

A Comparative Analysis of Connectives in Chinese Textbooks

For Foreign Language Learners

by

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ABSTRACT

Research in foreign language (FL) acquisition has shown that connectives, a key linguistic element contributing to cohesion and sentence complexity, pose a great challenge for FL learners at all proficiency levels. In spite of the importance of connectives in foreign language acquisition, little research has been conducted to explore how connectives are taught and presented in foreign language classrooms and textbooks.

The primary purpose of this study is to examine the presentation and introduction of connectives as well as the pedagogical activities provided for learning connectives in Chinese textbooks for novice to intermediate FL learners. To achieve the purpose of the study, three different sets of widely-used Chinese textbooks were selected and compared. The results show that while the amount of coverage varies greatly among the three sets of textbook, the sequence of presenting connectives in each series of textbooks closely follows the ranks suggested in *the HSK Grading Standards and Grammar Outline* (HSK is the shortened form for Chinese Proficiency Test). As for the activities, although all three textbooks claim to adopt a communicative approach to FL teaching, they differ considerably in the type of activities provided. In addition, it is evident that more traditional form-focused exercises are included in those textbooks than meaning-focused communicative tasks.

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CHAPTER 1

INTRODUCTION

During the past several decades, various standardized rating scales and tests have been developed and adopted to evaluate foreign language proficiency. In the field of Chinese as a foreign language (CFL), the most widely-known ones are ILR Scale (2012), *ACTFL Proficiency Guidelines* (2012), and HSK (*Hanyu Shuiping Kaoshi* 汉语水平考试 "Chinese Proficiency Test", 1995). Both the ILR Scale and ACTFL Proficiency Guidelines are developed in US while HSK is in Mainland China. The ILR Scale, created by the Interagency Language Roundtable rates people's FL proficiency on a scale of 0 (= no functional ability) to 5 (= equivalent to an educated native speaker). Based on the ILR Scale, the American Council on the Teaching of Foreign Languages (ACTFL), developed the *ACTFL Proficiency Guidelines* (*ACTFL Guidelines*) in 2012, describing what FL learners can do with language in terms of speaking, writing, listening and reading in real-world situations in a spontaneous and non-rehearsed context. *ACTFL Guidelines* identify five proficiency levels ranging from novice to distinguished. HSK is China's national standardized test for FL learners and it categories proficiency levels into beginning, elementary, and advanced levels.

While ILR, ACTFL, and HSK use different terms to name proficiency levels, they employ similar assessment criteria to determine proficiency levels. Among the assessment criteria, sentence complexity and linguistic accuracy are two determining factors in evaluating the proficiency level of a foreign language learner. Connectives,

a key grammatical element, used to link linguistic expressions at syntactic and discourse levels, contribute greatly to sentence complexity and accuracy. Without adequate knowledge of connectives, learners would not be able to produce coherent and accurate sequences of sentences. They would also have difficulties comprehending audio/visual materials fully. All these will most likely cause failures for learners to achieve their proficiency goals and lead to communication problems with native speakers. Therefore, FL learners should be able to understand the meaning of connectives and be able to use them accurately and appropriately in order to meet the proficiency goals.

Chinese connectives share some similarities with English connectives and also have a number of differences from English (Li & Thompson, 1981; Lin, 2001). Linguists have examined the issues from both syntactic and semantic perspectives (Chao 1968; Li & Thompson, 1981; Li & Jin, 2012). Researchers in the field of teaching Chinese as a foreign language (TCFL) have also conducted multiple studies related to the acquisition of connectives (Ke, 2005; Liu, 2010; Zhen, 2008; Zhang, 2013). The results of these studies have all shown that learners at all proficiency levels have difficulties processing and producing connectives.

Textbooks hold an important status in FL learning for providing primary input of the target language and engaging materials. There are several studies evaluating Chinese textbooks from different perspectives (Ross, 2001; Ning, 2001; Cai & Sciban, 2008), however, no textbook analysis has been done to investigate the issue of connectives.

In consideration of the gap between proficiency goals and the acquisition of connectives by CFL learners, this study seeks to examine the presentation and introduction of connectives as well as the pedagogical activities provided for learning connectives in Chinese textbooks for novice to intermediate FL learners. Specifically, this study investigates the differences in coverage and sequence of connectives instruction based on the *HSK Grading Standards and Grammar Outline (The HSK Outline)*, and evaluates the activities designed to enhance the learning of connectives in Chinese textbooks. To achieve the purpose of the study, three sets of college-level textbooks that are commonly used in North America were selected and compared

Through discovering different features of connectives presentation in these textbooks, it is hoped that the findings could not only provide some guidance for educators of Chinese in textbook selection, but also help them gain a more comprehensive understanding of material development, which can in turn, help learners acquire connectives more effectively and efficiently.

CHAPTER 2

LITERATURE REVIEW

DEFINITION, FUNCTIONS AND CLASSIFICATION OF CONNECTIVES

Connectives are grammatical elements that play crucial roles at both discourse and syntactic levels. According to Richards & Schmidt (2010), a connective is defined "a word or units larger than single words which joins words, phrases or clauses together" (p. 116). Researchers have pointed out that connectives have multiple functions from pragmatic and semantic perspectives.

Van Dijk (1977) categorized English connectives into the following five categories: conjunctions, sentential adverbs, particles, interjections and predicates of various categories. The first category of conjunctions includes both coordinating conjunctions, such as *and*, *or* and subordinating conjunctions, such as *because*, *so*. Examples of the second category of sentential adverbs include *yet*, *nevertheless*, *consequently*, etc. Similar to the first kind, these adverbs also express the relations between propositions and connect units, but they cannot solely occur in a single independent clause. Another kind of sentential adverb consists of "connective-like" prepositions followed by nominalized propositions, like *due to*, *in spite of*, and *as a result*. The third group contains various interjections, such as *oh*. The fourth category contains focus particles, such as *even*, *only*, etc. The fifth kind of connectives involves predicates of various categories like nouns, verbs, adjectives, and full phrases and clauses as well, such as *to conclude*, *to add*, *it*

follows that which serve the function of connecting elements in discourse (Van Dijk, 1977).

Chinese connectives, referred to as 关联词 *guanlian ci* (meaning "related words", also called 关系词 *guanxici* in some literature), is a group of words that are used to connect discourse fragments of different scopes, such as words, phrases, clauses, sentences and paragraphs (Eifring, 1995). Chinese linguists have examined the categorizations of connectives from different perspectives. Before exploring this issue, the definition of two sentence types needs clarification: complex sentence and compound sentence. According to Loar (2012), a compound sentence consists of two or more independent clauses whose functions are equal; whereas a complex sentence contains only one main clause, and one or more subordinate clauses whose functions are clause element of the sentence, such as adverbial or object. Lin (2001) does not classify sentences into compound and complex sentences. Instead she considers all sentences made up of independent clause as complex sentences. Complex sentences are further divided into coordinate and endocentric complex sentences. The function and definition of coordinate and endocentric complex sentences are similar to Loar's distinction of complex and coordinate sentences. Thus, in this study, we will use Loar's classification of sentences. Researchers have shown that connectives are key linguistic elements that can not only connect the clauses in complex/compound sentences, but also can sometimes determine the semantic meaning of the sentences.

There are four categories within the classification of conjunctions in Chao (1968): (a) the prepositional conjunctions 跟 *gen* (and), 和 *he* (and), and 同 *tong* (with) which only join nominalizations, such as *wo he ni* (“you and I”); (b) macrosyntactic conjunctions which are dependent on some elements outside of the sentence in which they occur, as shown in the example below:

- 1). 快走吧！否则你赶不上了。
Kuaizouba! Fouzeniganbushang le.
Hurry up and go! Otherwise you won't be able to catch up.

