

ERROR ANALYSIS OF THE RESULTATIVE COMPLEMENT OF PAKISTANI STUDENTS' WHILE LEARNING CHINESE LANGUAGE

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Original Article

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Abstract

“Resultative Complement” is a very rich grammatical point in Chinese Language, which is difficult for foreign students to understand because of its variability and flexibility. The purpose of this survey is to investigate the problems and errors that Pakistani students encounter when using result complements in routine discussions. The author conducted a questionnaire survey. There are 12 verbs and adjectives commonly used as resultative complement in this survey. The questionnaire was designed in multiple choice questions (MCQ) format. This paper mainly investigates the collocation of result complement, the use of negation words in result complement sentences, and the substitution of auxiliary particle “了le” by Pakistani students.

Keywords: Pakistani Student; Resultative Complement; Error Analysis

1. Introduction

In Chinese language, “Complement” structure is a very important and complex grammatical structure as well. It has many types and the “Resultative Complement” is one of them. The resultative complement indicates the completion of the action after the predicative verb. Moreover, the “Resultative Complement” also expresses the content of the complex sentence as a single sentence which is usually expressed by an adjective or a verb.

Many of the comparative researches have been carried out on complement structures recently. In addition to native Chinese speakers, many Chinese learners have also studied the similarities and

differences between Chinese and native complements. The author of this article is a Pakistani and his native language is Urdu. Researches that have been carried out for native Urdu speakers learning Chinese Language Complements are quite few. What problems and difficulties do Pakistani students face while learning resultative complements during Chinese language learning? As mentioned, there are few studies on the error analysis between Chinese Resultative Complements with their corresponding expression in Urdu. In this article, by comparing the similarities and differences, the author intends to further analyze some errors in the acquisition of Chinese Resultative complements by native Urdu speakers. The

author also hopes that the research results of this paper will help Chinese learners whose mother tongue is Urdu and it will pave the way for future scholars to research more on this aspect keeping in view the innovative thoughts, visions and angles.

2. Literature Review

Complement plays a pivotal role in Chinese Language sentence structure, and it is one of the most distinguished characteristics of Chinese Language. After the verbal or adjectival predicate, it adds the elements that supplement the result, quantity, and the situation of action or the degree of the action. Resultative Complements are usually filled with verbs, adverbs, adjectives or other phrases. We generally classify complements into seven basic types: potential complement, resultative complement, state complement, degree complement, quantity complement, time and place complement and tendency complement.

There are many ontological studies on resultative complement. Liu Yuehua (2001) expounded the "Problem of Resultative Complement with Object and Semantic Direction". He described and analyzed the characteristics of resultative complement sentences and some verbs and adjectives that can be used as resultative complement¹.

In (1988), Li Dejin and Cheng Meizhen explained in detail the definition of resultative complement, the phrases and words that can be used as resultative complement, the grammatical characteristics of resultative complement and the problems that should be paid attention to while using resultative complement² in routine discussions.

1 Liu Yuehua, Pan Wenyu, Gu Wei (2001), practical modern Chinese grammar [M], Beijing commercial press

2 Li Dejin, Cheng Meizhen, 2nd Edition (1988) (reprinted in 2012), practical Chinese grammar for

Lu Fubo (2011) elaborated that the Result Complement expresses the result of an action and a change which is expressed by verbs and adjectives. He explains the action and its complement from two aspects, such as: 她摔了 (tāshuāi le) ; 她倒了 (tādǎo le) → 她摔倒了 (tāshuāidǎo le) etc. And he described the characteristics of the collocation of Resultative Complement. He also described that the meaning of some verbs and adjectives should be empty when they are used as complements, so we should pay attention to understand their meaning³.

Yang Yuling and Wu Zhongwei (2013) describe the problems that second language learners often encounter when learning to use Resultative Complements. Such as: omission of Resultative complement, omission of verb, Wu and Yong, wrong order and no repetition of verb when complement and object appear at the same time⁴.

Yang Yujie, Li Yihua and Liao Haiying (2017) explained the corresponding expression of action result in Thai. The author also describes the meaning and forms of complement in Chinese and Thai, and makes a comparative study of the similarities and differences. Finally, the author provides some teaching suggestions for Thai students to learn Chinese Resultative Complements⁵.

foreigners [M], Beijing Language and Culture University Press

3 Lu Fubo, 2nd Edition (2011) (reprinted in 2015), grammar of teaching Chinese as a foreign language [M], Beijing Language and Culture University Press

4 Yang Yuling, Wu Zhongwei (2013) (reprinted in 2018), international Chinese grammar and grammar teaching [M], Beijing Higher Education Society

5 Yang Yujie, Li Yihua, Liao Haiying (2017), comparative teaching research on the corresponding forms of Chinese resultative complement and Thai [J]. School of tropical crops, Yunnan Agricultural University

Liu Jia (2017) described the differences in Resultative Complements between Korean and Chinese, some errors in the process of Korean students learning Chinese Resultative complements and the reasons for the errors. This paper analyzes the differences of resultative complement between the two languages, and provides some teaching suggestions for Korean students to better understand Chinese resultative complement⁶.

