

Foreign Language Teaching Syllabus and Textbook Setting for Re-grammaticalization Adverbs

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Abstract—This paper examines the status quo of the re-grammaticalization adverbs in the two outlines of "The Chinese Proficiency Level Standard and Grammar Level Outline" and "The Syllabus for Chinese Language Majors of Foreign Students in Colleges and Universities", and proposes targeted adjustment suggestions. At the same time, on the basis of examining the "Hanyu Jiaocheng" (2nd edition) on the arrangement of knowledge points related to re-grammaticalization adverbs, three relevant suggestions for the textbook are finally proposed.

Keywords—re-grammaticalization; adverbs; syllabus; teaching materials; suggestions

I. INTRODUCTION

Re-grammaticalization adverbs mean that the adverbs that have been grammaticalized by other real words or phrases have once again become grammaticalized. This paper selects the "活活" in the depictive, restrictive and commentary adverb of re-grammaticalization adverbs, and the high and low limit adverbs (至多/少、最多/少、顶多/少、充其量、起码、多/少说), "X Ran" (固然、诚然、自然、当然、果然), and some convinced commentary adverbs (诚然、当然、其实、实际上、确实、的确) as the object of investigation, in which "活活" is re-grammaticalized into a commentary adverb, "X Ran" is re-grammaticalized into conjunctions to varying degrees, and convinced commentary adverbs are re-grammaticalized into the function of discourse markers. This paper examines the current status of these words in the

syllabus and textbooks, and puts forward some targeted suggestions.

II. THE CURRENT STATUS OF THE SYLLABUS

Li Yang (1995) classified the syllabus, one is the so-called "framework outline", which is the overall design of the teaching object, teaching type, teaching objectives, teaching principles, teaching methods, teaching plans and content; the other is the "operational outline", which is the outline of the teaching level specified for different levels and types of courses under the guidance of the overall design. The Chinese Proficiency Level Standard and Grades Outline was developed by the Chinese Language Proficiency Standards Research Group of the Chinese Society for Teaching Chinese as a Foreign Language. It was published in 1988 as a syllabus for teaching Chinese as a foreign language. Since then, a series of syllabuses have been published, including The Syllabus for Chinese Language Majors of Foreign Students in Colleges and Universities, which is a framework outline as the basis of the teaching, writing of textbooks and examination of teaching quality for foreigners or non-Chinese overseas Chinese who are studying in the Chinese language major of higher education.

The knowledge point setting of relevant re-grammaticalization adverbs in the two outlines are investigated and listed as follows (see "Table I", "Table II" and "Table III"):

TABLE I. RELEVANT SETTINGS OF THE "CHINESE PROFICIENCY LEVEL STANDARD AND GRAMMAR LEVEL OUTLINE"

Grammar point	Grade	Category
固然 (means "no doubt" in English)...也 (also)...	Class C	Concessions complex sentence
固然 (means "no doubt")...但是 (but) (可是 "however", 不过 "but") ...	Class C	Transitional complex sentence
..., 其实 (actually)...	Class C	Transitional complex sentence
果然 (means "sure enough")	Class B	Modal adverb
其实 (actually)	Class C	Modal adverb

TABLE II. RELEVANT SETTINGS FOR THE "SYLLABUS FOR CHINESE LANGUAGE MAJORS OF FOREIGN STUDENTS IN COLLEGES AND UNIVERSITIES" (1)

Word-collection	Part of speech	Grade and level	Explanation and examples
至少 (at least)	adverb	Grade 1, second level	From here to school, it takes ...half an hour.
当然 (of course)	adjective	Grade 2	理所 (means "it stands to reason that")...
固然 (no doubt)	conjunction	Grade 2	The work is... very busy, but I still can spare some time. If you make it, ...is fine. If you fail, don't be discouraged.
起码 (means "at the very least")	adjective	Grade 2	
自然 (naturally)	adverb	Grade 2	It represents estimation. As long as you work hard, ...get good grades.
	adjective	Grade 2	The change is.../ ...ending.
确实 (really)	adverb	Grade 1	I... like this group of Chinese flight attendants, their service is first class.
实际上 (in fact)	adverb	Grade 3, 4	We all think that this road is very long, ...only two kilometers.
充其量 (means "at best")	parenthesis	Grade 3, 4	It represents an estimate of the extent. Just stay at this hotel and spend 100 yuan a day ...
少说 (means "at the very least")	parenthesis	Grade 3, 4	It represents an estimate of the extent.
最多不过 (means "at most")	parenthesis	Grade 3, 4	It represents an estimate of the extent.