In this example, *fouze* (otherwise) is used to connect the discourse segments out of the sentence in which it occurs; thus, it is used macrosyntactically. (c) correlative conjunctions which bind clauses into compound or complex sentences, and (d) reduced main clauses which are polysyllabic conjunctions derived from clauses, e.g. 总而言之 *zongeryanzhi* (in a word) or 就是说 *jiushishuo* (that is to say).

Li & Thompson (1981) classified Chinese connectives into two groups. The first is forward-linking clause connectives, and the second is backward-linking clause connectives. Forward-linking clause connectives express a relation that the first clause is always dependent on the second clause for its meaning to be complete, while backward-linking clause connectives, on the other hand, express a relation between the clause in which the second clause is dependent on the first clause for its meaning to be complete. Examples are provided as the following for illustration respectively:

- 2). 假如下雨，我们就在屋里吃饭。

jiaruxiayu, women jiuzaiwuli chi fan
If it rains, we'll eat indoors.

- 3). 这栋楼很大，并且很有名。
Zhe dong lou hen da, bingqie hen youming
This building is very big, and it's also very famous.

There are three kinds of connectives ("linking elements", as they put it) within forward linking as Li & Thompson's (1981) classification: (a) forward-linking elements in clause-final position; (b) Adverbial forward-linking elements, including movable forward-linking elements which can be positioned either after the topic/subject or in clause-initial position, and non-movable forward-linking elements which must be positioned either after the topic/subject or in clause-initial position; (c) perfective aspect which uses the perfective aspect suffix *-le*, being "bounded by a clause signaling another event" (Li & Thompson, 1981, p. 640). As for backward-linking, adverbial backward-linking elements in clause-initial position and non-movable adverbs as backward-linking elements are included.

Li & Jin (2012) and Loar (2012) both categorized connectives based on the semantic relations that they indicate between clauses, as illustrated in Table 1:

Table 1

Categories and examples of connectives

Categories	Examples
并列 <i>binglie</i> (coordination)	和 <i>he</i> "and"

因果 <i>yinguo</i> (causality)	因为 <i>yinwei</i> "because"
条件 <i>tiaojian</i> (condition)	只要 <i>zhiyao</i> "as long as"
假设 <i>jiashe</i> (supposition)	如果 <i>ruguo</i> "if"
推断 <i>tuiduan</i> (inference)	既然 <i>jiran</i> "now that"
转折 <i>zhuanzhe</i> (transition)	但是 <i>danshi</i> "but"
让步 <i>rangbu</i> (concession)	即使 <i>jishi</i> "even if"
选择 <i>xuanze</i> (alternative)	或者 <i>huozhe</i> "or"
列举 <i>lieju</i> (enumeration)	比如 <i>biru</i> "for example"
承接 <i>chengjie</i> (succession)	接着 <i>jiezhe</i> "and then"
递进 <i>dijin</i> (progression)	甚至 <i>shenzhi</i> "even"

One fact that is worth mentioning is that complex sentences in English without the use of conjunctions are quite rare, but unlike English, such sentences are quite common in Mandarin (Li & Thompson, 1981; Lin, 2001).

The present study adopts the categorizations of connectives proposed by Chao (1968): (a) the prepositional conjunctions; (b) macrosyntactic conjunctions; (c) correlative conjunctions; (d) reduced main clauses which are polysyllabic conjunctions derived from clauses. The reason for adopting this categorization is that its classification of connectives is quite consistent with the one in *the HSK Outline*. In the *HSK Outline*, connectives are distributed in the following categories: fixed phrases, fixed patterns,

complex sentences, and idiomatic expression, which have very close functions as Chao's (1968).

PROFICIENCY GOALS FOR INTERMEDIATE LEVEL LEARNERS

This study looks at Chinese textbooks for novice to intermediate level learners. It is important to define the proficiency levels. Ross (2001) pointed out that intermediate level textbooks have incorporated both skill-oriented and task-oriented materials to guide students to develop language skills and the ability to communicate more broadly on general topics. Thus, one of the goals of intermediate level textbooks is "the development of communicative skills associated with ILR 2/ ACTFL Intermediate" (Ross, 2001).

Below is a detailed illustration of ILR Scale and *ACTFL Guidelines*.

Ranging from 0 (= no functional ability) to 5 (= equivalent to an educated native speaker), the ILR scale provides standardized rating factors to language skills: speaking, writing, listening and reading. ILR 2 represents language skills at limited working proficiency. The *ACTFL Proficiency Guidelines 2012* identify five major levels for each skills at ranges: distinguished, superior, advanced, intermediate, and novice. Within each level, three sublevels are divided as follow: high, mid, and low. According to *The ACTFL Proficiency Guidelines 2012*, learners at intermediate level should be able to create with the language about familiar topics related to their daily life. In terms of text types, they can produce sentence-level language, ranging from discrete sentences to strings of

sentences and some connected sentences. They can also create with language in a series of loosely connected sentences to meet practical writing needs.

The *ACTFL Performance Descriptors for Language Learners* embraces the communicative purpose behind the three modes of communication, describing how a language learner performs to achieve each communicative purpose: interpersonal, interpretive, and presentational. The language functions are appropriately matched to the mode of communication. Language functions and skills within each mode can be illustrated as below:

Table 2

Language Functions and Skills within Each Communication Mode

Interpersonal	Interpretive	Presentational
<ul style="list-style-type: none"> Active negotiation of meaning among individuals 	<ul style="list-style-type: none"> Interpretation of what the author, speaker, or producer wants the receiver of the message to understand 	<ul style="list-style-type: none"> Creation of messages
<ul style="list-style-type: none"> Participants observe and monitor one another to see how their meanings and intentions are being communicated 	<ul style="list-style-type: none"> One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer 	<ul style="list-style-type: none"> One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
<ul style="list-style-type: none"> Adjustments and clarifications are made accordingly 	<ul style="list-style-type: none"> Interpretation differs from comprehension and translation in that 	<ul style="list-style-type: none"> To ensure the intended audience is successful in its interpretation, the

	interpretation implies the ability to read (or listen or view) “between the lines,” including understanding from within the cultural mindset or perspective	“presenter” needs knowledge of the audience’s language and culture
• Speaking and listening (conversation); reading and writing (text messages or via social media)	• Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials	• Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

Note. adapted from *ACTFL Performance Descriptor*, p.7.

The following chart gives the relationship between levels of the ACTFL and ILR proficiency scales (Orwig, 1999):

Table 3:
Correspondence of ACTFL and ILR (adapted from Orwig, 1999):

ILR Scale	ACTFL Scale	Definition
5	Native	Able to speak like an educated native speaker
4+	Distinguished	Able to speak with a great deal of fluency, grammatical accuracy, precision of vocabulary and idiomaticity
4		
3+	Superior	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations
3		
2+	Advanced Plus	Able to satisfy most work requirements and show some ability to communicate on concrete topics
2	Advanced	Able to satisfy routine social demands and limited work requirements
1+	Intermediate -	Able to satisfy most survival needs and limited social demands

High		
1	Intermediate - Mid	Able to satisfy some survival needs and some limited social demands
	Intermediate - Low	Able to satisfy basic survival needs and minimum courtesy requirements
0+	Novice - High	Able to satisfy immediate needs with learned utterances
0	Novice - Mid	Able to operate in only a very limited capacity
	Novice - Low	Unable to function in the spoken language
0		No ability whatsoever in the language

According to the *ACTFL Guidelines*, by the time of reaching intermediate level, foreign language learners should be able to: meet practical writing needs by communicating simple facts and ideas in a loose collection of sentences; to understand main ideas and some facts from simple connected texts in reading; to understand main ideas and some facts from interactive exchanges and simple connected text in listening; to communicate on topics in their immediate environment through strings of sentences, connected sentences or paragraphs. As mentioned in the previous section, connectives play an important role in connecting words, sentences, and determining semantic meaning of discourse. Therefore, to meet the proficiency goals, learners should be aware of the use of connectives and understand the meanings of connectives in reading and listening in order to comprehend the texts, and be able to use connectives in speaking and writing to produce coherent and logical discourse.

