

# Based on the QKQ Corpus — Mistake Analysis of Korean Students’ Momentum Complement “次” and Teaching Designs

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## Abstract

Momentum complement “次” plays an important role in the daily communication of Chinese as Second language learners. This paper searches and extracts the QKQ corpus of Korean students’ use of the momentum complement “次”, and analyses the corpus in terms of the four types of mistakes: omission, misordering, substitution, and misaddition. The three main reasons for the mistakes are summarised in the corpus: negative transfer of mother tongue, negative transfer of target language and the influence of learning communication strategies. Based on this, a practical teaching design is proposed to optimise the learning path of Korean students in the learning of the “次” of the momentum complement.

**Keywords:** momentum complement “次”, Korean students, mistakes analysis, instructional design

## 1. “次” Studies

In the course of research on Chinese momentum complements, domestic scholars have gradually deepened their understanding of their lexical categories, semantics and functions. In the field of second language acquisition, most of the studies on the mistakes of momentum complements are based on international students’ questionnaires and the HSK dynamic composition corpus. Zou Dongqin took nine specialised momentum complements in Chinese as the object of study, and explored the types and causes of the mistakes of specialised verb complements of international students at intermediate and advanced levels through the research methods of mistakes analysis, comparative analysis and experimental method<sup>1</sup>. Song Tao explains the causes of the deviations based on the HSK Dynamic Composition Corpus on the basis of the types of deviations of Korean international students’ momentum complements, so as to reveal the bilingual teaching rules of the momentum complements<sup>2</sup>. Domestic studies on the second language acquisition of the Chinese momentum complement have been in-depth and country-specific, but there is a lack of specific acquisition studies on the content of the momentum complement, and the study of the “次” of the momentum complement has been covered by the study of the overall acquisition of the momentum complement. The study of “次” is covered in the overall acquisition study of momentum complement. As “次” plays an important role in the communication of Korean learners, this study will specify the acquisition study of momentum complement to “次” and discuss the types of mistakes, causes, and teaching design of momentum complements with the corpus of QKQ corpus. The study explores the types, causes and instructional design of the mistakes in the QKQ corpus.

### 1.1 The Meaning and Role of “次”

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<sup>1</sup> Zou Dongqin, (2017). Analysis of the mistakes of Chinese-specific verbs for international students at intermediate and advanced levels. Zhongshan University.

<sup>2</sup> SONG Tao, (2022). Analysis of Korean students’ mistakes in acquiring Chinese verb complement and teaching countermeasures. Shanxi University. DOI:10.27284/d.cnki.gsxiu.2021.001660.

In Chinese, “次” is often used to denote things or situations that can be repeated (as a quantifier), with three main types of structure: (第+ )Num+次; 多/上/下+次; 首/再/又/上/下/最后+一+次. The word “次” is also used in the sense of a product that is of poor quality and does not meet product standards; a person of poor quality (as an adjective).

Example 1: 爸爸去过三次上海。(Dad has been to Shanghai three times.)

Example 2: 下次吃饭我请客! (The next meal is on me!)

Example 3: 他这个人人品很次, 一点儿也不诚实。(He is a person of very bad character, not honest at all.)

This article focuses on Korean students’ mistakes and reasons for the use of the quantifier “次” as the momentum complement, which is a quantitative complement, i.e., a quantitative phrase that is located after the verb and is used as a complement.

## 1.2 Composition and Meaning of the Momentum Complement “次”

### 1.2.1 Basic Structure

If the object is a personal pronoun, it must be placed before the momentum complement; if the object is a thing noun, it is usually placed after the momentum complement; if the object is a person or place name, it can be placed before or after the momentum complement. For example.

(1) V + Num + Verb + General Noun Object

我吃了两次午饭。(I had lunch twice.)

(2) V + Pronoun Object + Num + Momentum

老师找了他家长两次。(The teacher approached his parents twice.)

(3) V + Num + Momentum + Place object

我去了两次北京。(I went to Beijing twice.)