Jing ZhangDai (2016) introduced some situations of Japanese students learning Chinese Resultative Complement and also analyzed the common errors and the causes of errors when Japanese students use Chinese Resultative Complement. In this paper, he uses the questionnaire analysis method and he also provides some teaching suggestions⁷.

GuoJiajia (2017) conducted a questionnaire survey on the acquisition of resultative complements by European and American students. Through the survey, he found some errors and the causes of errors in the use of Resultative Complement by students with different Chinese proficiency in Europe and America. This paper provides some teaching suggestions for European and American students to master Chinese resultative complement better⁸.

Li Guoling (2017) analyzed the error sentences of result complement and divided them into three categories: negative, ontological and sentence pattern errors.

6 Liu Jia (2017), error analysis and teaching research of complement in Korean students' acquisition of Chinese [D], master's thesis of Hunan Normal University

7 Jing ZhangDai (2016), error analysis of complement in learning Chinese by Japanese students [D], bachelor's degree thesis of Beijing Language and Culture University

8GuoJiajia (2017), a study on the acquisition of resultative complements by European and American students [D], master's thesis of Shanghai Jiaotong University

According to the data obtained, the paper analyzes the errors in pronoun, order, omission, addition and negative form of the result complement. After data analysis, the causes of errors are obtained⁹.

The above is the article about the error of result complement found by the author in the literature research. Although there are a large number of research angles but still there is no literature on Pakistani students.

3. Research Objective

Urdu and Chinese language are two different languages. Urdu language belongs to Indo European, while Chinese belongs to Sino Tibetan language family, so there are great differences between the two languages. As far as the two languages are concerned, the amount of literature on their similarities and differences is very limited, not to mention the comparative study of the complement in Chinese and the corresponding grammatical elements in Urdu.

In the process of learning Chinese Resultative Complements, students have many questions. According to the author's observation, students who are native speakers of Urdu always make mistakes in the accurate use of Resultative Complement when they learn Chinese. This makes me think about a question: why is the Resultative Complementis so difficult for Urdu native speakers?

However, throughout the literature on the errors of Resultative Complement, the author fails to find a research article for Urdu native speakers. Therefore, the author intends to make pioneering research on this issue.

This paper aims to investigate the acquisition of Resultative Complement by Pakistani students through a questionnaire. Through the data of the questionnaire, the

9 Li Guoling (2017), error analysis of Chinese result complement of Middle Asian students [D], master's thesis of Xinjiang Normal University

author wants to understand the situation of Pakistani students' know-how of the Resultative Complement and the problems existing in the process of using the Resultative Complement and tries to analyze the differences between the corresponding grammatical structures of the two languages and summarize the causes of same errors.

4. Research Methodology

In this paper, a questionnaire was designed to investigate 60 Pakistani students. All the data come from the questionnaire to Chinese learners in Pakistan, however the validity and authenticity of the data obtained is unquestionable.

For survey in NUML convenience sampling method was adopted and students available at the Chinese Language Department were given a survey questionnaire. Therefore, there were a large number of students present at the Chinese language department which provided researcher opportunity to talk to them and get the survey done. Chinese language skills of researcher were limited but enough to start introduction in Chinese language with students. This language gesture resulted into a positive response from majority of students who were asked to fill this survey.

5. Questionnaire Design

In the first stage of literature research, the author fully read the relevant literature of

others, and designed a questionnaire on the basis of his research results.

The whole questionnaire consists of two parts, a total of 12 questions. In order to improve the efficiency of answering questions, the test is designed in a multiple-choice questions format. In the first part, there are seven questions, which are based on the situational dialogue. This paper mainly investigates the following situations:-

1. The integrity of the verb complement structure (divided into the investigation of verbs and the Resultative Complement)
2. The collocation of the verb Complement structure.
3. The negative form of the verb Complement structure, that is, the use of negation words.

The second part is to choose the correct Chinese corresponding expression according to the Urdu sentences provided. There are five questions. The main purpose of the first two questions (questions 8 and 9) is to investigate how learners deal with the situation when the auxiliary particle 'le' and the Resultative Complement appear together in the same sentence. The purpose of questions 10 and 11 is to find out whether the learners adopt avoidance strategies when using the Resultative Complement of semantic grammaticalization. Question 12 is to repeatedly investigate the use of negation words in verb complement construction sentences.