HSK, the only standardized test to assess Chinese language proficiency of FL learners, is divided into three categories: beginning level (HSK Basic), elementary to intermediate level (HSK Elementary-Intermediate), and advanced level (HSK Advanced). The relationship between HSK and ACTFL on language proficiency can be illustrated in the table below:

Table 4

Correspondence of ACTFL and HSK:

	HSK	ACTFL
HSK Basic	HSK Level 1	Novice-low to novice-mid
	HSK Level 2	Novice-high
HSK Intermediate	HSK Level 3	Intermediate-low
		Intermediate-mid
	HSK Level 4	Intermediate-high
HSK Advanced		Advanced-low
		Advanced-mid
	HSK Level 5	Advanced-high
		Superior
	HSK Level 6	Distinguished

Note. Retrieved from http://www.mandarinhouse.cn/images/general_chinese_program.pdf.

The HSK Outline provides the basis and standards for designing HSK tests. It consists of three levels, four ranks, and five layers. Three levels represent three proficiency levels: novice, intermediate and advanced levels. *The HSK Outline* also classifies Chinese grammar, vocabulary and characters into four ranks (A-D) based on their frequency, learnability, and accessibility. The higher rank of a grammatical structure goes, the lower frequency of the structures and less learnability and accessibility to learners. Five layers refer to five text types of Chinese: morpheme, word, phrase, sentence

and discourse (or strings of sentences). Novice level learners are expected to master Rank A and Rank B grammar (including vocabulary and characters); intermediate level learners should be able to use Rank C grammar; advanced level learners should master Rank D grammar. Grammar ranks can overlap between levels for articulation. Detailed examples would be given in the methodology part. The *HSK Outline* has been seen to represent the most systematic cumulative segments of Chinese grammatical constructions for pedagogical grammar (Teng, 1997).

ACQUISITION OF CHINESE CONNECTIVES BY CFL LEARNERS

Important and necessary it is for teachers to have a comprehensive knowledge of grammar instruction, it is equally important to understand student's acquisition process.

Ke (2005) examined patterns of acquisition of 19 Chinese grammatical categories by CFL learners from an eight-week study abroad program. He found three general patterns in acquiring different grammatical patterns: a linear progressive pattern, a U-shape pattern, a plateau pattern. In terms of conjunctions, his research suggested a linear, progressive pattern indicating that the mastery of correlative conjunctions correlates with the improvement of the learner's proficiency. There is a positive correlation between the duration of the target language learning and performance on the linguistic feature.

Liu (2010) investigated the acquisition of connectives in Chinese complex sentences by 20 CFL learners studying in China through a survey. She found different error rates exist in different experimental tasks, and also some unbalanced error distributions in the

connectives of different complex sentences. Majority of the errors are due to misusing and misplacing connectives. In addition, the error rate is influenced by learners' familiarity of connectives and complex sentences. Learners' learning strategies is also contributed to acquisition of connectives. Therefore, Liu suggested that teachers of CFL should offer students summaries and comparison between different connectives, and strengthen exercises to help students use connectives proficiently.

Zhen (2008) conducted a study using 53 compositions written by intermediate to advanced level CFL learners. According to *the HSK Outline* and the textbooks used, the researcher picked 21 common connectives and investigated the use of these connectives in the compositions. Five types of errors in using connectives have been identified: misuse, incompletely use, redundant use, lack of use and other unsorted errors. There are multiple causes of these errors. Possible reasons can be English transfer, learners' misunderstanding of logical relations of connectives, or learners' lack of discourse awareness. It was suggested that CFL teachers should pay more attention to connectives in teaching, and help students to avoid possible influence of English.

Zhang (2013) studied the conjunctions employing the method of discourse analysis. According to the scope of 265 conjunctions, it was proposed that they can be divided into two categories: clause conjunction and discourse conjunction. It was concluded that all the conjunctions can connect clauses, but only causal, contrastive, additive, progressive, and coordinating conjunctions have discourse function, which are important to discourse comprehension. The learning process of connectives were divided into three stages:

complex sentence level, discourse level and context level, corresponding to three functions: clause conjunction function, discourse (text) conjunction function and interpersonal function. It is believed that it is more appropriate to study connectives from the viewpoints of semantics, discourse and interpersonal levels.

In summary, connectives have important discourse functions that can facilitate comprehension and production for FL learners. Learners' mastery of connectives improves as duration of the learning, which indicates that connectives should be introduced at an early stage. Meanwhile, the presentation of connectives should be sequenced due to different functions and processing stages to help learners raise discourse awareness and acquire connectives more efficiently and accurately.

METHODOLOGY OF GRAMMAR INSTRUCTION

Second language acquisition theories and their implications have a profound impact on the way in which instructors approach classroom pedagogy. Along with the many different views of language learning, researchers in the field of SLA have developed methodologies which follow the trends of the time. According to Celce-Murcia (2001), there have been a number of traditional methods showing the gradual transition over the last century. Among them, Grammar Translation, Direct Method, and Audiolingualism are most influential. Each method is accompanied with evidence supporting its classroom implementation.

Grammar-translation is first used to teach classical languages and modern languages later. There are several features of this approach: the instructions are given in native language of the students; there is little use of the language for communication; it focuses on grammatical parsing, such as form and inflection of words; the teachers do not have to be able to speak the target language. A typical exercise is to translate sentences from target language into the mother tongue (or vice versa) (Celce-Murcia, 2001, p. 6). In Direct method, lessons usually begin with dialogues and anecdotes in modern conversational style; actions and pictures are used to make meanings clear; grammar and target culture is learned inductively; the teachers must be a native or native-like speaker of the target language (Celce-Murcia, 2001, p. 6). Audiolingual method was dominant in the United States from the 1940s to 1960s. Grammatical rules are sequenced; skills are sequenced as well: listening, speaking, reading, writing postponed; language is often manipulated without meaning or context (Celce-Murcia, 2001, p. 7). Activities designed using these traditional approaches are usually mechanical activities. Mechanical activities refer to a controlled practice activity that students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items (Richards, 2005).

Communicative language teaching (CLT) which treats language as a social behavior has been put forth around the world by the end of 20th century as a new and innovative way to teach foreign languages (Savignon, 2001). With the interactive nature of

communication, language skills are seen as active participants in the negotiation of meaning. "Making meaning" has become the nature of CLT. Unlike the traditional approaches, the Communicative approach aims to develop learners' ability to use the language for real communication, and to expand learners' communicative competence which consists of grammatical competence, discourse competence, socio-cultural competence and strategic competence. This approach still requires attention on linguistic form that contributes to language development and accuracy. Learners and teachers should focus on grammar when it relates to their communicative needs and experience (Savignon, 2001). Larsen-Freeman (2001) pointed out that grammatical structures should be considered meaningful and contextualized. Therefore, to construct an approach to teaching grammar, a three-dimensional grammar framework is proposed from syntactic, semantic and pragmatic perspectives. The framework consists of three elements of form, meaning and use, addressing three questions about grammar structures respectively: How is it formed? Why does it mean? When/ why is it used? In light of this framework, teachers should be aware of teaching grammar means enabling students to use linguistic form accurately, meaningfully and appropriately.