(4) V + Place Object + Num + Momentum

我去了北京两次。(I went to Beijing twice.)

### 1.2.2 Special Sentences

Momentum complements are also often found in special sentences, such as “被”字句 (“to be” sentences), 兼语句 (partitive sentences), and “把”字句 (“to put” sentences).

(1) Being + (+O) (+Adv) V + Num + Motivator, e.g.:

一天之内他被骂了两次。(He was scolded twice in one day.)

(2) “Please, call, let” + personal pronoun + Num + verb, e.g.:

老师请你家长来一次。(The teacher asked your parents to come in once.)

(3) Put +O (+V) +Num +Motor word, e.g.:

我把鞋子刷了两次。(I brushed my shoes twice.)

In “被”字句 (“to be” sentences), the object can sometimes be omitted, the verb can be modified by an adverb, and the momentum complement is located at the end of the sentence to supplement the number of times the verb is used. In 兼语句 (partitive sentences), the momentum complement should be placed before or after the object according to the nature of the object. In “把”字句 (“to put” sentences), the object can not be omitted and its position is basically fixed after “把”, and the complement is also located at the end of the sentence. Therefore, when the complement is in a special sentence, it needs to be analysed according to the specific situation of international students.

## 2. Analysis of Korean Students’ Mistakes Towards “次” in the Momentum Complement

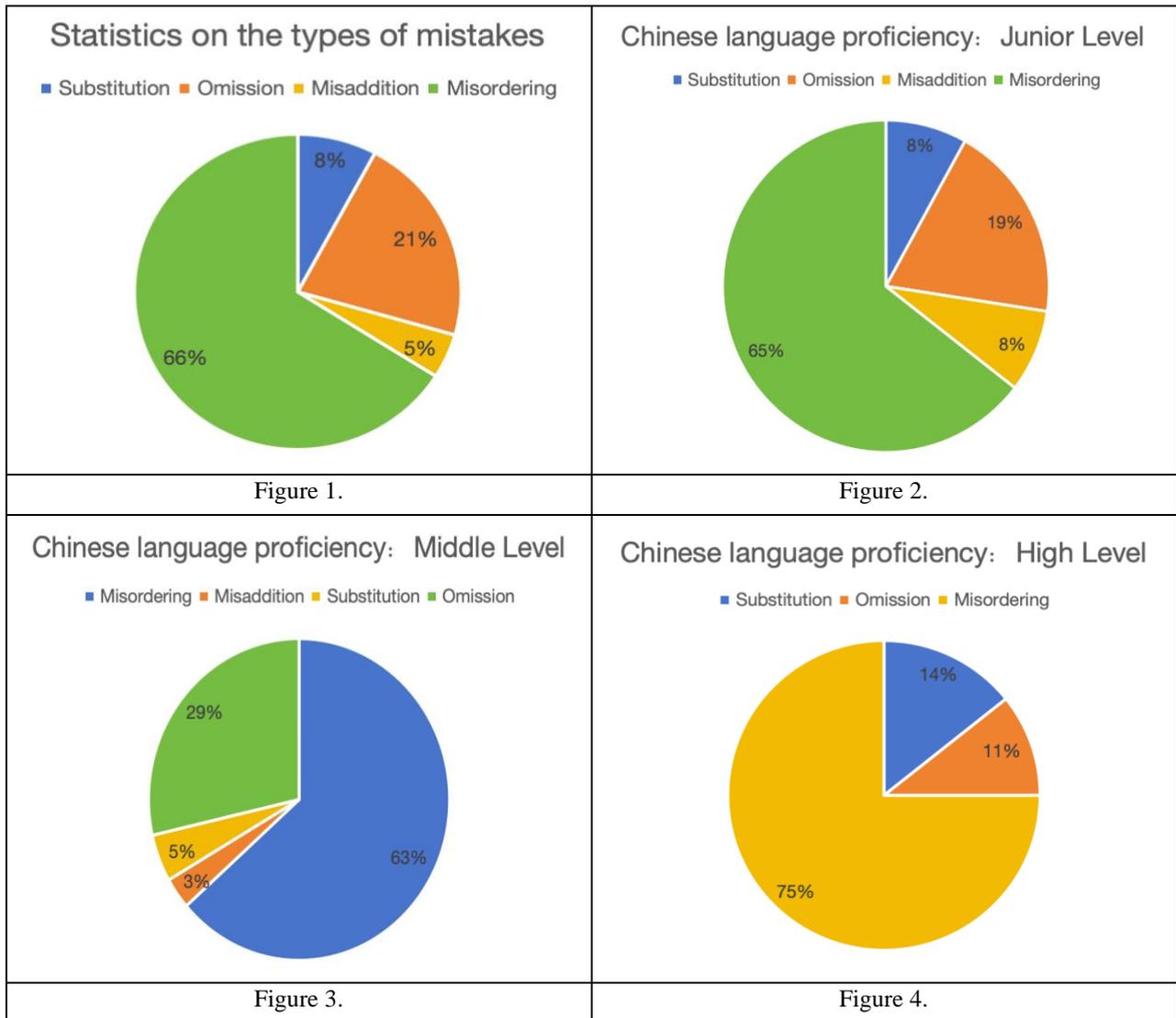
### 2.1 Data Statistics

In this paper, we take the QQK corpus of Korean students’ momentum complement “次” as the corpus source, and select only the processed corpus with Chinese proficiency classification, and retrieve a total of 818 corpora about Korean students’ “次”. A total of 818 corpora about Korean students’ “次” were retrieved, and 514 corpora with repetitions, incomplete sentences, or the use of “次” in a sentence other than “次” in the momentum complement were deleted, so that a total of 304 corpora were identified as the target of the study. In this paper, we classify the Korean students’ mistakes corpus of “次” use of the complement as one of four categories: omission, substitution, misaddition, and misordering. The statistics of the retrieved corpora from the QQK Medium Corpus are shown in Tables 1 and 2.

Table 1. Statistics on the number of mistakes of Korean students in the momentum complement “次” (by Chinese language proficiency)

