маанилүү компоненти болуп саналат. Экинчи тилди үйрөнүүчүлөр үчүн —了(Le)‖ тилин так өздөштүрүү жана колдонуу тилди билүү деңгээлин жогорулатуу үчүн абдан маанилүү.

Бирок, татаал грамматикалык эрежелердин жана колдонулушунан улам, кытай динамикалык жардамчылары кытай грамматикасын үйрөнүү процессинде экинчи тил үйрөнүүчүлөр үчүн ар дайым кыйынчылык жаратып келген. Бул изилдөө Кыргызстандын студенттеринин

динамикалык жардамчы —了(Le)‖ алуудагы каталарын изилдеп, талкуулайт. Ал каталардын

түрлөрүн жалпылайт, алардын негизги себептерин талдайт жана максаттуу окутуу ыкмасын сунуштайт. Максаты - эл аралык кытай тилин окутууда грамматиканы үйрөтүү боюнча колдонмолорду сунуштоо жана кыргызстандык студенттерге динамикалык кытай тилин колдоочу материалдарды алууга жана колдонууга жардам берүү.

Аннотация: Китайский динамический вспомогательный —了(Le)‖ является важнейшим компонентом китайской грамматики. Для изучающих второй язык точное освоение и использование — 了 (Le)‖ имеет большое значение для повышения уровня владения языком.

Однако из-за сложных грамматических правил и употребления китайские динамические вспомогательные средства всегда представляли проблему для изучающих второй язык в процессе изучения китайской грамматики. В этом исследовании

рассматриваются и

обсуждаются ошибки получения динамического вспомогательного ―了 (Le)‖ студентами из

Кыргызстана. В нем обобщаются типы ошибок, анализируются их глубинные причины и предлагается целенаправленный метод обучения. Цель состоит в том, чтобы предложить рекомендации по преподаванию грамматики в рамках международного китайского образования, а также помочь кыргызским учащимся в приобретении и использовании динамичных вспомогательных материалов на китайском языке.

Annotation: The Chinese dynamic auxiliary ― 了 (Le)‖ is a crucial component of Chinese grammar. For second language learners, mastering and employing ―了 (Le)‖ accurately is essential
to enhance their language proficiency. However, due to the intricate grammatical rules and usage, Chinese dynamic auxiliaries have always posed a challenge for second language learners during the process of learning Chinese grammar. This study examines and discusses the acquisition errors of

the dynamic auxiliary ―了 (Le)‖ in Kyrgyzstan. It summarizes the types of errors, analyzes their
underlying causes, and proposes a targeted teaching method. The objective is to offer guidance and suggestions for teaching grammar in international Chinese education, and to assist Kyrgyz learners in acquiring and utilizing Chinese dynamic auxiliaries.

Introduction

The dynamic auxiliary in Chinese is a distinctive word class in modern Chinese. Dynamics, as an autonomous grammatical category, mainly denotes the change of state and the process of action. The process of beginning, proceeding, and ending of a state or action at a specific time is primarily

expressed by the ―verb + dynamic auxiliary‖ structure (Lu, 2002). The auxiliary ―了 (Le)‖ is one of
the most significant dynamic auxiliaries in modern Chinese, and it is a critical issue in both daily communication and academic research. In the field of teaching Chinese as a foreign language, due

to the intricate grammatical meaning and usage of the auxiliary ―了 (Le)‖, learning and using it has
been a typical problem that is difficult and error-prone for second language learners of Chinese. This study takes the acquisition and use of the dynamic Chinese auxiliary ―了 (Le)‖ by international

students in Kyrgyzstan as an example. It explores the pattern of acquisition errors, summarizes the types of acquisition errors, analyzes the causes of acquisition errors, and proposes targeted teaching suggestions to assist international students in Kyrgyzstan in better mastering this grammatical phenomenon.

