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Research on Literature Teaching of Chinese Vocabulary in Core Journals

-- Take the Journal of Yunnan Normal University (Teaching and Research on Chinese as a Foreign Language) as an Example

Yanzi Yang

Xi 'an Petroleum University, Xi' an Shaanxi, 710065, China

Abstract: Vocabulary teaching is an important part of teaching of Chinese as a foreign language. With the continuous development of teaching Chinese as a foreign language, the research on vocabulary teaching is also deepening. Through the literature method, the paper searches the research literature on the teaching of Chinese as a foreign language between 2003 and 2023, and analyzes the research methods, main contents and teaching methods. It is found that due to the influence of the authors, their research fields and working institutions, the research methods in this journal are not rich enough and the research content is not balanced; the vocabulary teaching research for different class types is not sufficient; and the vocabulary teaching research for learners' country and level is not specific enough. Therefore, we should enrich the research methods, balance all kinds of vocabulary teaching research, and increase the teaching research of different kinds of foreign Chinese vocabulary in different stages from the perspective of the country.

Keywords: Teaching Chinese as a Foreign Language; Vocabulary Teaching; Journal of Yunnan Normal University (Teaching and Research Edition of Teaching Chinese as a Foreign Language).

1. Introduction

Yunnan normal university sponsored by the journal of Yunnan normal university (Chinese teaching and research edition) is the core journal of Peking University, composite influence factor is 1.46, and the world Chinese teaching "modern Chinese journal" Chinese journal "ancient Chinese research" was rated as national philosophy and social science literature center of Chinese teaching and research class recommended journals. The articles on teaching have a large number and a high social evaluation, which can represent the current situation and development trend of teaching and research on Chinese as a foreign language. Therefore, the paper uses the literature method to make statistical analysis of the vocabulary teaching research results published in the journal from 2003 to 2023, aiming to explore the current situation and characteristics of the vocabulary teaching research of Chinese as a foreign language through the situation of the core journal in the field of teaching of Chinese as a foreign language, and put forward targeted optimization suggestions.

2. Research Status, Both at Home and Abroad

(1) Research on the vocabulary teaching of Chinese Chinese as a foreign language

Using "Teaching Chinese as a foreign language" as the key word, we found 451 relevant documents in China, including vocabulary teaching based on morpheme, corpus, multimodal and other aspects. There are only two relevant foreign relevant documents, respectively *Study of Lexical Teaching in Teaching Chinese as a Foreign Language from the Perspective of Culture* 和 *The Evolution of Chinese Word Meaning and Its Application in the Teaching of Chinese Vocabulary to Foreign Learners*. After visual analysis of the literature, we found that the research results of teaching vocabulary of Chinese as a foreign language reached the peak in 2013, and then the number of articles showed a downward trend. Vocabulary teaching is an important part of teaching Chinese as a foreign language, and its innovative research is still worthy of academic attention.

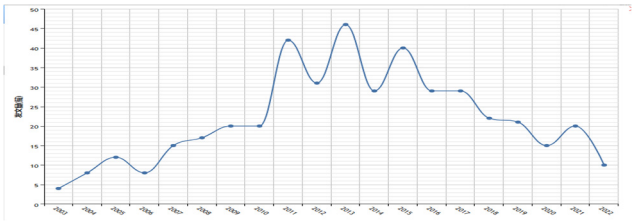

Figure 1. Visual analysis of domestic literature on "Teaching Chinese as a Foreign Language"

(2) Research on the Journal of Yunnan Normal University (Teaching and Research Edition of Teaching Chinese as a Foreign Language)

In China to "journal of Yunnan normal university (teaching Chinese as a foreign language and research edition)" as the theme word search found that related research literature only 3, the international Chinese teaching journal is published in nearly 10 years, the documentary measurement analysis of the foreign Chinese reading teaching research status of the Suggestions to improve the quality of local university science and technology journals. There is no foreign language literature in this area. This shows that scholars' research on the journal is not deep enough. Most articles take the journal as the entry point to study a certain problem, and there is no systematic research result for the journal alone.