Junior Level			Middle Level			High Level		
mistake	aggregate	overall mistake margin	mistake	aggregate	overall mistake margin	mistake	aggregate	overall mistake margin
62	87	71.3%	63	125	50.4%	28	92	30.4%

Table 2. Statistics on the types of mistakes of Korean students in “次” of the momentum complement (by Chinese language proficiency)



The number of Korean students’ mistakes in the QJK corpus for the momentum complement “次” is 153, accounting for 50.3% of the total number of valid corpora. Table 1 shows that Korean students with elementary Chinese proficiency have the highest percentage of mistakes when they use the momentum complement “次”, followed by those with intermediate proficiency, and those with advanced Chinese proficiency have the lowest rate of mistakes.

From the analysis of Figure 1 in Table 2, it can be seen that Korean students have the highest rate of misordering mistakes, followed by omission mistakes, substitution mistakes, and the lowest rate of misaddition mistakes when using the momentum complement “次”.

From the analyses of Figures 2, 3, and 4 in Table 2, it can be seen that Korean students with beginner and intermediate levels of Chinese proficiency have the most misordered mistakes, followed by omission mistakes;

the types of mistakes of Korean students with advanced levels of Chinese proficiency are dominated by substitutions and misordered mistakes, and the proportions of the other types of mistakes are reduced relative to the beginner and intermediate levels.

### 2.2 Omission Mistakes

Omission mistakes refers to the omission of one or several constituents in a sentence, resulting in an incomplete sentence structure. In the QK corpus, there were 33 cases of omission mistakes in the Korean students' verb complement “次”, accounting for 21% of the total number of mistakes, which is a high rate of mistakes (see Table 2, Figure 1 for the data statistics). “Verb + numeral + ‘次’ + object” or “verb + object + numeral + ‘次’” are generally used as fixed constructions, although extant research has explored that the object can be omitted, subject to specific conditions.

Therefore, Korean students' omission in the use of the momentum complement “次” is likely to be due to the oversimplification of the target language and the omission of the momentum complement that should not be omitted.