This study aims at analyzing the grammar activities in the three sets of Chinese textbooks to find out the extent to which these activities meet the criteria of the Communicative Approach.

PEDAGOGICAL GRAMMAR

According to Teng (1997, 1998), pedagogical grammar is a system that concerns language learning/acquisition and language instruction. In Teng (1997), he addressed two questions: what structures to include and when to introduce them in a language course. To answer the first question, he suggested that the total quantity of syntactic structures to be included in a language curriculum should take a combination of structures and communication into consideration.

To determine the sequence of presenting grammatical patterns, Teng (1997) listed several factors that need consideration, i.e. structure-internal sequencing, structure-independent sequencing, frequency count, etc. Structure-internal refers to the case that the pattern has the same structure but different semantic meanings, e.g., the multiple functions of *jiu* (See Discussion); whereas structure-independent means that patterns are not inter-related structurally or semantically, such as *ba* and *lian*. Frequency count in Chinese can be different orientations (logography count, word count or structure count), and can be based on corpuses of different genre of texts. However, pedagogical grammar requires more information about the structures than frequency (Teng, 1997).

Within the system of pedagogical grammar, Teng (1997) pointed out that grammatical patterns should not be approached in a linear and discrete fashion. Instead, it should be cumulative that grammatical points are presented in stage throughout the learning process. And each stage should be complete and directly applicable in language use by learners. Teng (1997) also clarified that these stages are sequenced not necessarily on the basis of the structural complexity, but on the basis of how easily accessible to

learners. The criteria for stage-placement are based on structure learnability. The *HSK Outline* mentioned in previous section is considered to be “the most systematic cumulative segments of Chinese grammatical constructions for pedagogical purpose” (Teng, 1997).

Xing (2006) outlined the approaches and guidelines of Chinese pedagogy and acquisition. In her book, she pointed out that a pedagogical system of Chinese must be built on two foundation elements: content (what to teach and learn) and process (how to teach and learn). Different elements of Chinese, from pronunciation, characters, sentences, and discourse to culture have been addressed throughout the book. She classified grammatical elements into three levels: elementary, intermediate and advanced, based on the frequency of their occurrence in communication and on their degree of difficulty of acquisition. As far as the frequency of grammatical elements is concerned, one can simply consult the frequency count of words, such as *Xiandai hanyu changyongzi cipindu tongji* 现代汉语常用字频度统计 (The Frequency Count of Words in Modern Chinese Language, 1989). To judge the difficulty of grammatical elements in acquisition, however, teachers have to rely on their teaching experience, textbooks or guidelines, such as the *ACTFL Guidelines*.

CHAPTER 3

RESEARCH METHODOLOGY

In light of previous research, three sets of Chinese textbooks that are commonly used at the college level (See Table 5) in North America have been compared to investigate how Chinese connectives are presented. Specifically, this study addresses the following three research questions:

- 1) What are the differences in the coverage of connectives, and what are the types of connectives that are introduced in the three sets of beginning and intermediate level Chinese textbooks?
- 2) Do the three sets of Chinese textbooks follow the same sequence when introducing connectives? If not, how do they differ?
- 3) What activities are provided in the three sets of Chinese textbooks to help students learn connectives? To what extent do these activities follow the principles of the Communicative Approach?

To answer the research questions proposed above, the data source is collected from three sets of Chinese textbooks for novice to intermediate learners. Each set of textbooks is composed of four volumes, resulting in a total of 12 volumes, with each volume covering one semester of instruction in most colleges. In order to determine the level of each textbook, I referred to the prefaces of each textbook and common practices in universities. The first two volumes are primarily for novice-level students while the last

two are for intermediate level students. More textbook information is presented in Table 5.

Table 5

Information of three sets of textbooks

Textbook and volume	Arthur	Year	Publisher
Integrated Chinese (<i>IC</i>), Level 1, Part 1 - Level 2, Part 2	Yuehua Liu, Tao-shung Yao et al.	2008	Cheng & Tsui
Chinese Link (<i>CL</i>), Beginning Chinese (Level 1, Part 1 - Level 1, Part 2); Intermediate Chinese (Level 2, Part 1 - Level 2, Part 2)	Sue-mei Wu; et al	2008	Pearson
New Practical Chinese Reader (<i>PCR</i>), Vol. 1 - 4	Liu Xun	2010	Beijing Language and Culture University Press

To examine the coverage of connectives, both quantity and types of connectives in each textbook are taken into consideration. Connectives that are explicitly instructed and appear for the first time (highlighted as new vocabulary or grammar points) in the books are counted once. When some words, such as *jiushi* or *hai*, have multiple meanings and functions, the occurrence this word is counted for more than once. Types of connectives are based on the ranks of connectives specified in *HSK Outline*. The reason for choosing *HSK Outline* for reference is that this book has been recognized as “the most systematic cumulative segments of Chinese grammatical constructions for pedagogical purpose” (Teng, 1997). In addition, it is claimed in the preface of *New Practical Chinese Reader (PCR)*, a textbook under investigation, that the writers have used this outline for reference when they compiled the series.

In order to answer the second question, ranks of connectives within each set of textbooks are examined. From the trend of presenting connectives in each rank, sequence of instruction on connectives could be uncovered.

All connectives in each textbook that overlap with the *HSK Outline* are listed below:

Rank A

也; 都; 还; 那么; 然后; 才; 一边…一边; 除了…以外; 虽然…但是/可是; 还是, 先…再…; 每…都; 又; 不但…而且; ; 一…就; 还; 还是; 又…又…; 连…也/都; 除了…以外; 跟…一样+都; 为了; 因为…所以; 如果…就; 一边…一边; 接着; 而且; 要是; 或者; 一面…一面;

Rank B

adv./ v.+是 adv./ v.+可是; 一…也/都…不/没; 还; 越来越…; …的时候; …以后; 比如说; 难道; 只是; 就是; 不过; 实际上, 像…一样; 最好; 看来; 与; 只要…就; 否则; 其中; 在…基础上; 在…方面; 越…越…; 既然; 既…又; 等…以后; 就是…也; 究竟; 只有…才; 在…方面; 在…中; 在…上; 不管…也/都; 却; 尽管…还是; 一方面…一方面; 由于; 首先; 其次; 接下去;

Rank C

再说; 要不然; 要不; 对…来说; 至于; 甚至; 难怪; 不是 A 就是 B; 可以说; 这么说; 不是 A 而是 B; 而; 要不是; 即使…也; 可见; 毕竟; 拿…来说; 看你(您)说的; 可不是吗; 好在; 怪不得; 不但不/没…反而…; 是否; 不/没…就; 无论…都; …以来; 从此; 凡是; 固然; 与其…不如;

Rank D

要么…要么; 一会儿…一会儿…一会儿又…; 以至于; 而已; 得看…; 宁愿; 以免;

As for the last question, all activities in each textbook designed to enhance the use of connectives are counted. All activities in the twelve textbooks are categorized into two types: traditional and communicative activities. Based on the principles of the Communicative Approach, the criteria to distinguish communicative activities from

traditional are: there should be a context provided for the activity; and the activity should have a communicative purpose in realistic situations.

CHAPTER 4

RESULTS

The results of the present study are reported in three parts: coverage, sequence, and activities.

4.1. Coverage of connectives

Table 6

Number of connectives presented in each set of textbooks

	<i>IC</i>	<i>PCR</i>	<i>CL</i>
Beginning level -1	14	3	3
Beginning level -2	13	5	8
Intermediate Level -1	28	7	24
Intermediate Level -2	28	19	29
Total	83	34	64

Table 6 is a summary of all the connectives that appear in each set of textbooks. *IC* contains the most of connectives and *PCR* presents the least.