From this perspective, there are a considerable number of related studies on vocabulary teaching of Chinese as a foreign language, but there are few studies on Journal of Yunnan

Normal University (Teaching and Research edition of Chinese as a Foreign Language), and there is no research on vocabulary teaching literature in Journal of Yunnan Normal University (Teaching and Research edition of Chinese as a Foreign Language). As the core journal in the field of international Chinese teaching, the relevant publication of this journal can reflect the frontier problems of international Chinese education to a certain extent, which has certain practical significance for its research, and should pay attention to it.

3. Analysis of the Research Methods of Vocabulary Teaching

This paper analyzes and examines the research methods of vocabulary teaching papers from the level of quantitative research. Through the specific analysis of the research methods of 24 related papers, it can be found that the research methods mainly include theoretical analysis, case analysis, comparative analysis and literature research. Among them, 22 papers use the research method of combining theoretical analysis and case analysis, that is, based on the specific related theories of vocabulary teaching, first analyze a certain theory, and then discuss the problems and methods of foreign Chinese vocabulary teaching combined with specific case analysis. An article uses the method of comparative analysis, titled "Research on Tone Adbs in Teaching Chinese as a Foreign Language". An article uses the method of literature research, which is named "A Review of vocabulary Teaching Research in Chinese as A Foreign Language in the past five years".

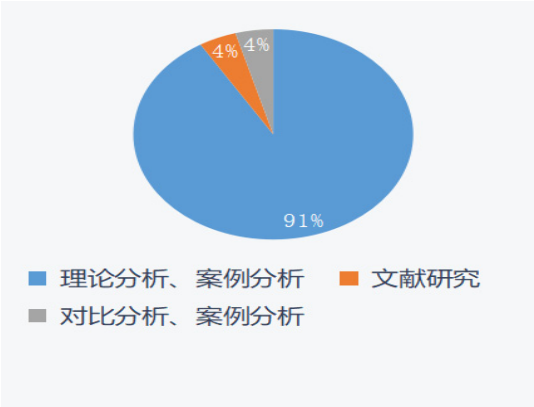

Figure 2. Proportion of vocabulary teaching literature of Journal of Yunnan Normal University (Teaching Chinese as a Foreign Language)

The analysis found that the paper research methods in the teaching of foreign Chinese vocabulary are limited and unbalanced, mainly in theoretical analysis, comparative analysis, case study and literature research methods, while other research methods are less involved. Therefore, attention should be paid to the effective application of various research methods, such as observation method, questionnaire method, teaching survey and research.

4. Analysis of Vocabulary Teaching Research Content

This paper collects and analyzes the papers on the teaching of Chinese as a foreign language in the Journal of Yunnan Normal University (Teaching of Chinese as a Foreign Language), and finds that the research content can be summarized into two aspects: -- vocabulary teaching at the macro level and vocabulary teaching at the micro level. The study of vocabulary teaching at the macro level includes two small aspects, namely, the study of vocabulary teaching on theoretical principles and the review on vocabulary teaching in recent five years. Micro-level vocabulary teaching research, namely the teaching of vocabulary ontology, mainly includes vocabulary teaching research based on connotation and meaning, vocabulary teaching research based on diachronic perspective, vocabulary teaching research based on structure type and vocabulary teaching research based on grammar function.

(1) Research on macro-level vocabulary teaching

First, the study of vocabulary teaching on theoretical principles.

This kind of related articles mainly include the theory and principle of teaching vocabulary in Chinese as a foreign language. Analysis found that such papers have six, respectively is the several basic theoretical problems of Chinese vocabulary teaching the foreign Chinese vocabulary teaching should grasp the principles of the foreign Chinese vocabulary teaching behavior model research on the metaphor theory of foreign Chinese vocabulary teaching the cognitive load theory: the new perspective of Chinese vocabulary teaching on the process of foreign Chinese vocabulary teaching "bias cure" strategy.

