

The Declarative "A gets C" and Its Second Language Teaching Strategy

Qi Guo

Zhengzhou University, Zhengzhou City, Henan Province, 450046, China.

Abstract

The "A to C" form in the complementary structure has always been a major problem in international Chinese language education due to its complex type and semantic diversity, and it has caused problems in teaching. In this paper, we explore the characteristics of this structure from three perspectives: syntactic, semantic and pragmatic, and re-examine it. It is pointed out that the "A gets C" form is a combination, and the essence is a "topic-accusation" relationship. The syntactic juxtaposition, the rhythmical pause, and the syntactic question-answer relationship are also analyzed from the perspective of paralinguistics. He proposes teaching strategies that focus on the combination of dialogue and narration, the combination of whole-sentence teaching and decomposition teaching, and the development of students' Chinese thinking.

Keywords

Declarative A to C; Frame lattice relationship; Combinatorial; Second language teaching.

1. Introduction

The "A gets C" form belongs to one of the categories of the expository-complementary structures. In the international Chinese language education business, the complex types and semantics of complementary structures have always been the focus and difficulty of teaching. As an expository-complement "A gets C", it has complex grammatical and semantic features. Moreover, the sentence form, which is widely used in Chinese, cannot be found in other languages such as English, Japanese and French, which makes it difficult for students. In a survey of the HSK dynamic composition standard corpus, it was found that the error rate of "A gets C" was as high as 46% (98/214). As a result, the "A gets C" form, which native Chinese speakers can easily use correctly, is one of the problems of many learners.

The purpose of this paper is to provide practical and feasible teaching ideas for the declarative "A gets C". We will start from the ontology, examine the BCC corpus, and dig deeper into the essential features of this sentence, in order to provide new ideas for the teaching of this sentence.

2. The characteristics of the "A to C" statement

In the international Chinese education business, no matter which syntax is taught, its syntactic, semantic and pragmatic features need to be deeply understood and introduced in order to truly understand and teach it well. In this chapter, we will introduce the features of the "A to C" syntax systematically by examining the actual corpus.

2.1. Syntactic features

Let's first break down the declarative "A gets C" and explore its syntactic features separately.

First, there is the A in the "A gets C" formula, which has the following characteristics.

① Monosyllabic adjectives and most bisyllabic adjectives are accessible, but bisyllabic words are predominant.

② The adjectives A cannot overlap, nor can they be "with", "had" or "over". For example.

(5) Proud to be ridiculous *Proud to be / up / over ridiculous

Feverish with shame *Feverish with shame / got / through

(iii) Nature adjectives are predominant, but there are also a few state adjectives. We found the following examples in the BCC corpus.

(6) The snow is so white that it's a bit dazzling / It's so dark that you can't see your fingers

④ cannot be modified by adverbs of degree such as "somewhat", "very", "most", etc. For example

(7) So poor that my butt is bare *So poor that my butt is bare

Painful indigestion *very painful indigestion

⑤ Adjectives with constructive suffixes or overlapping forms such as "green" and "honest" are not allowed to enter.

Second, let's look at the "C" in the "A gets C" case. The study of modal complements is very rich, and Li Lin Ding

(1963) points out that "got" can be followed by a single adverb/adjective, adjectival phrase (including overlapping), subject-predicate combination, verb combination, four-letter frame, etc. This is a more comprehensive description. This is a more comprehensive description, which is an important reference. Based on the BCC corpus, we have summarized three types of "A gets C" in the declarative case.

(8) Ade AP: terribly hot, painful, green and moving

A got NP: hot and sweaty, anxious and sweaty

A got VP: jumped up with excitement, pain he wailed (subject-predicate phrase also classified as VP)

Then, regarding C, what I want to emphasize in this section is that AP, NP, and VP can all enter into the "A to C" syntax.

When the status complement.

2.2. Semantic features

From the perspective of international Chinese language education, Lu Jianji (1992) considers the modal complement as an evaluation, judgment or statement of the adjective before "得". According to Liu Yuehua (2001), the complement after "得" is often a complement or a result of the adjective. It can be understood that C is the result of A. Previous studies have pointed out that the A in "A gets C" is closely related to C, and C is mostly a complement to A. We believe that the modal complement C can indeed be seen as a description of A, but it can also be seen as complementing and explaining "A gets". For example

(8) Chaotic and unsettled, cold and shivering, neat and tidy, like gold and silver

In example (8), the words "disturbed", "shivering", and "like gold and silver" are obviously modifying the words "chaos", "cold", and "cold". "cold", and "neat". However, it is not bad to consider it as a modification of "messy", "cold" and "neat".