Table 1: The structure of Pakistan students' Resultative Complement questionnaire

First group Verb complement collocation	1, 2, 3, 4, 5, 6
Second group Negative form	7, 12
Third group Verb complement collocation and the use consciousness of verb complement structure	10, 11
Fourth group verb-complement construction + le	8, 9

1. Survey Results and Analysis

(1) First Group: Analysis of Verb Complement Collection

Table 1.1: Verb Complement

No.	Problem	Right Answer
1.	A. 你的作业写____了吗？nǐ de zuòyèxiě ___ le ma? B. 是的，我已经交给老师了。shìde, wǒ yǐjīngjiāogěilǎoshī le. a)完 b)对 c)成 d)不用选 a) wán b) duì c) chéng d) bù yòng xuǎn	a)
2.	A. 你怎么这么开心？nǐ zěnme zhè me kāixīn? B. 我的小猫终于找____了。wǒ de xiǎo māo zhōng yú zhǎo ___ le. a)到b)见 c)完d)不用选 a) dào b) jiàn c) wán d) bù yòng xuǎn	a)
3.	A. 你今天怎么走路去学校？nǐ jīn tiān zěnme zǒu lù qù xué xiào? B. 大卫借____我的自行车了。dà wèi jiè ___ wǒ de zì xíng chē le. a)掉 b)远c)走d)不用选 a) diào b) yuǎn c) zǒu d) bù yòng xuǎn	c)
4.	A. 你怎么感冒了？nǐ zěnme gǎn mào le? B. 昨天下雨，我冻____了。zuó tiān xià yǔ, wǒ dòng ___ le. a)着b)到 c)掉d)不用选 a) zháo b) dào c) diào d) bù yòng xuǎn	a)
5.	A. 你能看____书上的字吗？nǐ néng kàn ___ shū shàng de zì ma? B. 能。néng。 a)见b)好 c)了 d)不用选 a) jiàn b) hǎo c) le d) bù yòng xuǎn	a)
6.	A. 你爸爸在家吗？nǐ bà ba zài jiā ma? B. 他应该在家，我听____他说话了。tā yīng gāi zài jiā, wǒ tīng ___ tā shuō huà le. a)见b)成c)到 d)不用选 a) jiàn b) chéng c) dào d) bù yòng xuǎn	c)

(Table 1.1) There are 6 sub-questions with four options in each. The purpose of this study is to investigate the use of verb complement

collocation by Chinese learners in Pakistan. Ask the students to choose the right resultative complement from the dialogue

according to the situation. In addition, the situation of omission of resultative complement is investigated. The fourth option is to examine whether students are aware of the usage of resultative complements.

The first question examines the differences between the three resultative complements “完wán”, “成chéng” and “对duì”. “完wán” and “成chéng” have very similar semantics, and both have the meanings of completion and ending. At the end of continuous action behavior, we use “完wán” to indicate the end and completion, while “成chéng” to indicate success. We use “成chéng” to indicate the result in some cases that we didn't have before. “对duì” means true, true and definite. When used with the verb “写xiě”, “对duì” is used more than the other two options.

The second question examines the collocation of the resultative complement with the verb “找zhǎo”, the first three choices are “到dào”, “见jiàn” and “完wán”, the fourth is “不要选bùyào xuǎn”. The original meanings of “到dào” and “见jiàn” have been changed, both of which are verb complements of semantic emptiness. “见jiàn” is often collocated with sensory verbs, such as “听见tīngjiàn”, “闻见wénjiàn”, “看见kànjiàn”, etc., which are not as good to use with “找zhǎo”. When used as a resultative complement, “见jiàn” expresses the end of the action. “到dào” means continuous action to a certain extent. Besides sensory verbs, “到dào” can also be collocated with many other verbs, with a wider range of collocations, such as “考到kǎodào”, “看到kàndào”, “走到zǒudào”,

“达到dádào”, etc. “完wán”, refers to the completion and end of the continuous action process, with no emphasis on the result. In the process of learning Chinese, students are very familiar with the verb complement structure of “找到zhǎodào”.

The third question examines the collocation of resultative complement of verb “借jiè”. Among the four options, the author gives two verb complements “掉diào”, “走zǒu” and one adjective “远yuǎn”. The last option is “不用选bùyào xuǎn”. It mainly investigates the situation of missing resultative complement. When they are used as complements, the two verbs “掉diào” and “走zǒu” have changed greatly in meaning, which has blurred the original meaning. As an adjective, “远yuǎn” has the same original meaning as a compliment. “掉diào” has a meaning of unfindable and disappearing, “走zǒu” has a meaning of leaving. “远yuǎn” does not mean there is a result, but has the meaning of “远离yuǎnlí”. To analyze the learners' understanding of the resultative complement, the author puts the words with similar meanings together.

The fourth question focuses on the use of the complement “着zháo”. According to the given scenario, because of the weather, the speaker has a cold (因为天气的原因说话人感冒), which has bad consequences for the speaker. The author gives three resultative complements and a “不用选bùyào xuǎn” option. The fourth option is to examine the students' omission of the result complement. “着zháo”, “到dào” and “掉diào” are interference verbs, which can be used as a result complements and semantic