Among them, the several basic theoretical problems of vocabulary teaching as a foreign language from the characteristics and laws of Chinese vocabulary system and, the research is closely related to Chinese vocabulary teaching several basic theory problems, focusing on the word structure organization, extended reading and vocabulary contrast in the position of Chinese vocabulary teaching, role and application. It is believed that " the teaching of Chinese as a foreign language must start from the characteristics and laws of vocabulary system generation, openness and self-organization, fully understand the position of the core layer, rhetoric and word structure organization in the teaching of Chinese as a foreign language, and play their due role."[1]According to the article "Several Principles for Teaching Chinese as a Foreign Language", " To improve vocabulary teaching, we must grasp several principles in teaching according to the characteristics of Chinese vocabulary and the characteristics of teaching Chinese as a foreign language. Specifically, we should grasp the teaching principle of the combination of morphemes, words and words, grasp the principle of teaching in context and sentences, combine the combination and aggregation of words, and grasp the principle of accuracy and moderation in the interpretation of words."[2] In the Study on the Behavior Model of Word Teaching in Chinese as a Foreign Language, the author uses the vocabulary learning strategy framework and questionnaire of BrigitHarley and DougHart to construct the vocabulary teaching behavior model including five stages: perceptual input, comprehension input, absorption, integration and output. The Enlightenment of Metaphor Theory for The Teaching of Chinese as a Foreign Language combines G.Lakoff's "conceptual metaphor theory", based on the theory of cognitive linguistics metaphor and teaching practice, discusses the role of metaphor in the teaching of Chinese as a foreign language, and puts forward teaching suggestions based on metaphor. Cognitive Load Theory: A New Perspective on Teaching Chinese as a Foreign Language Based on the cognitive load theory and the cognitive

mechanism, Chinese as a second language teaching is how to apply the cognitive load theory to the teaching of Chinese as a foreign language." On Chinese vocabulary in the process of teaching" bias cure "strategy" from four aspects discusses the "bias cure" strategy in the practical value of Chinese classroom teaching, points out that " should further strengthen the theoretical research in the field of bias, at the same time to put bias theory into teaching practice, and grasp the student bias corpus construction and analysis, to make the classroom teaching more scientific, more consciously."[3]

Second, the review and research on vocabulary teaching in recent five years.

There is only one research review on vocabulary vocabulary teaching in this journal -- A Review of vocabulary teaching in Chinese as a Foreign Language in the past five years, which analyzes and summarizes the main contents and existing problems of vocabulary teaching in Chinese as a foreign language in the past five years. It is believed that the research contents of Chinese vocabulary teaching in the past five years mainly include "the understanding of the importance of vocabulary teaching; the research of Chinese vocabulary teaching for different course types, different teaching stages and different countries; discussing the application of linguistic theory in vocabulary teaching and the influence on vocabulary teaching"."[1]In general, the journal of 24 articles of foreign Chinese vocabulary teaching in the macro level mainly shows about the theoretical principle of vocabulary teaching research and specific time of vocabulary teaching literature review, involving the vocabulary teaching theory, principles, basic problems, teaching model, etc., research and practice in the field of vocabulary teaching has guiding significance.

(2) Research on vocabulary teaching at the micro-level level

First, the study of vocabulary teaching based on connotation and meaning.

This kind of related articles is mainly based on the connotation and meaning of vocabulary, teaching and researching the vocabulary of different meanings, mainly involving national vulgar words, appellation words and cultural words. The analysis found that there are three articles in this category, namely "Discussion on The Teaching of Chinese Common Words in Teaching Chinese as a Foreign Language", "Generalization phenomenon of Chinese Relatives appellation Words and Its Thinking in Teaching Chinese as a Foreign Language" and "Principles and Methods of Teaching Cultural Words in Teaching Chinese as a Foreign Language".