1. **The fundamental usage of the Chinese dynamic auxiliary ―了 (Le)‖**

There are two primary uses of ―了(Le)‖ in modern Chinese. Firstly, it is used after the verb or verbal phrase in a sentence to indicate the completion of the action. Secondly, it is used at the end of a sentence, primarily to indicate that a change has occurred, a new situation has emerged, and the role of forming a sentence (Huang & Liao, 2017).

1.1 Expressing completion

The ―了(Le)‖ is used after a verb or a verb phrase to indicate the completion of an action, without being limited by any specific time, and can be used in the past, present, or future tense. This grammatical structure is exemplified in sentences ①, ②, and ③.

① 我昨晚喝了一杯牛奶。 （I drank a glass of milk last night.）

② 我现在才明白了你的想法。 （Now I understand what you think.）

③ 明天我下了课就去踢足球。 （I will play football after class tomorrow.）

The actions in sentences ①, ②, and ③ occurred ―昨晚(last night)‖, ―现在(now)‖ and ―明天 (tomorrow)‖ respectively. This indicates that ― 了 (Le)‖ is only related to the completion of the action and not to the occurrence of the action. It has nothing to do with the time when the action takes place. When ― 了 (Le)‖ is used in the future, there is a condition: there must be a verb that indicates two successive actions, and ―了(Le)‖ is used after the first verb to indicate that the second action is done after the first action is completed, as shown in sentence ③.

1.2 Expressing change

The ― 了 (Le)‖ placed at the end of a sentence indicates a change or the appearance of a new situation. Its specific meaning varies depending on the context and is not limited by time, as it can indicate a change in the past, present, or future, as in the example sentence ④ ⑤ ⑥ ⑦ ⑧ ⑨.

④ 秋天了！/ 天热了！
（It's autumn! / It's hot!）

⑤ 今天的任务完成了。/ 作业写完了。
（The assignment for today is finished. / Homework done.）

⑥ 我妹妹结婚了。/ 飞机票便宜了。
（My sister got married. / The plane ticket is cheaper.）

⑦ 今天星期一了。/ 我16岁了。/ 已经吃了3碗了！
（It's Monday. / I'm 16 years old. / I've already eaten 3 bowls!）

⑧ 他现在会说汉语了。/ 我不想旅游了。
（He speaks Chinese now. / I don't want to travel anymore.）

⑨ 下周我就要回国了。/ 公交车要开了，快上车吧！
（I'm going back to my country next week. / The bus is leaving, so get on!）

The role of ―了(Le)‖ at the end of the sentences is different in the above groups of examples: Group ④ indicates that something or a situation has changed from not happening to happening;

Group ⑤ indicates that an action has changed from unfinished to finished; Group ⑥ indicates that the state or nature of something has changed; Group ⑦ indicates a change in time, age, or quantity; Group ⑧ indicates a change in ability or willingness; Group ⑨ indicates that the situation or action is about to change or will change. Among these groups, groups ④-⑧ indicate changes that have already occurred, while group ⑨ indicates changes that will occur but have not yet occurred.

2 Theoretical basis

This paper analyzes the acquisition and use of the dynamic auxiliary ―了(Le)‖ by international students in Kyrgzstan based on the theory of error analysis. It summarizes the acquisition pattern and characteristics of the dynamic auxiliary ―了(Le)‖ and analyzes the causes of errors formation, aiming to propose targeted teaching strategies.

Error analysis is a systematic analysis of learners' errors in the process of acquiring a second language to investigate their sources and reveal the learners' mediated language system, aiming to understand the process and rules of second language acquisition. The psychological basis of error analysis is cognitive theory, and the linguistic basis is universal grammar theory, first proposed by British linguist Corder, S. P. (1971).

Error refers to a systematic error made by second language learners due to poor mastery of the target language, deviating from the trajectory of the target language, and reflecting the language ability and proficiency of the speaker. The process of second language acquisition is seen as a process of rule formation, where learners continuously make hypotheses about the rules of the target language from input, test and correct them, gradually approaching the target language, and constructing the rule system of the target language (Liu, 2000).

