# Corresponding expressions of resultative complements in Mongolian language and Chinese teaching strategies: an analysis from the perspective of Chinese language

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**Abstract:** Resultative complements have special and contextual features, which play a crucial role in teaching Chinese as a foreign language. There are many differences between the language structures of Mongolian and Chinese, especially in the application of resultative complements. Therefore, students can accurately describe their ideas in Mongolian if they can effectively grasp the characteristics and structures of resultative complements. Based on this, the author of this paper elaborates on the corresponding expressions of resultative complements in Mongolian from different perspectives, and provides teaching suggestions of Chinese for relevant educators.

**Key words:** Chinese resultative complement; Mongolian language; corresponding expressions; teaching strategies

## 1 Introduction

As China's global status continues to rise, the scope of cultural and economic exchanges between China and other countries is also expanding. Mongolia and China are neighbors, and the enthusiasm for learning Chinese in Mongolia is also increasing. However, Mongolian and Chinese have many differences. As an educator, it is important to start with the perspective of resultative complements in Chinese and help students gradually master Chinese rules and sort out their corresponding expressions in Mongolian.

## 2 Corresponding expressions of resultative complements in Mongolian language from the perspective of Chinese language

2.1 Mongolian language uses predicate structures to express action results

Mongolian language is used by the Mongolian ethnic group and other Mongolian language-speaking ethnic groups. In Mongolian, predicate structures can be used to express the results of actions or changes in states. For example, in "continue to work", "walked and reached the destination", the predicate structure follows the verb, indicating the result or change in state of the action. This structure is used to express whether an action continues or reaches the expected state. For example, in "educated children become smarter", "red leaves become redder", the predicate structure follows the verb, indicating the result or change in state caused by an action. In "adapted to daily work", "achieved success", the predicate structure follows the verb, indicating the change in state or the appearance of the result caused by an action.

2.2 Mongolian language uses single verb predicate to express action results

In Mongolian, a common way to express action results is to use a single verb predicate, like "completed", "completed the article", "completed the work". In these sentences, the verb acts as a predicate alone, indicating the result or completion of the action. It can be used to describe the completion of a task, work, or an activity, such as "ended", "ended school", "ended work". In these sentences, the verb acts as a single predicate, indicating the result or end of the action. It can be used to describe the end of an activity, event, or work. In the sentences "succeeded", "succeeded in the experiment", "succeeded in the plan", the verb acts as a single predicate, indicating the result or success of the action. It can be used to describe the success of a task, plan, or an activity. This structure is concise and direct, expressing the result or completion of the action, providing a convenient way for the speaker to convey information [1].

2.3 Mongolian language uses predicate with auxiliary verb forms to express action results

In addition to using a single verb predicate to express action results in Mongolian, a predicate with auxiliary verb forms can also be used, such as "already ended", "already completed", "already succeeded". In these sentences, the auxiliary verb form added after the verbs indicates that the action has already been completed or the result has been achieved. This structure can be used to describe the results of actions or states that have occurred in the past. In the expressions of "in the state of attention", "in trouble", the auxiliary verb form added after the verbs indicates that the result or state of the action has been continuously present. This structure is used to describe the current or ongoing result or state of the action. In the expressions of "finally ended", "completely finished", "got permission", the auxiliary verb form added after the verbs is used to emphasize the final result or completion of the action. This structure is often used to describe the final stage or result of a process, providing a more precise way to express the state, result, or completion level of the action, enriching the language expression.

2.4 Mongolian language uses coordinate predicate forms to express action results

In addition to using a single verb predicate or a predicate with auxiliary verb forms to express action results in Mongolian, a coordinate predicate form can also be used. In the sentences "I ended and am in the presentation", "He got the money and is using it", two predicates appear in a coordinate form, indicating the result of the previous action and the next action. The first predicate indicates the result of the previous action, and the second predicate indicates the subsequent action. This structure is used to describe the relationship between the result of the previous action and the subsequent action.

### 3  Teaching strategies of Chinese resultative complements for Mongolian language speakers

3.1 Understanding students' common mistakes

In teaching Chinese as a foreign language, teachers need to understand the common mistakes that students may make when learning Chinese resultative complements. These mistakes may stem from a lack of understanding or confusion between the grammatical structures of Mongolian and Chinese.