Among them, the article "On the Teaching of Chinese Common Words in The Teaching of Chinese as a Foreign Language" analyzes and summarizes the characteristics, types and cultural meanings of Chinese common words, and summarizes the teaching methods of Chinese common words on the basis of combining the teaching practice. The article points out that " simple vocabulary teaching has been unable to meet the needs of Chinese teaching, and vocabulary teaching cannot be separated from cultural teaching."[1] The phenomenon of generalization of Chinese kinship appellation and its thinking in the Teaching of Chinese as a Foreign Language For the reasons of the generalization of kinship appellation, combined with the teaching practice of Chinese as a foreign language, the teaching principles of this kind of words, mainly including" localization principle, the principle of class and practical principle."[2] Principles and Methods of Teaching Cultural Words in the Teaching of Chinese as a Foreign Language discusses how to conduct the teaching of words in the teaching of Chinese as a foreign language. The article holds that " in the vocabulary teaching, we should not ignore the cultural meaning, focus on the pragmatic interpretation, and explain the words at different levels according to the hierarchy of culture." [3]

Second, vocabulary teaching research based on a diachronic perspective.

Lachronic research and syntemporal research is an important perspective of linguistic category. Also practical in other research areas. New words arise with the development and change of society, and are diverse with the richness of social life. Complex new words can be divided into two categories: new words in social life and new words in cultural concepts. When using new words, people try to highlight the "new" features of their language form and content. The study shows that there is one article in this journal, entitled "Teaching New Words from the Perspective of Chinese as a Foreign Language". Combining with the social changes and the historical background, this article points out several principles of vocabulary teaching in Chinese as a foreign language, mainly including " distinguishing primary and secondary, revealing laws, breaking through difficulties, combining context, comparing differences, etc."[1] New words are the product of social development, which have certain practical significance and guiding role in its research.

Third, the study of vocabulary teaching based on structure type.

The structure type here mainly refers to the word formation aspect of the vocabulary. The analysis found that there is one article in this journal, entitled "Teaching of Foreign Chinese Words from HSK", to analyze 52 reverse words from the Outline of Chinese Level vocabulary and Grade of Chinese characters, summarize the rules of change, and explain the discrimination method of the teaching suggestions of reverse words in teaching foreign Chinese, mainly including " the combination of morpheme teaching method and word standard teaching method; strengthen students' awareness of morpheme order; and three-step teaching method."[1]

Fourth, the research on vocabulary teaching based on grammar function.

This article involves vocabulary classification and teaching research in grammar, word meaning, semantic evolution and discrimination of synwords.

First, the study of vocabulary teaching in the functional sense of grammar includes the study of adverbs and quantifiers. This article has six, respectively is the tone of Chinese teaching adverb teaching research, the cognitive analysis and foreign Chinese quantifier teaching —— one of the case study series of the adverb "inverted" expected inference —— and grammar meaning and talk about the "Chinese adverb teaching" the "Chinese" teaching "Chinese" the "by quantifier" string "into the foreign Chinese reading class real word teaching" the factors and teaching countermeasures.

Among them, "Research on the Teaching of Tone Adbs in Teaching Chinese as a Foreign Language" studies the teaching of such adverbs from the perspective of aggregation. It puts forward four entry points of the tone adverb " preposition, focus, pragmatic environment and chapter cohesion."[1] Cognitive Analysis and graphic quantifier Teaching in Chinese as a Foreign Language —— One of the series of Case Studies on fier Teaching in Chinese as a