3 Types of errors in the acquisition of the dynamic auxiliary ―了(Le)‖

This study collects and summarizes error data on the use of the Chinese dynamic auxiliary ―了 (Le)‖ in essays written by Kyrgyzstani students studying at a university in China.

Errors can be classified from different perspectives. Some scholars classify errors into global errors and local errors based on the severity of the errors, while others classify errors into intralingual errors and interlingual errors based on whether they are influenced by the target language. Some scholars emphasize the role of language in communication and classify errors into overt errors and covert errors. This study categorizes the acquisition errors of the Chinese dynamic

auxiliary ― 了 (Le)‖ made by Kyrgyzstani students from the perspective of grammatical form into

three types: misrepresentation errors, misuse errors, and omission errors, based on previous research on error classification standards.

3.1 Errors of misrepresentation

Misrepresentation refers to the use of a form that does not match a specific context from two or more language forms. In this study, errors of misrepresentation regarding the dynamic auxiliary―了(Le)‖ are categorized into misrepresentation between ―了(Le)‖ and ―过(Guo)‖, and

misrepresentation between―了(Le)‖ and―着(Zhe)‖. Examples of biased sentences are as follows13:

*运动会进行过三个小时了。

（The sports meeting has been going on for three hours.）

*国庆节的天安门广场挤满着人。

（Tiananmen Square was crowded with people on the National Day.）

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13 The asterisk ―*‖ indicates a sentence with an error. The same applies to the following text.

The error in the above sentences lies in the use of the dynamic auxiliary ― 过 (Guo)‖ or ― 着 (Zhe)‖ instead of the dynamic auxiliary ―了(Le)‖.

The dynamic auxiliary―了(Le)‖ and―过(Guo)‖ are both placed after the verb and indicate the completion of an action. The difference between them is that―了(Le)‖ not only indicates an

that has already occurred, but also implies that the outcome of the action may have some influence on the present, i.e. the result of the action may continue. —过(Guo)‖ can only be used to indicate an action that has already occurred, and the result of the action does not have any continuity. In the example sentence, —运动会进行(The sports meeting has been going on)‖ emphasizes the continuity of the action, and —了(Le)‖ should be used.

The dynamic auxiliary —着(Zhe)‖ is generally used after a verb or an adjective to indicate the continuity of the action and is considered a marker of the incomplete aspect, while —了(Le)‖ is considered a marker of the complete aspect. In the example sentence, —天安门广场挤满人 (Tiananmen Square was crowded with people)‖ does not indicate the continuity of the action but states a fact, and —了(Le)‖ should be used.

3.2 Errors of misuse

Misuse refers to the use of a particular language form that is unnecessary in a specific context. In this study, the misuse of the dynamic auxiliary —了(Le)‖ mainly exists in the following situations.

1. When expressing habitual actions, the auxiliary —了(Le)‖ should not be added after the verb. Usually, time words that indicate habitual actions such as —每天(every day)‖ —常常(often)‖ —总是(always)‖ —一直(constantly)‖, etc. are used to modify the action. Examples of misuse include:

＊他常常去全聚德吃了北京烤鸭。

（He often goes to Quanjude to eat Beijing roast duck.）

＊我的祖父从出生到去世，一直在家乡生活了。

（My grandfather lived in his hometown from birth to death.）

The context of the above examples indicates that the action is habitual and repetitive, which does not correspond to the meaning of —了(Le)‖ indicating completion or change. Therefore, the dynamic auxiliary —了(Le)‖ should not be added after the verb.

2. When objectively stating a fact or situation, the verb should not be followed by —了(Le)‖.

Examples of misuse include:

＊他看起来像八九岁，其实只有七岁了。

（He looks like he's 8 or 9 years old, but he's actually only 7.）

＊科学研究表明了每天适量的锻炼可以帮助我们保持身体健康。

（Scientific research shows that moderate exercise every day can help us maintain good health.）

The above examples describe objective facts or situations, which have objectivity and do not emphasize the completion of actions or the emergence of new situations, so there is no need to add

the dynamic auxiliary —了(Le)‖ after the verb.

