

Analysis of Overlapping Errors of Chinese Words Acquired by Japanese International Students

-- Taking the HSK Dynamic Composition Corpus as an Example

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ABSTRACT

A total of 109 cases of Chinese word overlap errors acquired by Japanese students. Through classification analysis, based on the HSK dynamic Composition corpus, using contrastive analysis and induction methods, etc., the errors in Chinese word overlap acquired by Japanese students were compared and analyzed, and the mistakes made by Japanese students in verb overlap, adjective overlap, noun overlap, etc. The errors were obvious, and there were also errors in the use of other word overlaps, such as numerals, adverbs, pronouns, etc. Chinese word overlap is one of the difficulties in second language teaching. Through an analysis and study of Japanese students' acquisition of Chinese word overlap, corresponding teaching countermeasures are proposed.

KEYWORDS

Word Overlap; Error Analysis; Teaching Strategies.

1. INTRODUCTION

By categorizing and analyzing the overlapping errors of Chinese words acquired by Japanese students, it was found that there were relatively high error rates in verb overlapping errors, adjective overlapping errors, and noun overlapping errors. Due to these factors, Japanese students have difficulty in learning Chinese word overlap. It is hoped that the analysis of the Chinese word overlap bias that Japanese students have encountered during the acquisition process can provide a reference for their future learning of Chinese word overlap [1].

2. TYPES OF OVERLAP ERRORS IN THE ACQUISITION OF CHINESE WORDS BY JAPANESE STUDENTS

In modern Chinese, except for verbs, adjectives, numerals and adverbs, no other parts of speech should overlap. The same word repetition is also a manifestation of the grammatical system in Chinese. The most fundamental reason why Japanese students often confuse Chinese word reduplication is their lack of understanding of the rules of Chinese word reduplication and their lack of proficiency in using them, which leads to their errors in the process of using Chinese word reduplication.

2.1. Verb overlap Error

In the HSK dynamic Composition corpus, Japanese students acquired 69 cases of verb overlap bias. In modern Chinese, verb reduplication can be classified by form into monosyllabic and disyllabic verb reduplication. Among them, mental verbs, voluntative verbs and existential verbs are usually not used for reduplication. Chinese tenses can be divided into continuous tenses, present tenses and future tenses. Using "le" and "pass" after a verb indicates the end of the action, so it indicates the already tense. If it is followed by "in", it indicates the progress of the action, so it indicates the continuous tense. Usually, verb reduplication does not have tense characteristics, so when a verb is followed by "le", "over", and "zhe", it cannot be used for reduplication [2].

2.1.1. Verbs Should Overlap but Not Overlap

Japanese students use the original form of the verb, which is an omission of verb repetition. Verbs like AA form repetition "listen" and "ask" both have the meaning of thinking in the sentence and need to last for a certain period of time. And the AA form of verb reduplication usually indicates something that hasn't happened yet. The AA form should overlap but not overlap bias is shown in Table 1.

Table 1. Verb AA Form: Should Overlap but Not

Corpus bias	Corrected corpus
1.* "But now there are also many people going to my mother to listen to her advice and ask for help, which proves that she has a good character."	But nowadays, many people also go to my mother's place to listen to <u>her opinions and ask for her help. All these prove that she has a good personality.</u>
1.* "Whenever I encountered difficulties at work or in life, I would always <u>ask</u> her what to do."	1. "Whenever I encounter difficulties at work or in life, I must <u>ask</u> her what to do."

Verb AABB form reduplication can increase the number of times an action is repeated. When mental verbs want to express meanings such as "think, consider, estimate", they are usually reduplicated to convey the meaning. The AABB form of verbs should overlap but not overlap bias is shown in Table 2.

Table 2. Verb AABB Form: Should Overlap but Not

Corpus bias	Corrected corpus
1.* "I think the most important thing is to <u>think carefully about</u> medical technology and bioethics issues."	1. "I think the most important thing is to <u>think about</u> <u>medical</u> technology and bioethics issues."