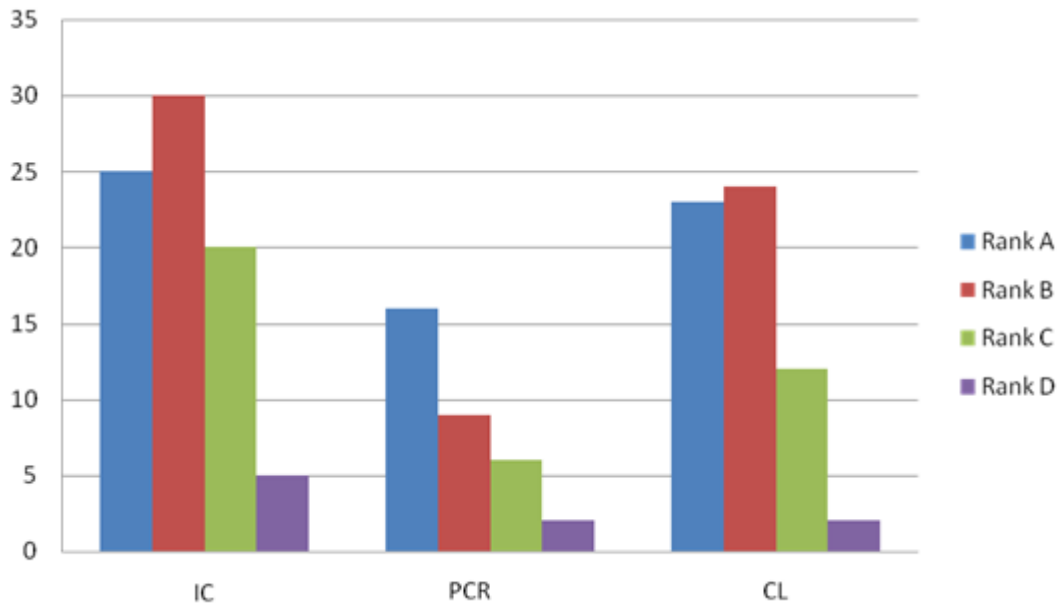


Figure 1. Connectives at each rank in each set of textbooks.

Figure 1 shows the number of connectives at each rank within each series of textbooks. In *IC*, there are 25 Rank A connectives, 30 Rank B connectives, 20 Rank C connectives, and 5 Rank D connectives. In *PCR*, there are 16 Rank A connectives, 9 Rank B connectives, 6 Rank C connectives, and 2 Rank D connectives. In *CL*, there are 23 Rank A connectives, 24 Rank B connectives, 12 Rank C connectives, and 2 Rank D connectives. It should be noted that the total number of connectives in this figure is slightly smaller than the numbers in Table 4, because several connectives presented in the textbooks are not included in *the HSK Outline*, their ranks cannot be determined. Therefore, they are not included in this figure.

4.2. Presentation Sequence

This section reports the results of the sequence of presenting connectives in the textbooks.

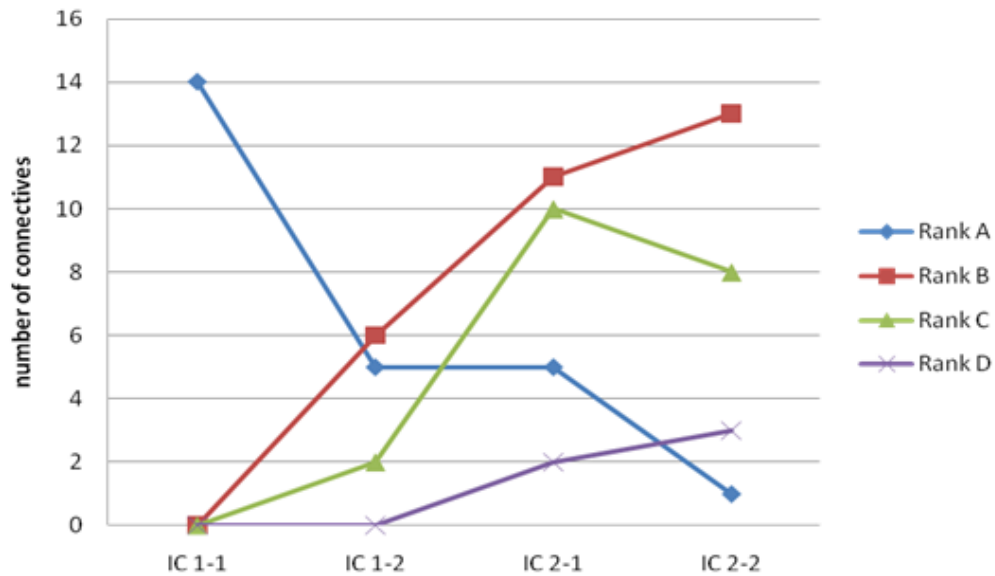


Figure 2. Ranks of Connectives in IC

Note: Three connectives are not included in *the HSK Outline*: 这就要看 (It depends on...); 说到 (Speaking of...);吧,吧 (if..., if...)

Figure 2 demonstrates the sequence of connectives in *CL*. It shows that the number of Rank A connectives declines as proficiency level goes up, but Rank B, C, D connectives increases as proficiency level goes up.

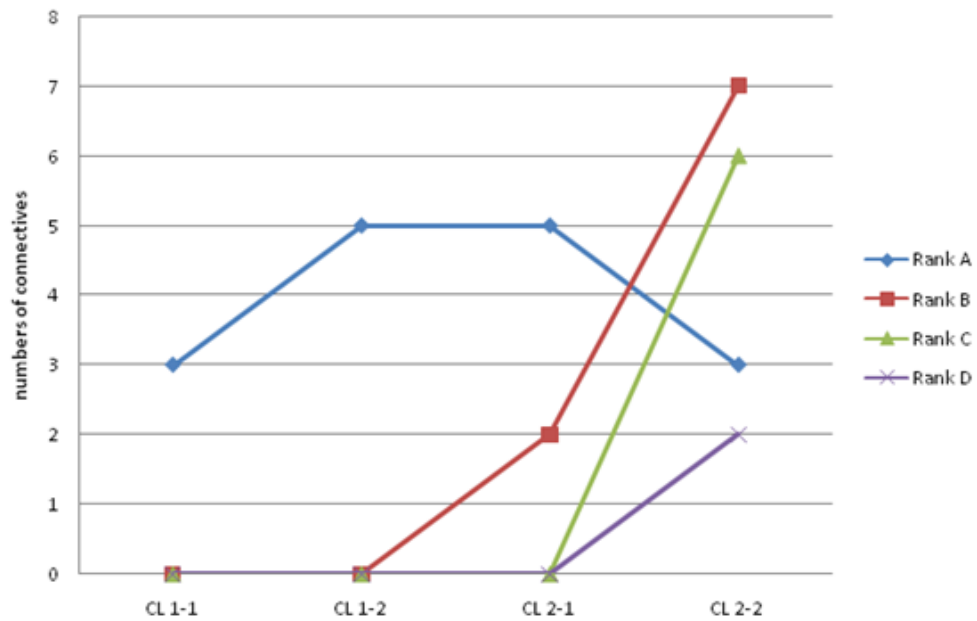


Figure 3. Ranks of Connectives in *CL*.

Note: One connective is not included in the *HSK Outline*: 要我说 (In my opinion);

Figure 3 displays the sequence of connectives in *CL*, demonstrating the number of Rank A connectives remains at a similar quantity as proficiency level goes up; Rank B, C, D connectives increases as proficiency level goes up.