3. After using —没(Mei)‖ or —没有(Mei you)‖ in a negative sentence, —了(Le)‖ is generally not used again. Examples of misuse include:

＊回国后，她没去了当中文教师。

（After returning to her country, she didn't become a Chinese teacher.）

＊我的汉语不好，是因为没有好好练习了听说读写。

（My Chinese is not good because I haven't practiced listening, speaking, reading and writing well.）

In the above examples, the negative words —没(Mei)‖ or —没有(Mei you)‖ with the verb indicate that the action is not completed or realized and cannot appear at the same time as —了

(Le)‖, which indicates completion or realization, so there is no need to add the dynamic auxiliary 一了(Le)‖ after the verb.

Errors of omission

Omission refers to the non-use of a certain linguistic form in a specific context. In this study, omission errors of the dynamic auxiliary 一了(Le)‖ mainly exists in the following situations.

1. Omission of the dynamic auxiliary –了(Le)‖ in the structure of –verb +了(Le) + object‖.

Example sentences of the errors are as follows14:

＊老师拿起杯子喝（了）一口水。

（The teacher took a sip of water from his cup.）

＊昨天早上下课以后我去操场打（了）篮球。

（I went to the playground to play basketball after class yesterday morning.）

The above sentences indicate the completion of an action or that the action happened in the past and has already been realized. Therefore, the dynamic auxiliary

一了(Le)‖ needs to be added after the verb to indicate the result of the action.

2. Omission of the dynamic auxiliary –了(Le)‖ in the structure of –verb + result complement +

了(Le) + object‖. Example sentences of the errors are as follows:

＊我终于看完（了）这本中文小说。

（I finally finished this Chinese novel.）

＊她在图书馆找到（了）那本汉语词典。

（She found that Chinese dictionary in the library.）

The result complement in the above sentences acts as an adjective or a verb, placed after the verb to indicate the result of the action and accompanied by a change of state. Therefore, the

dynamic auxiliary 一了(Le)‖ needs to be added after the result complement to indicate that the action

has been realized, and the state has changed.

4 Causes of errors in the acquisition of the dynamic auxiliary 一了(Le)‖

In the previous text, the types of errors in the acquisition of the Chinese dynamic auxiliary 一了 (Le)‖ by Kyrgyzstani students were classified and summarized. In this article, based on these error types, we will specifically analyze the causes of errors in the acquisition of the Chinese dynamic

auxiliary 一了(Le)‖ by Kyrgyzstani students.

4.1 The impact of the grammatical complexity of the 一了(Le)‖

Chinese belongs to the Sino-Tibetan language family, which is different from the Indo-European language family. It is an isolating language without strict morphological changes. Therefore, function words are a significant means of expressing grammatical meaning in Chinese (Zhang, 2000). As a frequently used function word in modern Chinese, the usage of the dynamic

auxiliary 一了(Le)‖ is very complex and flexible. Therefore, in the field of teaching Chinese as a

second language, the dynamic auxiliary "了(Le)" is both a key and a difficult point for learners to study Chinese grammar. When to use "了(Le)", when not to use "了(Le)", and where to use "了
(Le)" in a sentence all need to be carefully considered during learning and usage, otherwise errors will occur. It can be seen that the complexity of the grammar structure of Chinese itself increases the difficulty of second language learners' acquisition.

4.2 The impact of negative native language transfer

Negative native language transfer refers to errors or inappropriate language usage that occurs in second language learning due to the influence of the grammatical structure of the native language. Negative native language transfer often occurs when there are significant differences in grammar structure and vocabulary usage between the native and target languages, and learners tend to incorrectly apply the grammar structure and vocabulary usage of their native language to the second language learning.