TABLE III. RELEVANT SETTINGS FOR THE "SYLLABUS FOR CHINESE LANGUAGE MAJORS OF FOREIGN STUDENTS IN COLLEGES AND UNIVERSITIES" (2)

Grammar point	Grade	Category
..., 实际上 (in fact)...	Grade 3, 4	Transitional complex sentence
..., 其实 (actually)...	Grade 2	Transitional complex sentence
固然 (no doubt)..., 但是 (but)...	Grade 2	Transitional complex sentence
固然 (no doubt)..., 也 (also)...	Grade 2	Concessions complex sentence
确实 (really) / 的确 (indeed)		It is a kind of expression of affirmative attitude.

The two outlines are missing from the arrangement of related words and are systematically inadequate. "The Chinese Proficiency Level Standard and Grammar Level Outline" does not pay much attention to such adverbs. It only involves the words "固然", "其实" and "果然". However, it is commendable that the conjunction attribute of "固然" has been taken into account, and "固然" is included in the concessions complex and the transitional complex sentence. The "Syllabus for Chinese Language Majors of Foreign Students in Colleges and Universities" obviously involves more adverbs that have been examined, and there are also some adverbs such as "少说" mentioned later, but the outline also clearly shows the omission problem of these words.

At the same time, the sum-up of the two outlines for the re-grammaticalization adverbs is incomplete. Relatively speaking, "The Chinese Proficiency Level Standard and Grammar Level Outline" is more missing than "The Syllabus for Chinese Language Majors of Foreign Students in Colleges and Universities", which should be related to the Chinese language requirements of the subjects.

III. THE SUGGESTIONS OF OUTLINE ADJUSTMENT

In view of the current setting status of the re-grammaticalization adverbs of the outline, the following suggestions are proposed from the collection of words, attribution of words and grading of words.

A. Completing the Missing Re-grammaticalization Adverbs

The syllabus itself is a reference for the development of textbooks. If the syllabus cannot incorporate important re-grammaticalization adverbs into the knowledge points, the guiding role of the textbooks will be greatly reduced. Therefore, the necessary words need to be filled in. For example, the word "活活" should be added. According to the "Modern Chinese Frequency Dictionary", the use of "活活" is

6, and the frequency of use is 0.00046 and in terms of usage, it even exceeds "活力" and "活生生", both of the usage of the latter two is 5. Moreover, in the interlanguage corpus, the use of "活活" exceeds "顶多" and "充其量". For second language Chinese learners, it is necessary to study and grasp the word "活活". The word "充其量" has already appeared in the outline, so there is no reason for the word "活活" without joining the outline.

B. Reconfirming and Appropriately Supplementing the Word Class Attribution of the Re-grammaticalization Adverbs

As a book to concentrate on the main points, the outline of the word class should be closely followed by new and convincing research results, so that the results presented are of correctness and accuracy. But at this point, there are still areas for improvement in both outlines. For example, the "Syllabus for Chinese Language Majors of Foreign Students in Colleges and Universities" puts "充其量" and "少说" into the parenthesis, and examples are as follows:

- Just stay at this hotel and spend 100 yuan a day 充其量.

It is necessary to first make clear what the "parenthesis" is. "Parenthesis" is essentially a pragmatic phenomenon, which has no structural relationship with the direct component of the sentence, has flexibility in position, does not affect the semantics of the proposition in semantics, and is mainly used for pragmatic needs. Here, the "充其量" acts as an adverbial syntactically, and carries on the highest limit to the following quantitative element of 100 yuan, which is not a real parenthesis. That is to say, it is debatable to characterize the words "充其量" and "少说" as the parenthesis in the "Syllabus for Chinese Language Majors of Foreign Students in Colleges and Universities".

C. Rationally Grading the Re-grammaticalization Adverbs Across Parts of Speech

When the outline is grading the re-grammaticalization adverbs, the starting point is one-sided, which only considers the frequency of use of words and doesn't start from the learning of Chinese second-language learners, and doesn't consider the grading of difficulty and the gradual progress of learning. For the high and low limit adverbs, "The Syllabus for Chinese Language Majors of Foreign Students in Colleges and Universities" only interprets them as an estimate of the degree, and does not take into account the subjective commentary usage of the high and low limit adverbs after re-grammaticalization. At the time of grading, such usage is graded for the use of Grade 3 and 4, and there is no definite grade learning. This can be further improved. After the study of the scope-limited usage, the subjective commentary usage can be taught in a timely manner.