Example:

(1) \* 所以我希望再去长白山。 (\* So I hope to go to Changbai Mountain again.)

(2) \* 回忆起这件往事我想再去一次。 (\* Looking back on this incident I would like to go there again.)

The above two corpora were obtained from Korean students with beginner and intermediate levels of Chinese language proficiency. The Korean L2 learners were new to the grammar point of “次” as the momentum complement, and their avoidance learning strategy led to omissions and mistakes.

### 2.3 Substitution Mistakes

There are two types of substitution mistakes: one is when the second language learners substitute other related words for the momentum complement “次” when it should be used, resulting in a mismatch; the other is when the momentum complement “次” is not supposed to be used, and the grammar is mistakenly used to substitute other parts of the grammar for the momentum complement “次”. The other is that the grammar is mistakenly substituted for other partially identical or completely unrelated quantifiers when the quantifier “次” should not be used.

Example:

(3) \* 请介绍一次你在中国或其他地方旅游的经历。 (\* Please describe an experience you have had travelling in China or elsewhere.)

(4) \* 吃晚饭后休息一个小时, 然后今天上课复习课文内容读三次。 (\* Take an hour's break after dinner, then read the text three times in class today to review the content.)

The correct use of corpus (3) in context is “a little”, which indicates an attempt to do something and has a slight meaning in terms of degree. The word “once” has a more complete meaning in terms of degree and is more formal in style. Here, the word “次” is misused to complement the presentation of the experience.

The correct use of corpus (4) in context is “三遍”, which indicates that the whole process from the beginning to the end of the action has been completed three times, which is more serious in emotional colour, and “three times” is often used for actions such as careful reading and browsing. Here, the word “次” is misused to supplement the action of “read”.

From the corpus analysis, it can be seen that the substitution mistakes may be caused by overgeneralisation of the Korean students' target language (learners inappropriately analogise and then expand the use of new target language knowledge), or it may be caused by the teacher's failure to explain the internal logic of the momentum complement or to train the students more in common collocations.

### 2.4 Misaddition Mistakes

Misaddition mistake is caused by the presence of a redundant component in a sentence and which would interfere with the normal use of the statement. Example:

(5) \* 刚来中国一次的时候我很高兴。 (\* I was very happy when I first came to China.)

(6) \* 我去一次旅行前在网上查询资料。 (\* I looked up information on the Internet before going on a trip.)

In corpus (5), “When I first came to China” is a description of the time when the subject behaviour occurred, and the sentence does not aim to emphasise the number of times “I came to China”. In corpus (6), the main declarative act is “looking up information on the Internet”, and the sentence does not aim to emphasise the “trip” of “going to China”.

The redundancy mistakes in the above two corpus is most likely caused by the Korean students' failure to grasp

the role of the complementary description of the momentum complement.

### 2.5 Misorder Mistakes

Misorder mistakes refers to the mistakes caused by the wrong position of a constituent or the reversal of the position of two constituents in a sentence. The misordering mistakes of Korean students' “次” is mainly manifested in the misplacement or inversion of the order of the constituents before and after the momentum complement and the object. In the QJK corpus, there are 101 cases of Korean students' omission mistakes of “次”, accounting for 66% of the total number of mistakes, which is the highest rate of mistakes (see Table 2 and Figure 1 for the statistics).

(7) \* 但是我很懒，一个星期我只去外面跑步一次。（\* But I'm so lazy that I only go outside to run once a week.）

(8) \* 我打了电话好几次了。（\* I called several times.）

The word “running” in corpus (7) is a disjunctive, and when the momentum complement and the disjunctive co-occur in a sentence, the former should be placed in the middle of the latter's two constituent elements, and it should be changed to “I only go out for a run once a week”. In the process of collating the corpus data, we have found many times that the co-occurrence of momentum complements and disjunctions in sentences is in the wrong order, and we believe that this is one of the key points for international Chinese teachers to focus on or to improve the teaching of momentum complements.