Foreign Language The article uses the principles and methods of cognitive linguistics to analyze several common quantifiers in teaching Chinese as a foreign language, and reveals the cognitive motivation and image differences of" quantity + name " collocation." Expected inference and Grammatical Meaning of" inverted "—— and On the Teaching of adverbs in Chinese as a Foreign Language" analyzes the types of expected inference, obtains the format and grammar meaning of "inverted" based on the context and format characteristics. Finally, and discusses with "inverted" how to teach adverbs in Chinese as a foreign language. The author believes that " to master the adverb 'inverted', we should first make an accurate and correct explanation of its semantic orientation and basic grammatical meaning, explain its semantic background and semantic format, and then with the in-depth of learning, we should gradually analyze the context and its many meanings in the context."[2] The Teaching of Chinese Medicine in the Teaching of Chinese as a Foreign Language holds that" According to the cognitive theory, guide students to recognize some collocation rules or 'tendencies' hidden behind the 'habits " and apply it to the teaching, which is undoubtedly of great significance to the teaching of Chinese as a foreign language."[3] By quantifier" string "peep Chinese word teaching to quantifier" string ", for example, from the perspective of words, language, cognitive and cultural, to explore quantifier teaching, think" teachers should follow the human from easy to difficult, from concrete to abstract cognitive law, the integrated use of a variety of teaching methods of quantifier grammar, semantic and pragmatic have focus on stage teaching.”[4] The influence factors and teaching countermeasures according to the characteristics of the reading class real word teaching should be the focus of the reading vocabulary teaching, and according to the characteristics of the Chinese real word reading class analysis factors affect students' understanding of the words, points out that all kinds of real words in reading class to take different methods.

Second, the evolution of word meaning and semantic research and its teaching.

On the basis of analyzing the meaning evolution of specific vocabulary, this article finds out the research problems and perspectives, and discusses the strategies and means of vocabulary teaching. There are two articles in this category, which are "The semantic Evolution process of" Give "and the Teaching of Chinese as a Foreign Language", "The Understanding of" X + N service "and the understanding of compound words and the meaning of international students ——" On the corresponding relationship between word meaning and vocabulary and the Teaching of Chinese as a Foreign Language ".Among them, the semantic Evolution process of "To" and Teaching Chinese as a Foreign Language describes the semantic category of "to" and discusses the semantic evolution process of "to" in the teaching of Chinese as a foreign language. Based on the practice of "X + N service" resulting in the understanding of compound words and the meaning of international students —— On the correspondence between word meaning and vocabulary and the teaching of Chinese as a foreign language classroom teaching, it points out that "X + N service" causes the compound word to lead to the misunderstanding of the meaning of international students, which should pay attention to the teaching of Chinese as a foreign language.

Thirdly, the discrimination of synonym and its teaching research.

This article discusses the discrimination of a specific group of synonyms, and then discusses the relevant suggestions of teaching foreign Chinese vocabulary. Analysis found that the article has four articles, respectively is "from" red "and" red "semantic contrast" foreign Chinese vocabulary teaching "vocabulary and short word discrimination and teaching —— to" travel "and" tourism "," "have to" and "words" link " based on the corpus of foreign Chinese word teaching.

Among them, through the semantic comparison of "red" and "red" and "red", the comparison of words in the teaching of Chinese; pay attention to how to discover, understand and treat the differences between different cultures in the process of cross-cultural communication."[1] Words and the word discrimination and teaching —— to" travel "and" travel " as an example from the process of the formation and development of the meaning, on this basis to do the temporal comparison of discrimination, discusses the teaching of Chinese word discrimination and some common problems should pay attention to in teaching. "Have" and "must" —— and "word discrimination" in Chinese vocabulary teaching "analyzes the differences in syntactic function and semantic expression of the two words, and believes that the link of" word discrimination " should be paid attention to in the teaching of Chinese as foreign languages. This paper analyzes the advantages of corpus in the discrimination of synsense words, and puts forward the framework of synsense word discrimination based on corpora. It is believed that " the rich examples and statistical results provided by the corpus can enable learners to better grasp the core semantics and subtle differences of synonyms, and help to improve the teaching efficiency.”[2] The analysis shows that the 24 articles related to the vocabulary teaching of foreign Chinese in this journal are mainly discussed in the vocabulary teaching research based on connotation and meaning, vocabulary teaching research based on diachronic perspective, vocabulary teaching research based on structure type and vocabulary teaching research based on grammar function.