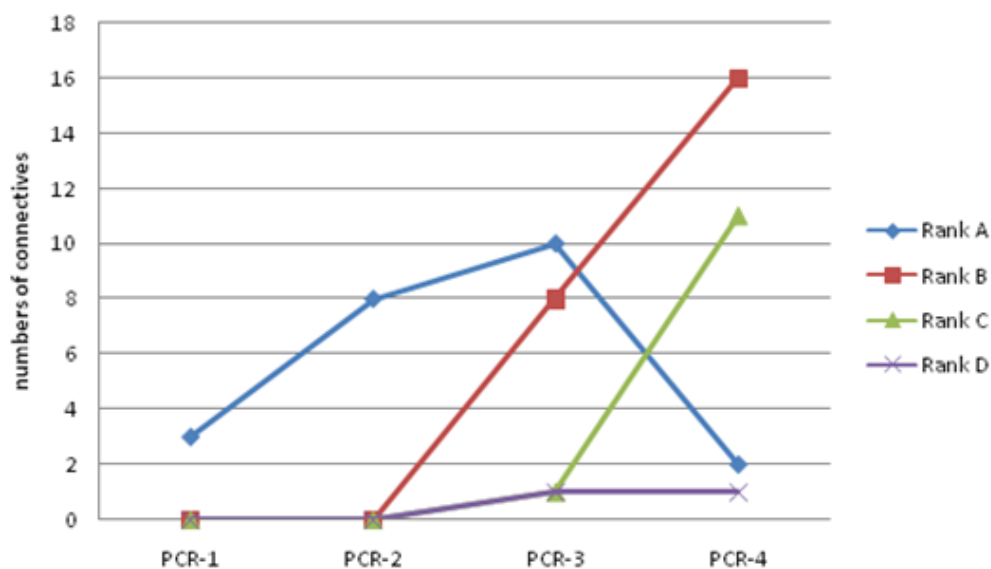


Figure 4. Ranks of Connectives in PCR.

Note: Three connectives are not included in *the HSK Outline*:什么的 (...and so on); 说到.....(Speaking of...); 就 (used to express coordination)

Figure 4 presents the sequence of connectives in PCR. It shows that the number of connectives at all ranks increases in the first three books, but Rank A connectives are less introduced in the last book.

4.3. Activities

Table 7 to Table 9 summarizes the types of activities provided in each textbook. Table 8 provides the numbers and percentage of traditional/communicative activities in each series of textbooks.

Table 7

Activities on connectives in IC

Traditional Activities	Communicative Activities
<ul style="list-style-type: none"> • Complete the paragraph with given words and phrases; • Write a paragraph with given prompt and patterns; • Picture description; • Complete sentences or dialogues with given scenarios or pictures; • Give descriptions/ requests/ advices/ critics/ ideas with pictures/ given scenarios/ information 	<ul style="list-style-type: none"> • Interview and report; • Survey and report; • Group discussion and report; • Narration with given scenario; • Group discussion and debate;

Table 8

Activities on connectives in CL

Traditional Activities	Communicative Activities
<ul style="list-style-type: none"> • Make up sentences with given pattern; • Translation sentences with given patterns; • Answer questions with given patterns; • Find out certain patterns in the reading material; • Rewrite sentences with given patterns; • Answer questions with given patterns; 	<ul style="list-style-type: none"> • Make up a dialogue with given scenario and act it out; • Describe classmates; • Describe an interview process; • Group discussion and report; □

Table 9

Activities on connectives in PCR

Traditional Activities
<ul style="list-style-type: none"> • Complete sentences/ dialogues with given patterns; • Pattern drills; • Rewrite sentences with given patterns; • Make up a dialogue/ narration with a partner based on given pictures/ scenario

Table 10

Numbers and percentage of traditional/communicative activities in each series of textbooks

	Traditional	Communicative	Total
<i>IC</i>	38 (76%)	12 (24%)	50 (100%)
<i>CL</i>	41 (67%)	20 (33%)	61 (100%)
<i>PCR</i>	40 (100%)	0	40 (100%)

Table 10 is a summary of all activities in the three series of textbooks. All activities in the twelve textbooks are categorized into two types: traditional and communicative activities. The criteria to distinguish traditional and communicative activities are: there should be a context provided for the activity; and the activity should have a communicative purpose in realistic situations. *CL* has the most activities on connectives, and *PCR* has the least. The numbers in parenthesis show the percentage of traditional or communicative activities in each series. *CL* has a largest number (33%) of communicative activities over the other two series. All activities in *PCR* are traditional activities.

CHAPTER 5

DISCUSSION AND IMPLICATION

The result presented in Chapter 4 reveals the similarities and differences in presenting Chinese connectives from beginning level to intermediate level textbooks. In terms of the coverage of connectives, the numbers vary greatly with *IC* having the highest coverage, and *PCR* the lowest coverage among the three textbooks. The reason for this difference is that this study counts only explicitly instructed (highlighted as new vocabulary or grammar points in a chapter) connectives. Connectives which appear in a chapter but are not highlighted as a new grammar point are not counted. In *IC*, all connectives are presented explicitly, but in *CL* and *PCR*, some are and some are not. Take the conditional conjunction *yaoshi* 要是 (“if”) as an example. This connective is highlighted as a new grammar point in a chapter in all textbooks. When introducing this connective, *CL* also lists a group of connectives of similar meaning, such as *ruguo* 如果, *jiashi* 假使, *jiaru* 假如, *jiaruo* 假若. These four connectives are thus not counted for not being highlighted in the grammar section. However, in *IC*, *yaoshi* and *ruguo* are presented separately as a new grammar point in two different lessons, which makes *IC* have more connectives in the data. Similarly, in some lessons of *PCR*, there is a section called “conversation exercises” where sometimes a list of connectives are included and named as “idiomatic expressions in conversation” such as *woka* 我看 (“in my opinion”), *birushuo* 比如说 (“for example”) and *duiwo laishuo* 对我来说 (“to me...”). These

connectives are not explicitly explained in the texts and were therefore not counted during data collection.

In many FL textbooks, vocabulary is arranged in semantic clustering as *CL* and *PCR* do. Usually there is a superordinate term with a set of member terms, such as “conditional conjunctions”, with a set of member terms, like *ruguo*, *yaoshi* and *jiaru* in the above case. Previous research has shown that semantic clustering is not only not helpful, it actually hinders vocabulary retention (Folse, 2004). Folse (2004) suggests words should not be presented initially in semantic clustering, and the most frequent words should be taught to learners first and the other items within the semantic set should be covered later. In addition, connective presented in clustering, such as in *CL*, are not at the same Rank. For example, *yaoshi* and *ruguo* are Rank A patterns, but *jiashi* and *jiaruo* are Rank C patterns according to *the HSK Outline*. These four connectives of different ranks should not be presented at the same time to students.

There are only a small number of Rank D patterns covered in each textbook due to limitation of proficiency level, and they all appear in the intermediate level textbooks. As regards to the presentation sequence of connectives, the results show that each textbook basically follows the trend suggested by *the HSK Outline*. The connectives at lower rank are presented before the patterns at higher rank. The quantity of Rank B, C and D connectives gradually increase as proficiency level goes higher. The sequence of presenting Rank A connectives in each textbook is worth noticing though. *IC* chooses to present Rank A connectives at beginning level, while *CL* and *PCR* choose to present them

more equally throughout beginning and intermediate level. Possible reason for this difference may be due to the different genres used in each textbook. The three sets of textbooks all start with dialogues at the beginning level. At intermediate level (Level 2 part 1 and part 2), *IC* starts to combine a short narration and a dialogue as one text in a lesson. *CL* follows this arrangement only in its Level 2 Part 2 book. *PCR* keeps using dialogues as texts until the third book, and only starts to incorporate narrations in the fourth book. Different genres of texts in each book may contribute to presenting connectives in a different sequence.