In the examples of verb ABAB form reduplication, Japanese students use the archetype of the verb, but "consider" and "compare" both have a slight hesitation in the sentence and have a duration of time, so reduplication should be used. Table 3 shows the bias that verbs in the ABAB form should overlap but not overlap.

Table 3. Verb ABAB Form: Should Overlap but Not

Corpus bias	Corrected corpus
1.* "Then the teacher said to me, 'I'll go home today and <u>think about</u> it. You go home and think about it too.'"	1. "The teacher said to me at that time, 'I'll go home and <u>take</u> the <u>test</u> today You should also go home and think about it."

The V-v form of verbs is often used for description, so most Japanese international students acquire the verb reduplication form due to syntactic requirements. The word "pat" in the corpus is an instantaneous action and a non-continuous verb. When they are overlapped, the number of times the action is reduced accordingly, so pat pat. The process and duration that better reflect the action, rather than the continuity, are shorter, while "patting" is just the action at the moment and cannot be extended at a deeper level. There is a difference in expressive function between "try" and "try it". "Try" is the state of the action, while "try" is the description of the action. The verb v-v form should overlap but not overlap bias is shown in Table 4.

Table 4. Verb V-v Form: Should Overlap but Not

Corpus bias	Corrected corpus
1.* "Saying that she <u>pat</u> me on the shoulder, I was so grateful that without her words, I wouldn't be who I am now."	1. "She <u>patted</u> me on the shoulder and I was so grateful. Without her words, I wouldn't be who I am now."

The ABA tense of the verb should overlap rather than not, and there is less error in the corpus. Table 5 shows the bias that verbs should overlap but not overlap.

Table 5. Verb ABA Form: Should Overlap but Not

Corpus bias	Corrected corpus
1.* "The <u>division of labor in my family is very</u> clear. Dad works outside and mom cooks, cleans and does the laundry at home."	2 "The <u>division of labor in my family is very</u> clear. Dad works outside and mom cooks, cleans and does the laundry at home."

2.1.2. Verbs that Cannot Be Used for Repetition are Used for Repetition

The base form of the verb is more forceful in tone, but after the repetition, the AA form of the verb can indicate "try," with a milder tone, but the form of verb repetition emphasizes the tense feature more. Verb AA form reduplication can be used in sentences where the action does not occur but is about to occur, but not in sentences of usual actions and completed actions. The AA form of the verb cannot overlap but is used for overlap bias is shown in Table 6.

Table 6. Verb AA Form: Should Not Overlap but Did

Corpus bias	The revised corpus
1.* "Then he does it himself and let me <u>see</u> ."	1. "Then he did it himself and let me <u>see</u> ."
2.* "For forty minutes on the tram, we <u>talk about</u> a lot of things."	2. "Forty minutes on the tram, we <u>talked about</u> a lot of things."
3.* "But we couldn't just <u>watch him</u> suffer."	3. "But we can't just <u>watch</u> him suffer."

Verb a-a form reduplication is mainly used to indicate that the action lasts for A relatively short time. In situations where the context is not definite, verb A-a-form reduplication is often used to indicate a relaxed atmosphere. When the situation is certain, the A-A form of the verb can be used to convey solemnity and seriousness. No phrases with a conjunction structure or a predicate object should be placed after verb reduplication. Likewise, verb reduplication cannot function as an adverbial component. The A-A form of the verb cannot overlap but is used to overlap bias is shown in Table 7.