The study of vocabulary teaching based on connotation and meaning involves the study of national common words, appellation words and cultural words. This shows that the academic research of vocabulary teaching is no longer limited to the explanation and explanation of vocabulary itself, and pays more attention to the deep cultural meaning of vocabulary, which is conducive to the effective dissemination of the Chinese excellent culture in the teaching of Chinese as a foreign language. The research of vocabulary teaching based on the duration perspective is mainly the teaching research of new words, which reflects the contemporary characteristics of teaching Chinese as a foreign language. The study of vocabulary teaching based on structure type is mainly the teaching study of adverbs and quantifiers. According to the grammatical function classification of vocabulary, adverbs and quantifiers belong to the category of real words. Therefore, the research of word vocabulary mainly focuses on the field of real words, and the research methods are mainly manifested in summarizing the general laws through specific cases, the lack of relevant research on the teaching of function words, and the phenomenon of imbalance. The study of vocabulary teaching based on grammar function is mainly about the case analysis of synonym word discrimination, which has a typical and guiding role. It is worth noting that the relevant articles focus on the advantages of the corpus and have a certain advanced nature.

5. Analysis of Vocabulary Teaching Methods

The teaching method is to discuss the problem of "how to teach" according to the specific teaching object and teaching content, and is the countermeasure analysis and feasibility suggestion based on the research problem of the paper. According to the analysis, the vocabulary teaching content of this magazine is divided into macro level and micro level, and the teaching methods are analyzed in detail respectively.

(1) Macro-level teaching methods

According to the article Several Basic Theoretical Problems of vocabulary Teaching In Chinese as a Foreign Language, there are three main methods of vocabulary teaching, namely, vocabulary cognitive skills teaching with common morphemes and single words, the necessary generation rules of Chinese vocabulary, and vocabulary scale teaching with the structure and organization of words as the main line. At the same time, it is necessary to grasp the different characteristics and functions of classroom vocabulary teaching and extended reading, strengthen the study of vocabulary contrast and two languages, actively expand the way of thinking, and comprehensively improve the level of vocabulary teaching. According to several Principles for Teaching Chinese as a Foreign Language, several principles must be grasped in teaching according to the characteristics of Chinese vocabulary and the characteristics of teaching Chinese as a foreign language. Specifically, we should grasp the teaching principle of the combination of morphemes, words and words, grasp the principle of teaching in context and sentences, combine the combination and aggregation of words, and grasp the principle of accuracy and moderation in the interpretation of words. In the Strategy of "Precure" in the Process of Teaching Chinese as a Foreign Language, it is proposed that the theoretical research in the field of bias should be further strengthened, and the bias theory should be put into teaching practice, and the construction and analysis of students' bias corpus should be carried out, so as to make classroom teaching more scientific and conscious. In The Enlightenment of Metaphor Theory to vocabulary Teaching in Foreign Chinese, it is pointed out that metaphors should be used to master the expansion of word meaning and to interpret the deep meaning of vocabulary. According to Cognitive Load Theory: A New Perspective on Teaching Chinese as a Foreign Language, teachers should pay attention to the construction of cultivating learners' thinking models, guide students to recall the Chinese knowledge taught in class, and encourage students to actively use the Chinese knowledge they have mastered to solve new problems encountered in life and study.