IV. THE STATUS QUO OF TEACHING MATERIALS SETTING

In examining the existing usage of re-grammaticalization adverbs in the textbooks, considering the extensiveness and popularity of the use, this article chose the more popular Hanyu Jiaocheng (2nd Edition). Through the examination of a series of textbooks, it is found that the collection of the objects of this article is not comprehensive. It doesn't involve the word "活活", and the words of "至少" and "最少" of the "high and low limit adverbs" appear in the two types of textbooks and other words are rarely involved. The words of "当然" and "果然" of "X Ran" appear more, followed by the word "自然". The other two words are rarely mentioned. The most involved word "自然" in both of the textbooks is taken as an example to check the setting of the textbook on re-grammaticalization adverbs.

In the 19th lesson of "Hanyu Jiaocheng" (1) (II), the new word "当然" appears:

- Can I try it? 当然... you can.

The word "当然" reappears in the text of the 16th lesson of the "Hanyu Jiaocheng" (2) (II).

- Some people have Christmas, maybe they like the joyful atmosphere of Christmas. Children can get gifts from Mom and Dad, and 当然... they are very happy.

The exercises and texts in "Hanyu Jiaocheng" (3) (I) appear:

- A: Chinese medicine...?

B: 当然 it works. My illness is getting better after drinking Chinese medicine. (Supplementary Exercise of Lesson 2)

- A: This way. So it will be even colder in the future.

B: 当然. (Activity Exercise of Lesson 3)

- 当然, I will feel lonely and homesick at the beginning. However, if your language is passed, make some

good friends ... you don't want to come back. (Supplementary Exercise of Lesson 3)

- She said: "If you like, I can take you to some scenic spots in Nanjing." I said: "This is 当然 good, but will it be too much trouble for you?" (Text of Lesson 4)
- The most difficult thing to learn in Chinese is not grammar, but the usage of words. 当然, ... (however) (Supplementary Exercise of Lesson 4)
- This is a 当然 matter, and everyone in the world will do the same. (Correction Exercise of Lesson 4)
- Zhao Xia of our class is smart and beautiful, generous and cheerful, and she is a cute girl. I 当然 like her very much. But I never said anything to others, nor did I show anything to her... (Text of Lesson 8)
- Whoever has a secret that cannot be said in his heart, do you have it? 当然, but, is it called "secret" if I say it out? (Exercise of Lesson 8)
- For me, what is happiness? Happiness is to read a good book, to chat with friends about an interesting topic, to donate a part of the money from your own income to the Hope Project, to see those children who are out of school to carry their bags back to school, to see those who have been poor before have lived a good life and to see that my motherland is prosperous and strong every day. 当然, happiness is that my old mother and the whole family are healthy, safe and happy... All of these are my happiness. (Text of Lesson 9)

In addition, the "Hanyu Jiaocheng (3) (I)" also summarizes the usage of "当然":

The adjective "当然" means "should be like this" and serves as an attributive or predicate, which can't overlap.

The adverb "当然" means "reasonable or sensible; without doubt" and serves as adverbial, modifying verbs.

The parenthesis "当然" is used at the beginning of a sentence or clause to indicate a supplement to the above.

It can be seen that the "Hanyu Jiaocheng" follows the presentation of "from easy to difficult" and the teaching consciousness in the arrangement of the re-grammaticalization adverbs of "当然", and takes into account the importance of reviewing the knowledge when finally summarizing several types of usage, which is relatively complete in the teaching process. But it can also be seen that it does not notice the semantic association of "当然", neither in the explanation nor in the exercise.

V. THE TEXTBOOK SETTING RECOMMENDATIONS

According to the "Hanyu Jiaocheng", the preparation and arrangement of "当然", it is believed that the following points are worth learning and improving.

A. Hierarchical and Progressive Evolution of Semantic Functions

Shu Dingfang and Zhuang Zhixiang (1996) pointed out that the preparation of teaching materials needs to follow:

- The principle of authenticity;
- The principle of gradual order, following the principle of from easy to difficult, from old to new;
- The principle of interest;
- The principle of diversity;
- The principle of modernity;
- The principle of practicality.