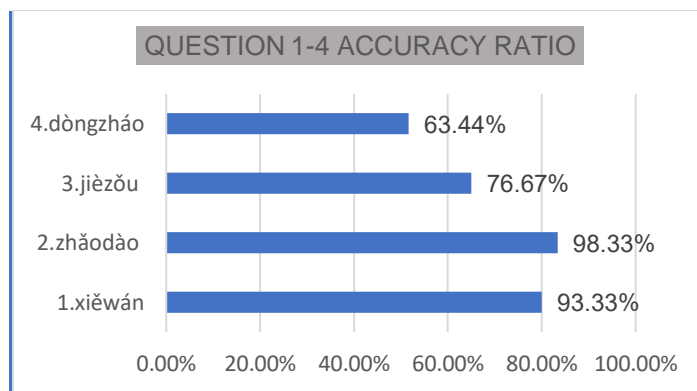
grammaticalization verbs. “着zháo” means the bad consequences of any action or situation, such as “吓着xiàzháo”, “饿着èzháo” and so on. When the state changes, we use “掉diào”, focusing on the state change, such as “关掉guāndiào”, “凉掉liángdiào”, “坏掉huàidiào” and so on. When “到dào” is used as a result complement, it means that the action or action has reached a certain result, such as “跑到pǎodào” “讲到jiǎngdào”, etc. The three complement options all contain the meaning of “change of state”, but “着zháo” has a very clear meaning of “cause”.

The fifth question mainly examines the collocation of verb “看kàn” with the verb complement structure of other given options. There are four options: “好hǎo”, “了le” and the

missing result complement “不用选bùyòngxuǎn”.

The main purpose of question 6 is to examine the verb complement structure of the verb “听tīng”, and to differentiate “听见tīngjiàn” and “听成tīngchéng”. There are four options in this question, and the last one is to check the omission. Pakistani students encounter negative transfer of mother tongue in learning Chinese Resultative complements, because Chinese sense verbs do not correspond to Pakistani learners' mother tongue system. Taking Urdu as an example, the word “سنا” is similar to the English word “hear”, which contains the meanings of “听见tīngjiàn” and “听到tīngdào”. Therefore, it is easy for students to make mistakes when learning verb complement structure.

Figure 1.



In figure 1, the accuracy rate of the first question is high, and the accuracy rate of students is 93.33%. The reason why they choose “写对xiěduì” is that they ignore the specific situation, or choose indiscriminately because the situation is not clear. The students who wrongly choose “成chéng” may be because the meaning of “成chéng” and

“完wán” is similar, so they can't distinguish them when answering questions. Six students chose “写对xiěduì” wrongly, but no one chose “不用选bùyòngxuǎn”. The author thinks that Pakistani students use the resultative complement “完wán” very clearly.

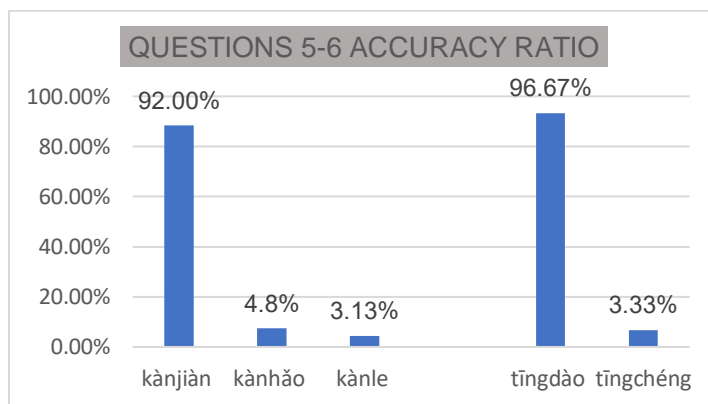
According to the situation in the second question, the correct answer should be “小猫终于找了xiǎomāozhōngyúzhǎo le”. We put “找见zhǎojiàn” and “找到zhǎodào” together in order to really investigate the collocation of the resultative complement of the verb “找zhǎo” used by students. The correct rate of this question is high, most students choose the correct answer, and the correct rate of students is 98.33%. Two students chose “找完zhǎowán”, and they ignored the scenario provided in the question. No one chose the fourth option “不用选bùyòngxuǎn”, and no one left out the result complement.

The correct answer to the third question should be “借走我的自行车了jièzǒuwǒ de zìxíngchē le”. The wrong choice of “借远jièyuǎn” is because

the students don't know the meaning of the speaker. The speaker doesn't express the process but the result. The students choose the wrong one because they don't know the meaning of the speaker. Wrong choice of “借掉jièdiào” because students can't tell whether the real state of the car is far away or disappeared. The students who choose “不用选bùyòngxuǎn” wrongly think that only the predicate verb is enough and ignore the result complement. Another reason is that they choose the wrong complement because they don't use it clearly. The correct rate was 76.67%. Five students chose the fourth option and left out the result complement. Fourteen students chose “借掉jièdiào”.

The correct rate of the fourth question is 63.33%. This is a strange phenomenon. Our analysis may be difficult for Pakistani students to master the complement “着zháo”, and the test results are not ideal.

Figure 2.



In Figure 2, the correct rate of the students in question 5 is 92.0%, that of “好hǎo” is 5.0%, and that of “了le” is 3.3%. No one ignored the result complement and chose the fourth option.

The correct rate of the sixth question was 96.67%, and the wrong rate of “听成tīngchéng” was 3.33%. There are no candidates for the first and fourth options, which shows that Pakistani learners of Chinese have a good grasp of such problems.