(2) Micro-level teaching methods

Through the sorting, analysis and summary, it is found that different teaching methods should be adopted for different teaching objects. In view of the teaching of Chinese words, trial on the Teaching of Chinese Words in Teaching Chinese as a Foreign Language believes that there are mainly classified teaching method, interpretation and comparative method, situational teaching method and audio-visual teaching method. In view of the teaching of appellation words, the phenomenon of Chinese kinship appellation generalization and its thinking in Teaching Chinese as a Foreign Language proposes that the principle of localization, classroom principle and practical principle should be adhered to. In the view of teaching cultural words, the Principles and Methods of Teaching Cultural Words in the Teaching of Chinese as a Foreign Language points out that intuitive method, reasoning method, traceability method, comparative method classification method, morphemesemantic interpretation method, extension method, context method and block method can be adopted. As for solid word teaching, research on Tone Adb Teaching in Teaching Chinese as a Foreign Language believes that task-based teaching method should be used reasonably. The expected inference of adverb "inverted" and grammar meaning —— and the teaching of adverb in Foreign Chinese " points out that it is necessary to grasp the basic syntactic meaning of vocabulary and its semantic background; grasp the main forms and components of the internal elements of the basic grammar meaning, understand the semantic format; and grasp the meaning and usage of vocabulary through comparison. For the discrimination of synonyms teaching, the article of Teaching Chinese vocabulary from the semantic comparison of "red" and "red" pays attention to the comparison of Chinese and Chinese; how to discover, recognize and treat the differences between different cultures in the process of cross-cultural communication. The discrimination and teaching of lexicalization and Synonyms —— Taking "travel" and "travel" as an example, we should distinguish the synchronic and temporal language differences of synonyms. "Multi-angle discrimination of" Must "and" Must "—— and talk on the" word discrimination "link in the teaching of Foreign Chinese vocabulary" points out that the differences in the syntactic function and semantic expression of synonym words should be clarified. According to the teaching of "string" in foreign Chinese, situational method, word analysis method and source exploration method should be used comprehensively. It is pointed out in the Teaching based on corpus that we should pay attention to and give play to the unique advantages of the corpus in synonym discrimination.

In general, the teaching methods proposed in the 24 related articles in the journal are quite diverse, among which the teaching methods are based on teachers and learners, starting from the reality, macro and micro, abstract and concrete.

6. Characteristics and Cause Analysis

The analysis found that the literature related to the teaching of Chinese as a foreign language from 2003 to 2023 had the following characteristics: the research methods have certain limitations and imbalances, mainly theoretical analysis, comparative analysis, case study and literature research methods, while other research methods are less involved. The topics are diverse but not comprehensive. The research content focuses on the study of solid words, with few research on function words; internal and external vocabulary teaching is not differentiated; the research on vocabulary teaching for different types is inadequate; the country pertinence of learners is not strong; and insufficient research on vocabulary learning for Chinese learners at different stages. The teaching methods proposed in relevant articles are various, which have certain practical guidance.

According to the analysis, the above characteristics are related to the contributing authors of the journal and their working institutions and research fields. The authors of relevant articles have the same research direction, and they are all experts and scholars in the field of teaching Chinese as a foreign language. There is a cooperative research situation among the authors, and their working institutions are somewhat representative in the academic field.

试论对外汉语教学中的国俗词教学	刘晓娟 玉溪师范学院国际文化交流中心 云南 玉溪
影响对外汉语阅读课实词理解的因素及教学对策	莫银燕 昆明理工大学文学院 云南 昆明
对外汉语词汇教学的几个基本理论问题	,莫修云 人民教育出版社对外汉语中心,北京第二外国语学院国际文化交流学院
对外汉语词汇教学应把握的几个原则	孙新爱 暨南大学华文学院 广东广州
论对外汉语词汇教学过程中的“偏误预治”策略	焉德才 鲁东大学国际交流学院 山东烟台
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副词“倒”的预期推断与语法意义——兼谈对外汉语副词教学	周红 上海财经大学国际文化交流学院 上海
从“红”与“red”的语义对比看对外汉语词汇教学	何秀峰 云南财经大学外语系 云南昆明
从HSK同素逆序词看对外汉语词汇教学	刘枫 北京语言大学人文学院 北京
词汇化与近义实词的辨析和教学——以“旅行”和“旅游”为例	刘红妮 上海师范大学人文与传播学院
对外汉语词汇教学行为模型研究	周红 上海财经大学国际文化交流学院 上海
“不得不”与“必须”的多角度辨析——兼谈对外汉语词汇教学中的“辨词”环节	郭珊珊，沈敏 湖南农业大学外国语学院 上海师范大学对外汉语学院
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隐喻理论对对外汉语词汇教学的启示	潘玉华，李顺琴 昆明理工大学国际文化交流学院 云南农业大学植物保护学院
对外汉语教学中文化词语的教授原则与方法	赵明 北京大学对外汉语教育学院
“X+W役事”致使复合词与留学生的词义理解——兼论词义与词法的对应关系与对外汉语词汇教学	孟凯 北京语言大学汉语学院
认知负荷理论:对外汉语词汇教学的新视角	曾小燕，郑通涛 厦门大学海外教育学院
对外汉语视角下的新词语教学	周明强 浙江外国语学院中国语言文化学院
基于语料库的对外汉语近义词教学	陆方喆 华中师范大学文学院