Table 7. Verb A-A Form: Should Not Overlap but Did

Corpus bias	Corrected corpus
1.* "Parents also know that their children imitate their parents, so they try to show their children their strengths."	1. "Parents also know that their children imitate their parents, so they try to show their children their strengths."
2.* "I spent the whole day <u>wandering around the streets of Shanghai</u> , but my phone didn't respond."	2. "I've been wandering around the streets of Shanghai all day, but my phone doesn't respond."
2.* "I began to think that although I didn't get into the university I wanted to go to, if I worked hard again, it would surely be good and I would be happy."	2. "I began to <u>think</u> that although I didn't get into the university I wanted to go to, if I worked hard again, it would surely be better and I would be happy."
1.* "I'm more interested in listening to the teacher's classes now than before."	1. "Now I <u>listen</u> to my teacher's class with more interest than before."

Verb AAB form reduplication also has a tense color, indicating a general state when the action has occurred and is generally present. Verb AAB form reduplication is a verb-object form reduplication, so in verb-object conjugations, verb morphemes can be used for reduplication, but noun morphemes cannot. The AAB form of verbs cannot be duplicated but is used for duplication as shown in Table 8.

Table 8. Verb AAB Form: Should Not Overlap but Did

Corpus bias	It should be
1.* "When I was a child, my mother often took me <u>for walks</u> ."	1. "When I was a child, my mother often took me for walks."
2.* "One day, I was <u>strolling along</u> Binjiang Road when suddenly my hand touched something very hot, 'so hot!'"	2. "One day, I was strolling along Binjiang Road when suddenly my hand touched something very hot, 'so hot!'"

The verb ABAB form reduplication indicates the duration of an action in a sentence, so it cannot be followed by a quantified object. Due to the influence of written language, it cannot overlap. The ABAB form of the verb cannot overlap but is used for overlap bias as shown in Table 9.

Table 9. Verb ABAB Form: Should Not Overlap but Did

Corpus bias	It should be
1.* "They <u>think about</u> what to do?"	"They are <u>thinking</u> , what should they do?" "
2.* "But before the law is made, we must <u>discuss</u> this matter and see what happens in other countries."	2. "But before the law is enacted, we must discuss this matter and see what happens in other countries."

2.2. Adjective Overlap Bias

Adjective overlap includes monosyllabic adjective overlap and disyllabic adjective overlap. After adjectives overlap, there is a deepening of the degree, so the degree adverb is no longer accepted for modification [3].

2.2.1. Adjectives Should Overlap but Not Overlap

When Japanese students learn to overlap adjectives, it is a missing component. In modern Chinese, adjective reduplication can directly serve as a predicate component. The error that adjectives in the AA form should overlap but not is shown in Table 10.

Table 10. Adjective AA Form: Should Overlap but Not

Corpus bias	Corrected corpus
1.* "If we put eating 'green food' first That would lead to a <u>significant</u> drop in crop yields, And the price of crops will increase."	1. "If we put eating 'green food' first, it will cause a <u>significant reduction</u> in crop production and the price of crops will increase."
2.* "This short period of time has made a fresh impression on me, so I like my country more."	2. "This short period of time has made a fresh impression on me, so I like my country even more."

When Japanese international students learn to overlap adjectives, they often overlook the fact that monosyllabic adjectives should overlap when used as adverbials. The AAB form of adjectives cannot overlap but is used for overlap errors as shown in Table 11.

Table 11. Adjective AAB Form: Should Overlap but Not

Corpus bias	Corrected corpus
1.* "At that time, some students couldn't take a calm attitude, but if he raised an objection to his opinion, he would first <u>listen</u> to that opinion, then think carefully about his own, and then express his own thoughts according to the objection to him."	1. "At that time, some classmates couldn't take a calm attitude, but he, if he were to raise an objection to his opinion, he would first <u>listen</u> to <u>that opinion</u> , then consider his own thoughts carefully, and then express his own thoughts according to his opinion."

2.2.2. Adjectives that Cannot Be Duplicated are Used for Duplication

When monosyllabic adjectives are used as adverbials, pragmatic factors should be taken into account. Comparative sentence structures cannot overlap when used as predicate adjectives. The AA form of adjectives cannot overlap but is used for overlap errors as shown in Table 12.