(2) Second Group: Negative Form of Verb Complement Structure

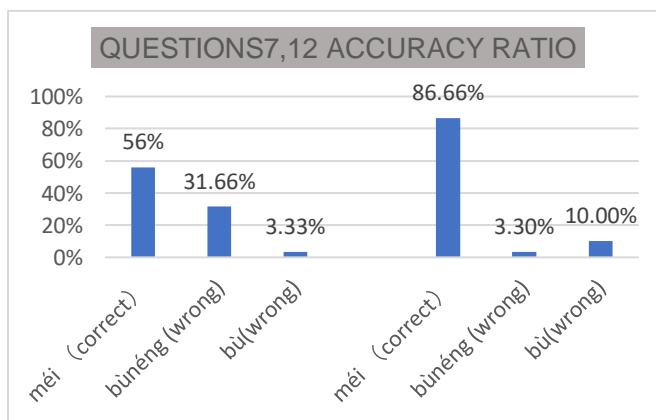
Table 2: Investigation topics of negative form

No.	Problem	Right Answer
7.	A.你们假期为什么不去玩？nǐmenjiǎqīwèishénmebùchūqùwán? B.正确答案：——去旅行的人太多了，我们____买到火车票。 zhèngquèdáàn: ——qùlǚxíng de réntàiduō le , wǒmen—— mǎidàohuǒchēpiào。 a)不能b)没c)不 a) bùnéng b) méi c) bù	b)
12.	He didn't understand what I said. اسے سمجھ میں نہیں آیا کہ میں نے کیا کہا۔ a)他不听懂我的话。tābùtīngdǒngwǒ de huà。 b)他没听懂我的话。tāméitīngdǒngwǒ de huà。 c)他不能听懂我的话。tābùnéngtīngdǒngwǒ de huà。	b)

The main purpose of this group of questions (Table 2) is to examine the students' use of the negative form of verb complement structure. “不bù” and “没méi” are both used in the negative form, and their use is different. We use “不bù” when things haven't happened or in general state, and “没méi” when things have happened. The general negative form of

verb complement structure is 没méi/没有méiyǒu + verb complement structure, because verb complement structure often expresses the past and what has happened. There are two questions in this part. The first is to choose the correct answer according to the situational dialogue, and the other is to choose the corresponding translation.

Figure 3.



In figure 3, in question 7, because there are too many people, I didn't get a ticket. The correct answer should be “我们没买到火车票wǒmenméimǎidàohuǒchēpiào”, which is a thing of the past. The reason why students choose “不能bùnéng” is that they don't understand the meaning of verb complement structure. In addition, students do not really understand the context of the situation: “不能bùnéng” means that people do not have the ability to do something. The reason for buying tickets here is not the “ability”, but “too many people”. The reason why the students choose “不bù” is that they don't understand the accurate use of “不bù” and “没méi” clearly, and they don't judge the time of verb complement construction clearly.

Q.12 “He didn't understand what I said”

” اسے سمجھ میں نہیں آیا کہ میں نے کیا کہا۔“

It means that something has happened,
“他未能听懂我说什么tāwèinéngtīngdǒngwǒshuōshénme”, the correct answer should be
“他没听懂我说什么tāméinéngtīngdǒngwǒshuō

shénme”. The wrong choice of “不能bùnéngtīng” is because the students did not pay attention to the sentences given in Urdu, because the thing has been completed, the students did not understand the use of “不bù” and “没méi”, and the second is the expression of verb complement structure is not clear. The wrong choice of “不bù” is due to learners' unclear understanding of “没méi” and “不bù”.

In this group of questions, the correct rate of students in question 7 was 65%, 31.66% chose “不能bùnéng” by mistake, and 3.33% chose “不bù”. The correct rate of this question is not very high. The reason for the mistake is that we don't understand the meaning of the result complement and confuse “不能做某事bùnéngzuòmǒushì” with “动作的结果未达成dòngzuò de jiéguǒwèidáchéng”.

In question 12, the correct rate of students is 86.66%. Some students need to strengthen the ability to distinguish between “不bù” and “没méi”.

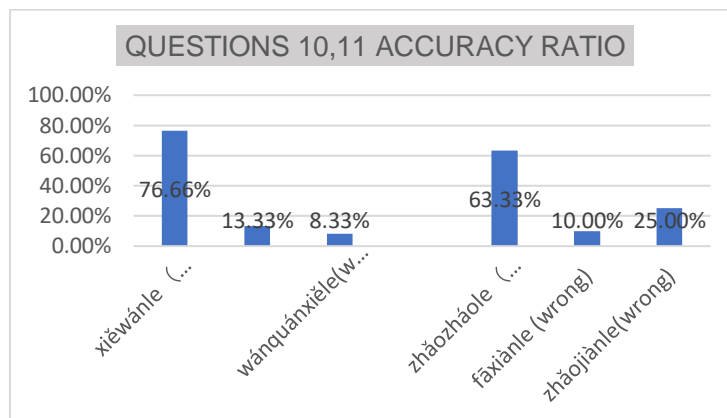
(3) Third group: Analysis of Verb Complement Collocation and the Use Consciousness of Verb Complement Structure