Figure 3. Information of the authors submitted to the Journal of Yunnan Normal University (Teaching and studying Chinese as a Foreign Language)

7. Conclusion

Through the research on the teaching of Chinese as a foreign language from 2003 in the Journal of Yunnan Normal University (Research edition of Teaching Chinese as a Foreign Language) from 2003 to 2023, the following conclusions are drawn. In terms of research methods, there are some limitations and imbalances in the research methods of Chinese vocabulary teaching, mainly theoretical analysis, comparative analysis, case study and literature research methods, while other research methods are rarely involved. Therefore, attention should be paid to the effective application of various research methods, such as observation method, questionnaire method, teaching survey and research. In terms of literature content, the topics of vocabulary teaching in foreign language are diverse but not comprehensive enough. The research content focuses on the study of solid words, with less research on function words; the distinction between internal and external vocabulary teaching is not high; the research on vocabulary teaching for different classes is insufficient; The country pertinence of learners is not strong; the vocabulary learning of Chinese learners in different stages is insufficient. In terms of vocabulary teaching methods, the teaching methods proposed in the 24 related articles in this journal are quite diverse, which have a certain practical guiding role.

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Appendix

Table 1. 24 related documents

On the Teaching of Chinese Common Words in Teaching Chinese as a Foreign Language	Xiao-juan liu
Factors and teaching countermeasures affecting the understanding of real words in foreign Chinese reading class	Mo Yinyan
Several basic theoretical problems of teaching Chinese as a foreign language	Wang Shiyou, Mo Xiuyun
Several principles should be grasped in teaching Chinese vocabulary as a foreign language	Sun new love
On the strategy of "error pretreatment" in the teaching process of foreign Chinese vocabulary	Yan de just
Summary of research on vocabulary teaching in Chinese as a foreign language in recent five years	Liu Zhiwei, Ren Min
Research on AcadverTeaching in Teaching Chinese as a Foreign Language	Qi Chunhong
Cognitive analysis and graphic quantifier teaching in foreign Chinese	Gou rui long
The expected inference of the adverb "inverted" and the grammatical meaning	Zhou Hong
See the teaching of Chinese vocabulary in foreign languages from the semantic comparison of "red" and "red"	He Xiufeng
From the teaching of Chinese vocabulary	Liu Feng
Differentiation and teaching of practical words	Hong-ni liu
Study on the Behavior Model of Teaching Chinese as a Foreign Language	Zhou Hong
"Must" and "must"	Guo Shanshan, Shen Min
Quantifier teaching of "Traditional Chinese medicine" in the teaching of Teaching Chinese as a Foreign Language	Lv Zhaoge
From the quantifier "string" to the Chinese quantifier teaching	Peng Yuan
The semantic evolution process of "giving" and its teaching of Chinese as a foreign language	Zhou Hong
The generalization of Chinese kinship appellation and its thinking in Teaching Chinese as a Foreign Language	Zhou Jinguo
The enlightenment of metaphor theory to the vocabulary teaching of Chinese as a foreign language	Pan Yuhua, Li Shunqin
Principles and methods of teaching cultural words in teaching Chinese as a Foreign Language	Zhao Ming
"X + N service" leads to the understanding of compound words and the meaning of international students	Meng Kai
Cognitive load theory: a new perspective in teaching vocabulary in Chinese as a foreign language	Zeng Xiaoyan, Zheng Tongtao
Teaching of new words from the perspective of speaking Chinese as a foreign language	Zhou Mingqiang
Teaching teaching of Chinese based on corpus	Lu Fangzhe