Table 12. Adjective AA Form: Should Not Overlap but Did

Corpus bias	It should be
1.* "Although the kids don't smoke, their lungs are as black as those of smokers."	1. "Although the children don't smoke, their lungs are as black as those of smokers."
2.* "One of the Japanese teachers is very strict in teaching, and students are all afraid of <u>that teacher</u> , <u>and I am one of them.</u> "	2. "One of the Japanese teachers is very strict in teaching and the students are afraid of that teacher, and I am one of them."

3. CAUSES OF OVERLAPPING ERRORS IN CHINESE WORDS ACQUIRED BY JAPANESE STUDENTS

The main causes of overlap bias in the acquisition of Chinese words by Japanese students include negative transfer of the native language, the influence of learning strategies, and excessive generalization of the rules of the target language. Japanese students are prone to acquisition errors when they are not familiar with the rules of using Chinese words.

3.1. Negative Transfer of Native Language

For example, in Chinese, when an adjective is used as an attributive, "de" is added; when it is used as an adverbial, "di" is added; when it is used as a complement, "de" is added. When Japanese students are not familiar with Chinese culture, they may also have some misunderstandings about learning

Chinese word reduplication, because verb reduplication in Chinese can convey a sense of politeness [4]. Japanese students do not understand why and when to use word reduplication when faced with it. They often find it unfamiliar to learn, which also affects their use of Chinese word reduplication. When Japanese students study word reduplication, they usually do formatted reasoning analysis. Moderately, it can be helpful for learning Chinese, but when Japanese students do a lot of reasoning without grasping the purpose and rules, it can easily lead to overgeneralization of the target language.

3.2. Overgeneralization of the Rules of the Target Language

For example, "* My mother and I have a look around that field." There is no need to add an object after the acquired verb a-a-form overlap, so it should be changed to "went around". Since international students do not have a deep understanding of the relevant knowledge of Chinese and do not know the specific usage of certain knowledge, they will artificially expand the known knowledge of the target language and apply it inappropriately to new knowledge, which is also called "overgeneralization".

4. TEACHING COUNTERMEASURES FOR OVERLAPPING CHINESE WORDS ACQUIRED BY JAPANESE INTERNATIONAL STUDENTS

By analyzing and categorizing the errors in the acquisition of Chinese words by Japanese students, corresponding teaching strategies have been summarized for the causes of these errors. Strengthening the comparison of Chinese and Japanese vocabulary, increasing the practice of rewriting wrong sentences, and following the principle of progressive teaching can help Japanese students overcome the difficulties and obstacles they encounter in the acquisition of Chinese word overlap.

4.1. Strengthen the Pragmatic Comparison of Chinese and Japanese Vocabulary

For example, the sentence "Then he explains that the girl is his sister" is influenced by the Japanese expression "ちよつと explains that た". A noun object is usually added after verb reduplication, but in this sentence, "that girl is his sister" is a predicate object, so reduplication cannot be used to reduce the meaning of the sentence. Teachers often have three problems in the teaching process: first, simplistic or stiff correspondence; second, excessive accumulation of corresponding words; third, cumbersome definitions.

4.2. Add Exercises to Rewrite the Wrong Sentences

When the teacher explains the adverb overlap of "gradually", the teacher can show the students pictures of the weather temperature so that they can intuitively feel the gradual increase or decrease of things and experience the change in degree. And ask the students to rewrite the wrong sentence, such as "the temperature is gradually {CJcd} rising." [5] This way, by rewriting the wrong sentences, students will deepen their understanding of word overlap.

5. CONCLUSION

Among the errors in the acquisition of Chinese words by Japanese students, there are errors in the scope and format of word overlap, and some are restricted by grammar, pragmatics and context, which leads to the acquisition of Chinese word overlap errors. Finally, in view of the causes of these errors, some feasible teaching suggestions are put forward from the perspective of teaching, from the perspective of teachers and students, for the teaching of overlapping Chinese words for Japanese international students.

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