For re-grammaticalization adverbs, ambiguity and multi-function need to be presented step by step and taught. There must be a gradual process, which can't be presented at one time, nor can it be systematically arranged, resulting in omission. "Hanyu Jiaocheng" is step by step in the substep arrangement of "当然". Since the "Hanyu Jiaocheng" (1) (II) puts forward the use of "当然", the first thing to teach students is the use of "convinced commentary". Then the Text 3 of "Hanyu Jiaocheng" (3) (I) appears the usage of "当然" in transition context of convinced commentary, and the Text 9 of "Hanyu Jiaocheng" (3) (I) appears the supplementary association usage of "当然", which has a rough correspondence with the process of re-grammaticalization of "当然". In the graduality of the hierarchy of semantic functions and the difficulty level, the principles from easy to difficult, from old to new are followed, which is a benchmark for the preparation and arrangement of other re-grammaticalization adverbs in the textbook.

B. The Practice and Review Should Be Timely, Diverse and Operable

Xu Ziliang (2017) mentioned the information processing process of learning and memory, that is, the external stimulus will be converted into nerve afferent brain after being felt by the individual, and stored as a short-term feeling. A small part of the short-term feeling will be subject to individualism and after analysis and coding it will become short-term memory. Short-term memory must be rehearsed and re-encoded to become a long-term memory and truly become an individual's knowledge information. Therefore, practice and review are especially important for the learner's acquisition of re-grammaticalization adverbs.

1) *Practicing and reviewing in time*: Foster (1992) pointed out that information that is often used or only recently used can be quickly extracted, and the extraction of infrequently used information requires more time and effort. Therefore, it is necessary to make the usage of re-grammaticalization adverbs easier to extract, and the timeliness of practice and review needs to be strengthened. "Hanyu Jiaocheng" first teaches the basic usage or core meaning of "当然" in the texts of Book 1, and the word "当然" frequently appears in the exercises in the Book 2 and Book

3, which can help deepen the learner's Impression and awaken the learner's memory, in line with the learner's psychological process of second language learning, achieving the timeliness of practice and review.

2) *Focusing on the diversity and fun of practice and review*: "The Theory of failed extraction of forgetting" believes that forgetting is because the information can't be extracted at one time, but as long as the correct clue is available, it can be extracted after the search. In other words, in order for learners to smoothly extract the various usages of the re-grammaticalization adverbs that have been learned, it is necessary to provide students with diverse scenarios and clues to help students associate with each usage and activate them so that learners can really output productive words in context. In the "Hanyu Jiaocheng", there are supplementary, error correction and activity on the types of exercises. This ensures that multiple appearances will not cause a monotonous and boring feeling to the learners, and multiple scenarios involved also provide clues to usage activation.

3) *The practice content is close to reality and has operability*: Exercises must also be operative, which is reflected in the fact that the exercises can bring very specific and practical gains to learners, and the practicalness as well as the practicability should be strong. The exercises of "当然" in "Hanyu Jiaocheng" are mostly in the form of dialogues. The topics include going out to play, talking about learning Chinese, making friends, etc. These are related to the learner's life in China. After learning, learners can apply them in their daily life, which is also satisfactory in operability.

C. Making Sure the Validity of the Explanation of Re-grammaticalization Adverbs

After the textbook's word list, there will usually be explanations on the usage of key words. This part of the setting can help the learner to understand. However, the explanations of the existing textbooks in this part are mostly limited to the specific usage of the text, and there is no concern about other usages. "Hanyu Jiaocheng" takes this into account in the explanation of the usage of words. After several kinds of usages of "当然" have been taught, they are specifically summarized. Such a summary will undoubtedly help Chinese learners to better establish a system of polysemous words, but the semantics of re-grammaticalization adverbs are inherently virtual and difficult to master. It is not enough to establish such an unrelated system alone. It is necessary to give more semantic association hints, so that the learners can establish connections between the various usages, which will be more conducive to the learners to establish cognitive associations and deepen the memory, truly making sure that the explanation is effective.

VI. CONCLUSION

"The Chinese Proficiency Level Standard and Grammar Level Outline" and "Syllabus for Chinese Language Majors of Foreign Students in Colleges and Universities" are the

authoritative basis for teaching and compiling teaching materials for foreigners who are not native speakers of Chinese or overseas Chinese. "Hanyu Jiaocheng" (2nd edition) is a widely used and extremely popular Chinese textbook. Through the investigation of the relevant knowledge points of the re-grammaticalization adverbs, this paper puts forward some suggestions, hoping to contribute to the preparation of the outline and textbooks.

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