Firstly, students may make mistakes in direct translation, where they tend to directly translate Mongolian grammar structures into Chinese, resulting in unnatural or incorrect sentences. Teachers can guide students to understand and master the correct way to express themselves in Chinese by comparing the usage and structural differences of resultative complements in Mongolian and Chinese. Through a large number of examples and exercises, students can learn the correct expression habits [2].

Secondly, students may incorrectly use auxiliary verbs instead of the correct resultative complement structure in Chinese. Teachers can demonstrate and explain the correct usage of resultative complements in Chinese, emphasizing the differences and usage between auxiliary verbs and resultative complements. Providing examples and exercises can help

students become familiar with and master the correct way of expression.

3.2 Emphasizing the teaching of resultative complements

In Chinese language teaching, teachers need to place importance on the teaching of Chinese resultative complements, as they play an important role in language communication. Resultative complements play a key role in expressing the result, status, or degree of completion of an action. Mongolian speaking students need to learn how to use Chinese resultative complements to accurately and naturally express themselves to meet the needs of daily life and learning.

Teachers need to clearly explain the definition, structure, and usage of resultative complements in Chinese, as well as comparing them with Mongolian. By gradually explaining and interpreting, teachers can help students understand the importance and correct usage of resultative complements in Chinese. Alternatively, teachers can provide a large number of examples and contexts to demonstrate the application of resultative complements in real contexts. This can help students better understand the usage of resultative complements and cultivate their language sense and language application ability. By emphasizing the teaching of resultative complements, teachers can help students correctly understand and use this language element, improve their language ability and expression ability, and enable them to use Chinese for communication and expression more freely.

3.3 Innovating teaching methods

Teachers should use multimedia resources such as pictures, audio, and video to present the usage and examples of resultative complements. Through audio-visual means, teachers can more intuitively demonstrate the language usage situation, so as to stimulate students' learning interest and understanding ability. Organizing students to participate in group activities or cooperative projects allows them to study and discuss the usage of resultative complements together. Through cooperative learning, students can motivate, communicate, and share knowledge with each other, which deepens their understanding and mastery of resultative complements.

Teachers can also design real contextual situations to allow students to use resultative complements in practical situations. For example, organizing discussions or simulated interviews allows students to flexibly use resultative complements during the communication process, improving their language application ability. When necessary, the teaching of resultative complements can be integrated into gamified learning activities such as language games, puzzles, and competitions. Through the fun and competitive nature of games, students' learning enthusiasm can be stimulated, and their understanding and application ability of resultative complements can be enhanced.

3.4 Students mastering the rules of resultative complements

In Chinese language teaching, students need to master the rules of Chinese resultative complements and use them correctly. In Chinese, the resultative complement is usually placed after the verb to indicate the result, state, or completion degree of an action. Students need to understand and master the position of the resultative complement in the sentence to ensure grammatical accuracy. The resultative complement can take the form of a verb, adjective, or prepositional phrase, etc. Students need to learn and distinguish different types of resultative complements and understand their composition and usage.

3.5 Emphasizing the cultivation of Chinese thinking habits

Students need to cultivate a thinking habit of focusing on the result of the action, that is thinking about the result or state after the action from the perspective of the action, and using resultative complements to express it. This thinking habit is different from that of Mongolian language, which focuses more on the process of the action. Teachers need to guide students to develop a Chinese thinking habit and help them understand the importance of resultative complements in Chinese language communication.

Therefore, in Chinese language teaching, teachers need to understand students' common mistakes, emphasize the teaching of resultative complements, use innovative teaching methods to help students master the rules of resultative complements, and cultivate their Chinese thinking habits. Through targeted teaching methods and strategies, students can improve their understanding and application ability of resultative complements, which will ultimately improve their overall language proficiency and communication ability in Chinese.

## 4 Conclusion

In summary, when explaining Chinese structures to Mongolian language speakers, teachers should place high importance on the relevant content of resultative complements, actively understand the various errors that students may make and their causes, and adopt targeted teaching strategies, so as to enable students to master the grammar rules of resultative complements and enhance their translation ability between Chinese and Mongolian.

## Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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