Table 3: Awareness of the use of resultative complement

No.	Problem	Right Answer
10.	When you finish your homework, let's go for a movie. جب آپ اپنا ہوم ورک ختم کرچکیں تو ، فلم کیلئے چلیں۔ a) 作业写完了我们去看电影。zuòyèxiěwán le wǒmenqùkàndiànyǐng。 b) 作业完了我们去看电影。zuòyèwán le wǒmenqùkàndiànyǐng。 c) 作业完全写了我们去看电影。zuòyèwánquánxiě le wǒmenqùkàndiànyǐng。	a)
11	Her bag was found. اس کا بستہ مل گیا d) 她的书包找着了。tā de shūbāozhǎozháo le。 e) 她的书包找见了。tā de shūbāozhǎojiàn le。 f) 她的书包发现了。tā de shūbāofāxiàn le。	a)

The main goal of this group of questions (Table 3) is to examine the learners' use of resultative complement and verb collocation, and to see whether they use resultative complement to express their semantic consciousness. There are two questions, each of which gives sentences in Urdu and English. Then students are asked to choose the corresponding Chinese sentences. In addition to giving the correct answers, we also designed the three options which are similar to Urdu but not in line with Chinese expression habits or grammatical errors.

Figure 4.



In figure 4, we can see the correct rate of these two questions. In question 10, the students were asked to choose the verb complement structure corresponding to “完成wánchéng” according to the English “finish” of “ختم” in Urdu. The correct rate of students was “76.66%”. 33% of the students chose “作业完了zuòyèwán le”. In terms of overall accuracy, Pakistan students have a relatively high level in the use of the result complement “完wán”.

Let the learners choose the corresponding Chinese verb complement structure according to the Urdu language “مل گیا” and the English “found”, and see the learners' mastery and awareness of the result complement “找着zhǎozháo”. “找着zhǎozháo” is often

used in spoken English. It is used after a verb to indicate the attainment of a certain degree or purpose. The correct rate of students is “63.33%”, which is not ideal. The reason for the wrong choice of this question is not one. “着zháo” itself is a polyphonic word, which may interfere with students' choice of correct answers. In particular, 10% of the students chose “书包发现了shūbāofāxiàn le” by mistake. The author analyzes that the reason for the wrong choice is that the students are more familiar with the word “发现fāxiàn”, So they directly put the Urdu language “مل گیا” in English as “found” corresponding to “发现fāxiàn”. This shows that even learners are not aware of the use of resultative complement.

(4) Fourth Group: The use of “verb-complement construction + le”

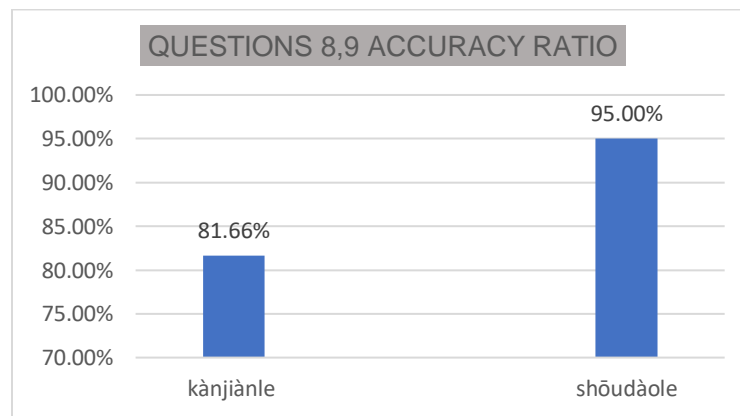
Table 4: Verb-complement construction + le

No.	Problem	Right Answer
8.	I saw him in the library yesterday. میں نے کل اسے لائبریری میں دیکھا تھا۔ a) 我昨天在图书馆看见了他。wǒzuótiānzàitúshūguǎnkànjiàn le tā。 b) 我昨天在图书馆看了他。wǒzuótiānzàitúshūguǎnkàn le tā。 c) 我昨天在图书馆看见他。wǒzuótiānzàitúshūguǎnkànjiàntā。	a)
9.	He has received my letter. اسے میرا خط مل گیا a) 他收了我的信。tāshōu le wǒ de xìn。 b) 他收到了我的信。tāshōudào le wǒ de xìn。 c) 他收到我的信。tāshōudàowǒ de xìn。	b)

This group of questions (Table 4) mainly test the students' mastery of the result particle “了le” and verb complement structure when they appear in the sentence at the same time. As an auxiliary word, “了le” refers to the occurrence and completion of something. Although verb complement structure and “了le” are both used to express completed state and action, but their grammatical

functions are different. In the classroom, learners have a very early understanding of both, but they often have doubts about it or even do mistakes when using them at the same time. There are two questions in this group, each of which contains verb complement structure and auxiliary particle “了le”. Learners are required to choose the correct translation of Chinese expression according to the given Urdu sentence

Figure 5.



In figure 5 that question 8 mainly investigates the students' use of the verb complement structure “看见kànjiàn”. The correct rate of students was 81.66%. The students think that both the result complement and “了le” indicate the completion of the task, so they only use “了le” or verb complement structure.