Concerning the third question about activities, different types of activities in each textbook are summarized and compared. Although the three textbooks claim to integrate activities into realistic communicative situations, they have adopted different approaches to design activities.

There are fifty activities on connectives in *IC*. Traditional grammar exercises as well as communicative activities are both employed, taking up to 76% and 24% of all the activities respectively. Within each chapter, there is usually one traditional exercise provided to enhance the learning of connectives. At the end of every one or two chapters, one communicative activity in either spoken or written form is employed to review the use of connective in a real-life scenario. Sometimes the use of newly taught connectives is required in the prompt.

Sixty-one activities on connectives are provided in *CL*, with more than half of them being categorized as traditional activities. These activities are distributed in three sections:

grammar section, activity section and supplementary practice. In the grammar section, a “try it!” practice section is added following grammar explanations for the purpose of providing “guided communicative practice and reinforcement immediately” (*CL 2-2*, preface, p. xv). This activity requires learners to make compound/complex sentences using newly taught connectives. Activity section is at the end of each chapter “to support the aim of the text to develop students’ communicative competence” (*CL 2-2*, preface, p. xv). Activities on connectives can be categorized into five kinds: a) translation sentences with given patterns; b) make up a dialogue with given scenario and act it out; c) answer questions with given patterns; d) give descriptions; e) group discussion and report. Supplementary practice is usually reading comprehension practice on related topics to each chapter. In this activity, learners are instructed to find out newly taught connectives in the reading material and they are not required to do any further activity on the connectives they find.

PCR is the only textbook that is published in Mainland China. This book apparently adopts a more traditional approach in designing activities. Activities on connectives are very mechanical with no contextual information. Drills, translation, and sentence rewriting are mostly used. Xing (2006) pointed that language teaching in China is different from teaching outside China. Traditional teaching in China is considered to be teacher-centered and mechanical with great emphasis on memorization and repetition. Influenced by this traditional method in China, although *PCR* is compiled for FL learners outside China, it still adopts traditional approaches that focus greatly on

practicing linguistic forms with little context provided and no communication purposes in real life.

The data reveal that although all three textbooks claim to follow communicative approach in their introductions or preface, and communicative activities have taken up to around one third of all activities in *IC* and *CL*, traditional activities still occupy the major position in at least connective instruction. It is now a consensus that researchers have reached that traditional way of explicit explanations and drill-like practice would hardly lead to the acquisition of the implicit knowledge needed for fluent and accurate communication (Ellis 2006), but there are values attached to this approach. Through this activity, not only can students practice the new grammatical feature immediately, but also teachers can assess students' understanding of the target feature. When teachers make a deliberate effort to correct errors early in the learning stages, errors could be corrected before they become persistent or fossilized. As Ur (1996) argued, "the aim of grammar practice is to get students to learn the structures so thoroughly that they will be able to produce them correctly on their own (p. 83)."

The present study compares the instruction of Chinese connectives in three sets of Chinese textbooks. This could provide some pedagogical explanations and methodology, but this does not reflect the actual classes on teaching connectives. The grammatical instruction and activities in these textbooks have left much space for teachers in their teaching. Considering the gap between proficiency goals for L2 learners (as reviewed in Section 2, part 1) and research results on the acquisitions of Chinese connectives (as in

Section 2, part 2), and in light of the results of current study, several implications can be drawn in teaching connectives at the beginning and intermediate level Chinese language courses.

Zhen (2008) sorted errors in using connectives into five categories, and misuse of adverb *jiu* 就 is a typical mistake made by learners. Taking *jiu* as an example, below are some suggestions on teaching *jiu*. Table 11 summaries all the connectives involving *jiu* taught in the textbooks, and the function of each *jiu*, as defined in *Xiandai hanyubabai ci* 现代汉语八百词 (Lu, 2009, p.315-9)

Table 11

Connectives involving jiu and the their meanings

Connectives involving <i>jiu</i>	Functions of <i>jiu</i>
"Just" with "jiu" Expressing the only two possibilities with "bushi...jiushi"	Limiting scope
Events in quick succession with "yi... jiu"	Indicating something happens soon
Expressing earliness with "jiu"	Indicating something has already happened
Adding emphasis with "jiushi"	Expressing emphasis
"If..., then..." with "ruguo..., jiu..."	Used for coordination, introducing conclusions or results
"If... then..." with "jiaru... jiu"	
"If... then..." with "yaoshi"	
"As long as" with "zhiyao... jiu"	
"Since" with "jiran... jiu"	
Expressing "even if..." with "jiushi"	
Expressing "even if..." with "jiusuan"	

As shown above in Table 8, *jiu* as a connective is introduced mostly with another conjunction, and its own function is not usually explicitly explained. The reason for doing so could be introducing connectives as chunks/fixed patterns. These words

commonly occur together, or the meaning of the group is not obvious from the meaning of the parts, such as *jiu* in this case. Research has proven learning of chunks reduces processing time (Nation, 2001, p.318). It saves time to recognize and produce the item rather than giving close attention to each part. As a result, chunking on one hand encourages learners to make more fluent use of the language, for having them to work with bigger units than a single word. On the other hand, it is an important learning strategy for vocabulary acquisition and supporting development of rules, especially for learners at lower proficiency level (Nation, 2001, p. 336).

Introducing words in chunks has weaknesses as well. One disadvantage is that the parts of the units are not available for creative combination with other parts (Nation, 2001, p.318). For example, *jiran...jiu* is learned as an unanalyzed unit, then the parts *jiran* may be not available to use in other patterns, such as *jiran zheyang*, or *jiranruci*. Therefore, when introducing connectives in chunks, teachers need to know the importance of these chunks, and need to be aware of the difficulties behind them.

Jin (2005) proposed several teaching techniques to enhance output. Enhanced output, as Jin (2005) cited from Swain (1998), provides learners with rich opportunities in producing target structures, and also requires teachers to design activities to guide learners with clear and challenging structural requirements. Most activities in the selected textbooks require learners to produce target structures, such as answering questions with given patterns. For some activities like interview or group report, it would be better for teachers to guide students at discourse level with a series of target structures than giving a

prompt alone. For example, an instruction of describing an interview process could also include requiring students to use the following structures as appropriately as you can:

因为.....所以.....,但是.....,就.....。首先.....,其次.....然后.....最后.....。

CONCLUSION

This study reveals similarities and differences in presenting Chinese connectives from beginning level to intermediate level textbooks. In terms of the coverage of connectives, the numbers vary greatly with *IC* having the highest coverage, and *PCR* the lowest among the three textbooks. As regards to the presentation sequence of connectives, the results show that each textbook basically follows the trend suggested by *the HSK Outline*. The connectives at lower rank are presented before the patterns at higher rank. Concerning the activities on connectives, *CL* has a higher percentage of communicative activities than *IC*, and *PCR* has only traditional activities.

In the current study, only connectives that explicitly instructed are counted, but there are a lot of them implicitly appearing throughout the textbooks. The implicit instruction may have some impact on learners' acquisition of connectives as well. In addition, this study only examines the activities provided in the textbooks, but the textbooks all have companion workbooks or websites, offering extra listening, reading, writing and speaking practices for students. Future studies may include these companion materials for they may have different types of activities based on different methodology and approaches.

When comparing the results, each series of textbooks have pros and cons in instructions and designing activities. The textbook is a tool, and instructors of Chinese should carefully choose textbooks that meet the best needs and interests of their students, and should incorporate appropriate supplementary material to enhance the teaching of connectives.