The native language of international students in Kyrgyzstan is Kyrgyz. Kyrgyz belongs to the Turkic language family and differs significantly from Chinese in terms of grammar. Kyrgyz nouns, adjectives, verbs, etc. have rich forms of case, number, tense, etc., while Chinese expresses grammatical relationships through word order and auxiliaries. Second language learners whose native language is Kyrgyz are likely to transfer their knowledge from their native language to
Chinese when they have not fully mastered the grammar rules of the dynamic auxiliary "了 (Le)" in the early stage of learning. For example, they may equate the Chinese dynamic auxiliary "了(Le)"
with the "simple past tense" in their native language and only use it in sentences that represent completed actions in the past. Although the Chinese dynamic auxiliary "了(Le)" often appears with
time words that represent the past, it is not a time marker and is not subject to any time limit. It can be used in the past, present, and future.

4.3 The impact of generalization of target language rules

As second language learners of Chinese acquire more knowledge of the language, they may apply their insufficient and limited knowledge of Chinese in a way that involves analogical reasoning when learning and using new grammar rules, leading to errors, also known as overgeneralization (Paul, 1968). Selinker (1972) believes that there are roughly three reasons for the generalization of target language rules: erroneous rule generalization, incomplete rule mastery, and lack of understanding of the conditions for rule application.

Kyrgyz students studying the Chinese dynamic auxiliary "了 (Le)" have produced different types of errors due to the above three reasons. For example, learners may use "了(Le)" multiple
times in a Chinese sentence, resulting in unclear sentence structure and even ambiguity. In addition, learners may confuse and incorrectly substitute multiple dynamic auxiliary, resulting in ambiguity and inconsistency with the overall context of the sentence. Therefore, when learning the Chinese
dynamic auxiliary "了(Le)", attention needs to be paid to its specific usage in Chinese to avoid
excessive or incorrect usage.

5 Teaching strategies for Chinese dynamic auxiliary "了(Le)"

The Chinese dynamic auxiliary ―了 (Le)‖ is an important part of Chinese grammar. For Chinese second language learners, mastering and correctly using ―了 (Le)‖ is one of the keys to improving language proficiency. Based on the analysis of the acquisition errors of Kyrgyzstan
international students in learning the Chinese dynamic auxiliary ―了 (Le)‖, this article proposes several targeted teaching methods.

Contextual teaching method: Help students understand the usage and semantics of ―了 (Le)‖ through real language environments and situations. For example, using teaching resources such as listening materials, videos, or pictures to let students learn the usage of ―了 (Le)‖ in real language environments.

Comparative teaching method: Compare and analyze ―了 (Le)‖ with other Chinese grammar phenomena to help students better understand the meaning and usage of ―了 (Le)‖. For example, comparing ―了 (Le)‖ with past-time adverbials to help students analyze their roles and differences in sentences.

Situation teaching method: Let students master the usage of ―了 (Le)‖ in practice by simulating real situations. For example, using role-playing and situational dialogue to allow students to apply ―了 (Le)‖ in simulated situations.

Repeated practice method: Help students master the usage and collocations of ―了 (Le)‖ through a large number of examples and exercises. For example, using exercises such as filling in the blanks, making sentences, and translating to allow students to practice using ―了 (Le)‖ repeatedly.

6 Conclusion

This study focuses on the acquisition errors of the Chinese dynamic auxiliary ―了 (Le)‖ among Kyrgyzstani students studying in China. Firstly, the basic usage of the modern Chinese dynamic auxiliary ―了 (Le)‖ is categorized. Secondly, the collected corpus of acquisition errors of ―了 (Le)‖ is
analyzed, and the types of acquisition errors made by Kyrgyzstani students are summarized. The reasons for the formation of these errors are then examined, and finally, teaching strategies for the

Chinese dynamic auxiliary ―了 (Le)‖ are proposed with the aim of providing useful references and
guidance for the teaching of grammar in international Chinese education, and helping Kyrgyzstani Chinese learners to better acquire and use Chinese grammar.

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