In addition, this paper will also analyze them from the perspective of constructional meaning. However, it should be noted here that regardless of the constructional sense, they all have a descriptive role in the sentence as a whole.

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When C is the main predicate phrase, it is mostly a statement of the result produced by A. It has the sense of causing and the sense of result. The construction sense is to state the result caused by a certain state through an act, change or state. This causation is direct, and A belongs to the

direct causing component, "which is within an event in Chinese and realized as a verb-complement construction (moving as a cause, complementing as an effect)" (Zhang Bojiang 2016). We can place the verb and the mood into the "because therefore" sentence to prove it. For example.

(9) He was so excited that he was all red → He was all red because he was excited.

Moved to a moistening of the eyes → A moistening of the eyes because I was moved.

There are so many that I can't count them all → Because there are so many, I can't count them all.

When C is a non-subject-predicate phrase, its constructive meaning is to state a certain state, which is more stateful. Although this paper does not regard C in this case as a degree complement, sometimes it also has both degree and a weaker sense of cause and effect. For example.

(10) White without any blood

Unevenly large

In example (10), the words "without any blood" and "uneven" only describe "pain" and "big". The role of the statement as a result is reduced, and the meaning of the state is deepened.

3. Revisiting the expository "A gets C"

In the previous section of this paper, we only discussed the syntactic, semantic, and pragmatic features of the declarative "A gets C". This is the basic need for teaching international Chinese language education, but the above discussion is not enough if teachers want to reach the essence of Chinese language and use the fundamental characteristics of Chinese language to guide their teaching. Therefore, in this chapter, we also try to re-examine the "A to C" form from a shallow to a deeper perspective through a specific Chinese corpus, in the hope that it can bring some inspiration to Chinese teachers.

3.1. The combination of "A to C" is described

Zhu Dexi (1982) and Wang Hongjun (2008) both regard the presence or absence of "gain" as an important criterion for classifying combinatory and adhesive forms. However, according to Zhou Ren (2022), it is not wise to rely only on "got" to judge, although with "got", the knotted, convergent, energetic and programmed forms are also adhesive forms. However, there is a consensus among these scholars that "A gets C" is a combination. We also agree with these scholars and consider that the "A gets C" form is a combination.

3.2. The essence of the statement "A gets C" is "topic - description".

The idea of this paper is to examine the syntactic form "A gets C", so in order to explain the structure comprehensively and scientifically, we divide the syntactic form "A gets C" into the syntactic form "A gets C" without a subject and the syntactic form "A gets C" with a subject. C" and "A gets C" with a subject in front, and we will explain them separately.

3.2.1. The declarative form "A gets C" without a subject before it

If the "A to C" formula is a combination formula, then it is not as tightly structured as the adhesive formula. In other words, the cohesive form tends to exist as a large whole unit. But if "A gets C" is combinatorial, we can break it down. The meaning of this is that the declarative "A gets C" is interpreted as a "topic-statement", which can be proved by adding inflections.

(11) It's so dark that you can't see anything → It's so dark that you can't see anything.

Green is so lovely → Green is so lovely.

I'm so sad that I won't mention a word → I'm so sad that I won't mention a word.

According to the example (11), "so black", "so green" and "so sad" can be regarded as topics, while the subsequent "can't see anything" The subsequent words "can't see anything", "it's cute", and "not a word" are descriptions. The word "got" could not be deleted when the intonation was added for expansion.

(12) * It's dark, you can't see anything clearly.

* Green ah, so lovely.

* sad ah, not a word about it.

Based on the above example, we believe that rather than C illustrating A, we should say that C illustrates "A gets".

3.2.2. The subject preceded by the declarative "A gets C"

In most of the sentences, the so-called subject appears before the declarative "A gets C". Therefore, as a supplement, we also take into consideration the "A gets C" with a subject before it. Liao (1992) has proposed the concept of "frame lattices" in chapters, arguing that "two noun constituents in the Chinese language stream, especially the adjacent ones, A and B, sometimes have such a semantic relationship: B is either a part/part, an aspect/attribute of A, or a frequently co-occurring A is the frame here, and B is the lattice. In addition to the whole-part relationship, the frame-latticework relationship is most often found between two subject components of a subject-predicate statement or between two noun components of a collateral structure." And then, Zhang Bojiang (2018) introduced it to the syntactic level, and one of the categories involves the declarative "A gets C", as in.