The main results of question 9 are the use of complement “到dào” and verb complement structure “收到shōudào”. The correct rate of students is 95%. The author thinks that “收到shōudào” learners from very beginning are proficient in its usage, because many teachers often say “收到shōudào”, so the accuracy of ontology is very high, and many textbooks also treat “收到shōudào” as a word terminology. The reason for the wrong choice of “他收了我的信tāshōu le wǒ de xīn” is that the students have a clear understanding of “了le” and a lack of understanding of the result complement “到dào”, while ignoring “到dào”. They think that the direct use of “了le” after the verb is the completion of the verb, and their understanding of the verb complement structure is not clear. The students who choose “收到我的信shōudàowǒ de xīn” don't think it's necessary to use “了le” to emphasize tense, because the action in “收到shōudào” has been completed, so “了le” is not used.

2. Error Types and Error Causes Analysis

(1) Error Types

According to the analysis results of the questionnaire, the author divides the errors into three types.

1.1 Incomplete Composition

1.1.1 Absence of Verb

Most Chinese language learners have no verb complement structure in their mother tongue because complement is a special

language form in Chinese. When learning the verb complement structure, foreign students will mistakenly use the complement in the verb complement structure as a verb because they have no clear understanding of the verb complement structure. In this way, the correct predicate is omitted. There are similar examples in this survey (space indicates the position of the missing words, and the brackets indicate the missing words)

[8]

I saw him in the library yesterday.

میں نے کل اسے لائبریری میں دیکھا تھا۔

我昨天在图书馆见了他。(看)

wǒzuótiānzàitúshūguǎn ___ jiàn le

tā. (kàn)

In the error sentence [8] the meaning of the causative verb “看kàn” is similar to that of the resultative complement “见jiàn”. The missing verb “看kàn” corresponds to the Urdu language is "دیکھا تھا" and in English "saw".

1.1.2 Lack of “了le”

The auxiliary word “了le” in Chinese indicates the change of character or the completion of an action. “了le” has the meaning of action completion, so students often miss “了le” in the verb complement structure. They think that the meaning of action completion has been expressed through the result complement, so they don't use “了le”. There are such examples in this survey:

[8]

I saw him in the library yesterday.

میں نے کل اسے لائبریری میں دیکھا تھا۔

我昨天在图书馆看见___他。(了)

wǒzuótiānzàitúshūguǎnkànjiàn ___

tā. (le)

In the error sentence [8], the students think that the action has been completed, and they did not use the auxiliary word “了le” which should indicate the realization of the character or the completion of the action after the verb complement structure.

1.1.3 Missing Complement

Through investigation and analysis, we find that students often miss the result complement because of their unclear understanding of the result complement. There are three cases of missing complement: first, there is no result complement directly; second, the auxiliary word “了le” is used to replace the result complement. Specific examples are as follows (space indicates the position of the missing words, and the missing words are in parentheses)

[5]

你能看 ___ 书上的字吗？（见）
nǐnéngkàn ___ shūshàng de zì ma?
(jiàn)

[6]

他应该在家，我听 ___
他说话了。（到）
tāyīnggāizàijiā, wǒtīng ___
tāshuōhuà le. (dào)

In the error sentence [5], the result complement “见jiàn” is the same as the verb “看kàn”. Because the two meanings are similar, students miss the complement and only use the verb. The learners' understanding of the result complement “见jiàn” is not clear. In the error sentence [6], learners think that the verb “听tīng” and “听到tīngdào” have an incomplete verb complement structure. The reason is that there is no corresponding structure in the students' mother tongue, but with the development of Chinese, this kind of problem is less and less.

The dynamic particle “了le” plays an important role in Chinese, but it is a big difficulty for foreigner students. When “了le” appears simultaneously in a sentence with a resultative complement, learners may think that “了le” also indicates the completion of an action, so they do not use the resultative complement. For example, in this survey, space indicates the position of the missing words, and the words in brackets are the missing words:

[9]

他收 ___ 了我的明信片。（到）
tāshōu ___ le wǒ de
míngxìnpìàn. (dào)

In the error sentence [9], on the one hand, learners are not clear about the use of the result complement, so they put the auxiliary word in the position of the result complement. On the other hand, students are very proficient in “了le”, but do not consider the marking effect of “了le”.

2.1 Collocation

2.1.1 Collocation Errors

Although many words are acting as a result complement in the structure of "Verb + result complement", in some specific situations, when the structure of "Verb + result complement" points to a specific semantic object, its collocation is specific. If we don't accurately remember the corresponding expression, there will be collocation errors. In this survey, there are the following examples (underscores indicate wrong collocations and brackets indicate correct collocations)

[4]

A. 你怎么感冒了？
nǐzěnmegǎnmào le?

B.昨天下雨，我冻掉了。(冻着dòngzháo áo)

zuótiānxiàyǔ , wǒdòngdiào le.