In corpus (8), when the object is a general noun, it should be placed after the momentum complement, which should be changed to “I called several times”, and the mistakes here may be caused by the influence of the negative transfer of Korean students' mother tongue.

## 3. Analysis of the Causes of Korean Students' Mistakes Towards the “次” of the Momentum Complement

### 3.1 Negative Mother Tongue Transfer

“Learners who are not familiar with the rules of the target language have to rely on their native language knowledge.”<sup>1</sup> In the process of learning the “次” of the quantitative complement, Korean students will understand and use their new knowledge of Chinese with the help of the grammatical rules of the known quantifiers in Korean. However, the different language systems cannot reach a completely consistent correspondence, especially since the concept of the momentum complement does not exist in Korean syntax. “Korean expressions of Chinese verb complements usually place the quantitative element before the verb to form a gerund construction.”<sup>2</sup> For example, in the QJK corpus, “每个星期一次打电话 (call once a week)” should be modified to “每个星期一次打电话 (call once a week)”.

In addition to this, the author tried to translate the correct sentence and the misordered sentence into Korean through the translation software, and the results of both translations were “매주 한번 씩 전화하세요”. Thus, there would also be the possibility that Korean students are misled by translation software, influenced by the external factor of learning tools.

### 3.2 Negative Transfer of the Target Language

“The learner's inappropriate application of his limited and inadequate knowledge of the target language by analogy to new linguistic phenomena in the target language results in mistakes, also known as overgeneralisation.”<sup>3</sup> Korean students over-simplify or over-generalise the syntactic or grammatical meaning in the use of the verb complement “次”, resulting in the omission mistakes of the numeral or object in the above analysis of mistakes, as well as the substitution mistakes of mixing it up with other quantitative complements. In particular, there are subtle semantic differences among the many quantitative complements in Chinese, which may appear in Korean as one-to-many, creating a learning burden for students.

### 3.3 Learning and Communication Strategies

When second language learners find a particular syntax difficult to grasp, they may be silent, and silence can result in omission mistakes. Learners may also adopt a communicative strategy of avoidance and then use a grammatical structure that they are more confident with, which may result in substitution mistakes. For Korean learners, in order to correctly use the verb complement “次”, it is necessary to firstly understand the function of the momentum complement “次”, and secondly to grasp the meaning and structure of the momentum

<sup>1</sup> Liu Xun, (2000). *Introduction to Chinese Language Education for Foreigners*. Beijing Language and Culture University Press.

<sup>2</sup> SONG Tao, (2022). Analysis of Korean students' mistakes in acquiring Chinese verb complement and teaching countermeasures. Shanxi University. DOI:10.27284/d.cnki.gsxu.2021.001660.

<sup>3</sup> Liu Xun, (2000). *Introduction to Chinese Language Education for Foreigners*. Beijing Language and Culture University Press.

complement “次”; Lastly, they need to reinforce their memory for specific difficulties.

#### 4. Instructional Design of the “Momentum Complement” Subsection

Mr Shi Chunhong (2012) points out that “this hierarchical, integrative view is fundamentally a perspective of acquisition with an integrative conception and a teaching strategy based on the concept of tailoring teaching to students’ needs.”<sup>1</sup> Therefore, based on the above analysis of the types of mistakes and their causes (according to the Chinese proficiency level), the following design will be made for the teaching of Korean students’ momentum complements “次” in international Chinese language education in combination with the teaching strategy of the “integrative-ontological view”:

##### 4.1 Omission Mistakes Instructional Design

Teaching Chinese as a foreign language cannot be achieved overnight and is characterised by stages. Korean students with elementary Chinese proficiency have the second highest rate of misorder mistakes, which was analysed in the previous section and found that it is very likely to be due to the oversimplification of the target language and the omission of object or momentum complements that should not have been omitted. Therefore, it is important to design instruction from the shallowest to the deepest level. The core of the teacher’s teaching at the elementary level should be to teach students the basic grammatical forms, so that Korean students with elementary Chinese proficiency can first judge the correctness of sentence structures and mechanically memorise how to use them. Both **inductive and deductive** teaching modes are used here:

The teacher writes example sentences on the board, e.g., “去两次北京 (go to Beijing twice)”, “看三次电影 (go to the cinema three times)”, “吃一次中餐 (eat Chinese food once)”. In the process of showing the momentum complement “次”, students are guided to summarise the pattern and understand the meaning. Based on the first half of the induction method, the teacher gives the structure of the fixed complement “次” and directly explains the meaning of the sentence “to add to the action in terms of quantity”, and then lets the students make sentences to practise.