(13) The luggage (frame) is so heavy that (latticework) can't carry it. (Quoted from Zhang Bojiang)

In the above example, the latticework (regain) is the state of the frame (luggage). Then, to better illustrate that it can be seen as a frame latticework relationship, we collected more examples for analysis in this way, such as

(14) I (frame) was so happy (latticework) that my eyes squinted into a line.

(15) Sang-jae (frame) was so happy (latticework) that she hugged her.

(16) Bed board (frame) damp get (latticework) long mushrooms.

It is easy to see that the sentences with subjects in front can all be analyzed as frames. I", "Sang-ja", and "bedpan" are the major topic frames, while "happy", "happy", and "tide" are the sub-topics, i.e., lattices. "happy", "happy", and "tide" are sub-topics, i.e. lattices. We can also prove the frame lattice relationship by adding the following words.

(14) 'I was so happy that my eyes squinted into a line.

(15) 'Sang-jae was so happy that she hugged her.

(16)' The bed board, damp, long mushrooms.

To sum up, we consider "S+A yields C" as a frame lattice relationship, and examples (3) and (4) are no exception. The examples in the introduction can also be regarded as the box lattice relationship (for the sake of convenience, we have revised the error).

(1) 'I (box) was so nervous that (latticework) was sweating.

(2) 'I (frame) jumped with (latticework) joy.

In most cases, we can find the big topic box directly, and sometimes we need to analyze the big topic box and determine the relationship between the boxes according to the backward point. But in a few cases, we cannot find the big topic box, and the topic is "A" and the description is "C", that is.

The "A gets to C" formula is essentially a "topic-description". If a major topic has appeared before, then A becomes a sub-topic, i.e. "latticework", forming a "frame latticework relationship".

4. The second language teaching strategy of "A gets C" in the declarative form

Based on the above understanding of the ontology, this chapter will discuss the second language teaching strategy of the gestalt "A gets C", where the second language teaching refers to the teaching of Chinese as a second language, and other types of second language teaching will not be considered.

4.1. Focus on the combination of dialogue and narrative

First of all, from the perspective of dialogue, the declarative "A gets C" can be regarded as a form of question and answer, which is rooted in dialogue. Moreover, the declarative "A gets C" is essentially a "topic-statement" relationship, and as a combination, the sentence can be broken down and used. All these bring certain inspiration to the teaching, that is, to use dialogue and let students feel the semantic, pragmatic and grammatical features of the sentence in the dialogue.

Second, we need to make use not only of dialogue but also of narrative. Chinese is "zero-sentence" oriented, and it is easy for teachers and students to use zero sentences in questions and answers, which is not wrong, but does not take advantage of students as learners. For learners of Chinese as a second language, it is important to have students restate the sentences after teaching the dialogues and narrate them completely. In addition, during classroom instruction and after-school practice, we need to focus on students' narration, not all in pairs of conversational corpora throughout, but to have students actively and consciously narrate complete sentences. It is important not to teach only at the level of zero sentences and forget the importance of having students learn complete sentences.

4.2. Focus on the combination of overall sentence teaching and decomposition teaching

The declarative form "A got C" can be regarded as a construction and taught as a whole, which is of great benefit to students' understanding of the "A got C" syntax. However, the role of structuralism in teaching Chinese is indelible, and the teaching of "A got + C" has a great effect on students' correct understanding of its grammatical structure. In addition, the syntactic approach shows that the "A got C" form is essentially a "topic-explanation", and the complement C is an explanation of the "A got" form. The complement C is a description of "A got". Therefore, when teaching, we can also break it down, starting from the relationship between "C" and "A got", and then teach it in depth according to its "intertextuality". In this way, not only the grammatical units can be taught, but also the overall characteristics can be understood by students.

4.3. Focus on the characteristics of Chinese language itself and cultivate students' Chinese thinking

Language is not only an important communication tool for human beings, but also an important thinking tool. The way of thinking influences language acquisition. For learners who have already established their native language cognitive system, personal learning strategies, and use Chinese as a second language, it is especially important to develop correct Chinese thinking and learning habits in order to master and use Chinese proficiently. Therefore, in the teaching process, it is important to let students understand the characteristics of Chinese as a "topic-explanation", and the main feature of the pair format.

The study of linguistics is closely related to language teaching, which also places higher demands on Chinese language teachers themselves. Chinese grammar is a "big grammar", which includes not only grammar in a narrow sense, but also rhyme, semantics, and pragmatics. Therefore, teachers should continue to improve their own quality, solidify the basic skills of

language ontology, and help students to grasp and apply the many aspects of semantics, pragmatics, and rhyme in teaching practice, combined with rich cultural practice activities to deepen learners' perceptual understanding of the Chinese way of thinking and gradually build Chinese thinking.

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