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APPENDIX A

CONNECTIVES IN ALL TEXTBOOKS

Table 12

Connectives in IC Level 1, Part 1

	Connectives	English Translation
IC - 101	1. 也	Also; as well*
	2. 都	Both, all
	3. 还	Also, in addition
	4. 那么	Then, in that case
	5. 才	Not until
	6. 一边...一边	Doing A, while doing B*
	7. 除了...以外, 还.....	In addition to..., also
	8. 跟/ 和... (不) 一样	(not the) same as
	9. 虽然...但是/ 可是	Although..., yet
	10. 或者	Or
	11. 还是	Or
	12. 先...再...	First...then...
	13. 每...都	every
	14. 要...了	Soon

Table 13

Connectives in IC Level 1, Part 2

	Connectives	English Translation
IC - 102	1. 又	Again
	2. 不但...而且	Not only...but also
	3. Adj/ V + 是 + Adj / V, + 可是/但是	It is...that..., but...*
	4. 一...也/都...不/没...	Anything but*
	5. 一...就...	as soon as...then...
	6. 还	still
	7. 又...又...	both...and...
	8. 越来越...	More and more...*
	9. 再说	More over; in addition*

10. 要不然	Otherwise*
11. 连...都/也	Even...also...*
12. ...的时候	When*
13. ...以后	After*

Table 14

Connectives in IC Level 2, Part 1

	Connectives	English Translation
	1. 除了...以外	Besides; apart from*
	2. 再说	More over; in addition*
	3. 那么	Then; in this case*
	4. 这就要看...了	That depends on...
	5. 比如说	For example
	6. 无论...都	No matter how*
	7. 于是	Thus; so
	8. Adj./ V.+是+ Adj./ V., 可是/ 但是	Indeed..., but*
	9. (要) 不然	Otherwise
	10. 难道	Do you mean to say...
	11. 对...来说	In the case of; for *
	12. 至于	As for*
	13. 要么..., 要么...	Either...or*
IC - 201	14. 只是 or 就是	It's just that
	15. 不过	But
	16. 跟...一样, 都	As same as..., both...
	17. 难怪	No wonder
	18. 实际上	In fact, in reality, actually
	19. 一会儿..., 一会儿..., 一会儿又...	one minute..., the next minute...
	20. 甚至	Even*
	21. 结果	As a result
	22. 说到	speaking of
	23. 不是 A, 就是 B	Either...or*
	24. 像...一样	As if
	25. 可以说	You could say
	26. 这么说	So that means
	27. 最好	Had better; it's best
	28. 不是 A, 而是 B	Not...but*

Table 15

Connectives in IC Level 2, Part 2

	Connectives	English Translation
	1. 而	But; and; while; instead
	2. 为了	In order to
	3. (先)...再	(first)...then*
	4. 要不是	if it were not for; but for
	5. 看来	It seems
	6. 不过	however; no more than
	7. 与	And*
	8. 只要...(就)...	only if; as long as
	9. 即使	even if
	10. 可见	it is obvious that; it can be seen that
	11. 否则	otherwise
	12. 毕竟	After all*
	13. 拿...来说	take...for example
IC - 202	14. 看你说的	listen to yourself
	15. ...吧,...吧	If...; if...*
	16. 可不是吗	Isn't that so? How true!
	17. 终于	at last; in the end; finally; eventually
	18. 要么...要么	Either...or...*
	19. 只要...就	As long as..., then*
	20. 其中	Among*
	21. 在...基础上	on the basis of...; based on ...
	22. 在...方面	in terms of; in the area of
	23. 再也没/不	no more; not anymore
	24. 越..., 越...	The more...the more*
	25. 既然	Now that*
	26. 好在	fortunately; luckily
	27. 而已	and no more
	28. 以至于	So as to

Table 16

Connectives in Chinese Link Level 1 Part 1

	Connectives	Translation
CL 1-1	1. 也	Too, also
	2. 都	Both, all
	3. 可是	But

Table 17

Connectives in Chinese Link Level 1 Part 2

	Connectives	Translation
CL 1-2	1. 就	Exactly, precisely
	2. 先	Before, first
	3. 跟...一样	As same as...
	4. 因为...所以	Because...so
	5. 先...再...	First...then
	6. 虽然...但是	Although, but
	7. 不但...而且	Not only...but also
	8. 如果... (就)	If...then

Table 18

Connectives in Chinese Link Level 2 Part 1

	Connectives	Translation
CL 2-1	1. 一边...一边	At the same time, simultaneously
	2. 不过	However, but
	3. 还	Also
	4. 要不	Otherwise, or else
	5. 又...又	On one hand...on the other hand
	6. 只要...就	As long as....
	7. 像.....一样	To look like
	8.什么的	...and so on; and so forth
	9. 得看.....	Should depend on...
	10. 就	
	11. 还	

12. 既...又	Both...and
13. 又	Transition and opposite situation
14. 连...也/ 都	Even...also
15. 等...以后	After...
16. 一...也/都+没/不	Not even...
17. 就是...也	Even...
18. 除了...以外	Except; besides
19. 一...就	As soon as
20. 越...越.....	The more...the more
21. 然后	afterwards
22. 接着	then
23. 说到.....	Speaking of
24. 再...又	Then... and

Table 19

Chinese Link Level 2 Part 2

	Connectives	Translation
	1. 终于	Finally, eventually
	2. 究竟	Exactly, actually
	3. 不是.....而是	Instead of...
	4. 不只	Not only
	5. 要是...就	If, suppose
	6. 为了	For, in order to
	7. 只有...才	Only
	8. 在.....方面	In terms of...
	9. 在.....中	In terms of...
CL 2-2	10. 即使...也	Even if...
	11. 不管...也/都	No matter...
	12. 怪不得	No wonder
	13. 难道	surely it doesn't mean that ...
	14. 不但不/没....., 反而.....	Not only...but...
	15. 不是.....就是	Either...or
	16. 而	Used to express coordination
	17. 那么	Then
	18. 还是	Had better
	19. 不/没(有) ...就.....	If (not)•••then

20. 看您说的	Listen to what you said; as if it is true
21. 无论...都/也	No matter...
22. 要么	Either...or
23. 既然...就	Now that...then
24. 却	however
25. 在.....上	In terms of...
26.以来	Since
27. 尽管...还是	Even though...but
28. 一方面.....一方面	On one hand... on the other hand
29. 从此	Ever since

Table 20

Connectives in PCR 1, 2

	Connectives	Translation
PCR-1, 2	1. 也	also
	2. 和,	and
	3. 跟,	As well as
	4. 或者	or
	5. 一面 ...一面 ...	On one hand...on the other hand
	6. 先...再...然后	First..., and..., then
	7. 就	then
	8. 因为 ...所以	Because...so

Table 21

Connectives in PCR 3

	Connectives	Translation
PCR-3	1. 跟...一样	the same as...
	2. 如果	If
	3. 要是	If
	4. 而且	And also, furthermore
	5. 连...都/也...	Even...also
	6. 越来越.....	More and more
	7. 越...越.....	The more...the more

Table 22

Connectives in PCR 4

	Connectives	Translation
	1. 不然	
	2. 因此	
	3. 由于...所以	
	4. 为了	
	5. 只好	
	6. 没有..., 就没有	If without..., then it will be without
	7. 是否	Whether or not; if
	8. 既...又	Both...and, as well as
PCR-4	9. 首先...其次...然后...接下去	
	10. 不管...都	
	11. 无论...也/都	
	12. 除了...以外...也/都	
	13. 凡是.....	
	14. 宁愿	Would rather...than
	15. 固然	Admittedly, though of course
	16. 要我说	
	17. 与其...不如	Rather than
	18. 既然	Now that
	19. 以免	Lest, so that...not