##### 4.2 Substitution Mistakes Instructional Design

The substitution mistakes is mainly manifested in the fact that Korean students mistakenly use this grammar to substitute other quantifiers that are only partially semantically the same or vice versa when they are not supposed to use the quantifier complement “次”, which is the same as “次”. In order to solve the problem of second language learners being affected by target language generalisation or negative transfer from the mother tongue, teachers should focus on grammatical discernment. When students are drilled on sentences, comprehension exercises are the main focus:

Effective comprehension practice requires students to think deeply about grammatical points in the form of corrections, fill-in-the-blanks, and sentence building. For example, **complete sentences by filling in the blanks with appropriate associated words.** (Answer version)

我看了三遍这本书。(I read this book three times.)

我听了两次这首歌。(I listened to the song twice.)

我去过北京两次。(I’ve been to Beijing twice.)

我被老师表扬了一回。(I was praised by my teacher.)

##### 4.3 Misaddition Mistakes Instructional Design

On the basis of a full understanding of the semantics, students carry out targeted exercises in the use of language. In order to make teaching more interesting, teachers should take into account the communicative and interactive nature of the teaching activities, while providing intensive teaching and practice.

For example, **make a sentence based on the picture using the momentum complement “次”.**

<sup>1</sup> Shi Chunhong, (2012). “The Theoretical Implications of the Original View of Teaching Chinese as a Foreign Language and Its Practical Problems.” *Chinese Language Teaching in the World*, 26(3), p. 402.



Ref: 这周我去了医院两次。(I went to the hospital twice this week.) /医生让我一天吃两次药。(Doctors told me to take my medication twice a day.) /.....

#### 4.4 Misordered Mistakes Instructional Design

Teachers can reduce the misordering mistakes of Korean students by having them practice the sentence pattern repeatedly, strengthening their memory of the position of the constituents in the sentence, and improving their sense of Chinese language in the practice. As analysed in the previous section, the misordering mistakes may be caused by the negative transfer of Korean students' mother tongue. Therefore, direct sentence construction is used to promote Chinese comprehension through Chinese language.

For example, make a sentence based on **the given clues and the quantitative complement “次”**. (Answer version)

- 1) 思念家人、打电话 (Thinking of loved ones, making phone calls)

Reference answer: 他很思念家乡的亲人，于是每周给他们打两次电话。(He misses his family back home so much that he calls them twice a week.)

- 2) 身体健康、做运动 (Being physically fit and doing exercise)

Reference answer: 为了锻炼身体健康，他每天做一次运动。(In order to get fit and healthy, he does exercise once a day.)

## 5. Conclusion

The mistakes analysis was conducted on the QK corpus of Korean students' momentum complement “次”, and the mistakes of momentum complement “次” were classified into four types: “omission, substitution, misaddition, and misordering”. The analysis of the corpus of the most common types of mistakes in Korean students' learning of the momentum complement “次” are misordering and omission, which are reflected in their inability to accurately grasp the order of constituents and the restriction rules of the sentence structure in which the momentum complement “次” is actually used. Korean students' multiple types of deviations are due to the negative transfer between native and target languages, as well as to the learning and communicative strategies adopted by second language learners in the communication process. Therefore, this paper adopts the “integrated-ontology” teaching strategy to make a targeted teaching design from the perspectives of layer-by-layer progression and the principle of communicativeness, with a view to providing more accurate guidance for Korean students' Chinese language learning.

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