In the error sentence [4], the speaker caught a cold because of the weather, which emphasizes the definite consequence to a certain extent, here only use verb complement with “冻着dòngzháo”. The original meaning of “冻掉dòngdiào” is very cold, for example, the weather is too cold and the nose was freeze. “冻着dòngzháo” and “冻掉” are used in completely different ways. However, due to the similarity of the two meanings, students' misunderstanding of the context is easy to produce such errors.

2.1.2 Improper Collocation

The use and collocation of resultative complement are very flexible. A verb can be collocated with different verbs or adjectives according to different situations. For example, “吃” can be collocated, and the resultative complement “完wán”, “包bāo” and “上shàng” have different meanings. If the learners don't understand the actual situation correctly, it is easy to produce improper expressions. For example, the dialogue example we got in this survey (the underline indicates the verb complement structure with improper collocation, and there is correct collocation in brackets)

[1]

A.你的作业写对了吗？/你的作业写成了吗？(写完)

nǐ de zuòyèxiěduì le ma? / nǐ de zuòyèxiěchéng le ma? (xiěwán)

B.是的，我已经交给老师了。

Shìde , wǒyǐjīngjiāogěilǎoshī le.

[2]

A.你怎么那么开心？

nǐzěnmēnàmekāixīn?

B.我的小猫终于找完了。(找到)

wǒ de xiǎomāozhōng ú zhǎowán le. (zhǎodào)

In the error sentence [1], the speaker wants to express that his homework “完成了wánchéng le” should be matched with the verb complement structure “完成wánchéng”. The reason why the students choose “写对xiěduì” is that they don't have a clear understanding of the situation and the use of verb complement structure. In error sentence [2], “找到zhǎodào” is an easy result for them, while “找完zhǎowán” emphasizes the completion of the search process. The reason for the errors is that the understanding of the resultative complements “完wán” and “到dào” is not clear.

2.1.3. Negative Form

In Chinese, we use “不bù” and “没méi” to express negation. The usage of the two words is different. We use “没méi” to express the events that have been already happened, and “不bù” to express the events that have not yet happened. In the verb complement structure, the time direction is already, so we use “没有méiyǒu” or “没méi” instead of “不bù” to express the negative. “不bù” is used only in a few hypothetical situations, such as “不吃饭我就不出去bùchīfàn wǒjiùbùchūqù”.

When using negative sentences with verb complement structure to express, learners will not understand the time direction of resultative construction or master the expression rules of Chinese negative construction correctly. For example, the example in our survey (the underline indicates the wrong negative word,

and the correct negative word is in parentheses)

[7]

我们不买到火车票。(没/没有)

wǒmenbùmǎidàohuǒchēpiào。(méi

/ méiyǒu)

[12]

他不听懂我的话。(没/没有)

tābùtīngdǒngwǒ de

huà。(méi / méiyǒu)

In error sentences [7] [12], students use the wrong words when they express the negative.

(2) The Causes of Errors in Resultative Complement

1. Negative Transfer of Mother Tongue

In the process of second language acquisition, the main reason why learners do not fully master the target language is the influence of the learner's mother tongue. In most of the cases, the knowledge system of the target language does not correspond to that of the mother tongue. Although most of the time learners realize that mother tongue and the target language are two different languages, and there are great differences between them, they will be unconsciously affected by mother tongue. According to the results of this survey, we can see that because there is no grammatical structure corresponding to Chinese resultative complement in Urdu language, even advanced learners do not fully form a complete awareness of the use of the resultative complement.

2. Negative Transfer of Target Language Knowledge

In the process of second language acquisition, learners have learned a lot of language knowledge. However, not every

knowledge can be mastered and used correctly. They often use insufficient target language knowledge in new target language output, resulting in errors. For example, the incorrect understanding and misuse of the auxiliary "了" will lead to the acquisition of errors of the resultative complement.

3. Learning Environment

The learning environment has a profound influence on learning a new language. Most of the students in Pakistan studied in the target language environment. In the classroom, the language used by teachers is very standard, but in addition to classroom learning, the surrounding environment can also acquire the target language. But the judgment ability of the learners of a new language is not strong, they do not know whether their new learning is correct or not. Therefore, the language environment outside the classroom will also have a negative impact on students' learning of the target language and make them produce errors.

6. Summary

According to the results of the survey, we summarize three types of errors in the acquisition of resultative complements by Pakistani students, which can be divided into improper collocation, incomplete composition and misuse of negative words. The causes of learners' errors include the negative transfer of mother tongue, negative transfer of target language knowledge and learning environment.

This paper summarizes the main problems of Pakistani students' poor acquisition of Chinese Resultative Complement, this paper studies and analyzes the errors of Chinese resultative complement. The author studies the errors of Pakistani students' acquisition of Chinese Resultative complements in the form of a questionnaire. The result complements used in the

questionnaire are designed according to the 10 result complements frequently used by students in the classroom. According to the survey data, this paper analyzes the situation of Pakistani learners' mastery of Chinese resultative complement and also analyzes the errors and the causes of errors. The author hopes that the research results of this paper can provide some help for Chinese learners whose mother tongue is Urdu.

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