

# **Research on the discourse construction ability of overseas students in Chinese universities based on Chinese language as a second language teaching**

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## **Abstract**

*Vocabulary plays an important role in Chinese teaching. From the perspective of language teaching, vocabulary is not only an important carrier of language functions, but also bears the unique culture of a nation. From the characteristics of Chinese, function words, the way of word formation of Chinese words and the uniqueness of Chinese characters determine the importance of Chinese vocabulary learning. The level of vocabulary acquisition is directly related to the overall acquisition level of learners. The tolerance of vocabulary bias in the communicative process is lower than that of grammar bias. Meanwhile, the size of vocabulary mastered by second language learners is often one of the important criteria to measure their language ability. The integrated vocabulary teaching model is a conceptual innovation for the teaching of Chinese as a second language vocabulary. It defines the concept, purpose, principle and framework of the model for the first time, which is instructive to the classroom teaching of Chinese as a second language vocabulary and the compilation of textbooks, and also provides a reference for the follow-up research of integrated vocabulary teaching.*

## **Keywords**

*vocabulary; Mode; Teaching Chinese as a second language.*

## **1. The important position of Chinese vocabulary teaching**

Vocabulary has always been an important issue in the study of second language teaching. According to Mr. Hu Mingyang, vocabulary teaching "should occupy an important position in teaching Chinese as a foreign language". The reasons are mainly shown in the following aspects (see Table 1 below for details) :[1-3]

### **1.1. From the perspective of linguistics, vocabulary is the most important element of language**

Vocabulary is an important carrier of language function. Language is a tool for people to communicate, "vocabulary is the building material of language", it carries phonetics, semantics, structure and other language elements. Language expresses the unique culture of a nation, and the words in the language bear the characteristics of culture. "The meaning of a

word is the significant feature of the cultural connotation of a language. The meaning system of a language contains the nation's systematic understanding and value evaluation of the world, and contains the entire culture and history of the nation.

## 1.2. Speaking from the characteristics of Chinese, the uniqueness of Chinese determines the importance of Chinese vocabulary learning.

First, Chinese function words are one of the main means to express grammatical meaning. For example, "He and his mother" and "his mother", due to the difference between the function words "he" and "di", form the structure of juxtaposition and bias. Even if the structure is the same, different function words express different meanings. Second, the structural characteristics of Chinese vocabulary determine the complexity of Chinese vocabulary cognition. There are a large number of monosyllabic morphemes in Chinese, which are the basis of compound words. Since many of these monosyllabic morphemes can form words independently or compound words, Chinese word formation has great flexibility. Third, Chinese characters and Ci complement each other. Chinese characters are a combination of sound, shape and meaning. The cognition of Chinese characters plays a particularly important role in the training of written expression ability such as reading and writing. However, sometimes Chinese characters and words are not exactly corresponding to each other, and sometimes the same form and sound Chinese characters actually belong to different meanings in different contexts, so they should be treated as several different words.

Table 1 The importance of Chinese vocabulary teaching

Serial number	The important position of Chinese vocabulary teaching
1	From the perspective of linguistics, vocabulary is the most important element of language
2	Speaking from the characteristics of Chinese, the uniqueness of Chinese determines the importance of Chinese vocabulary learning

## 2. Problems and dilemmas in Chinese vocabulary teaching

The characteristics of Chinese determine that the learning of Chinese as a second language is different from that of other languages. The complexity and uniqueness of Chinese vocabulary system make vocabulary teaching face great challenges, and it also meets the bottleneck in the current development stage. In the primary stage of Chinese learning, the interference of lexical gaps in different languages is not obvious, so the initial use of "grammatical translation method" does not hinder the progress of students' Chinese learning. However, with the further development of language learning, compared with other language elements such as pronunciation and grammar, the difficulty of vocabulary teaching gradually becomes more and more prominent. From intermediate to advanced, some problems emerge, such as: Students lack of vocabulary, lack of understanding of polysemy of words, lack of motivation for mastering vocabulary, lack of vocabulary learning strategies, etc. The reason is that the low efficiency of vocabulary teaching becomes the main "obstacle" of vocabulary learning. The following table is the statistical table of the vocabulary that international students of a class should acquire from the textbooks in one semester (see Table 2 below) :

Table 2 Glossary statistics

Class type	textbook	Publishing house	Number of lessons learned	Word quantity
Intensive reading	Intermediate Chinese course	Peking University Press	11	500
Spoken English	Intermediate spoken Chinese	Peking University Press	13	393
read	Read it this way	Beijing Language and Culture University Press	4	174
hearing	Intermediate Chinese listening	Beijing Language and Culture University Press	10	118

### 3. An overview of the research on vocabulary teaching of Chinese as a second language

In recent years, the research on the teaching of Chinese vocabulary as a foreign language has gradually become the focus of scholars, and people begin to explore and analyze the teaching of Chinese vocabulary from different perspectives. According to the current development situation, the research on the teaching of Chinese vocabulary as a foreign language mainly focuses on the following aspects (see Table 3 for details) : (1) The research on the status of vocabulary teaching; (2) Pay attention to the research of vocabulary teaching schools; (3) Focus on vocabulary teaching approaches; (4) Pay attention to the research of vocabulary teaching principles; (5) Focus on the research of vocabulary teaching methods and skills; (6) Focus on vocabulary acquisition; (7) Vocabulary research focusing on new teaching models.

The systematicness and diversity of vocabulary and the mode exploration of vocabulary teaching have become the new characteristics of vocabulary teaching research. Systematic refers to the specialized study of word classes. Diversity emphasizes the combination of vocabulary and other elements, such as semantics, pragmatics, culture, etc. Various teaching models are practical explorations based on these systematic studies. In other words, vocabulary teaching is moving towards the direction of "forming a diverse and unified overall model", and "integrated vocabulary teaching" reflects the diversity model under this macro system.[4-5]

Table 3 Research directions of Chinese vocabulary teaching

Serial number	Research content
1	Focus on the status of vocabulary teaching
2	Focus on the research of vocabulary teaching schools
3	Focus on the research of vocabulary teaching approaches
4	Focus on the principles of vocabulary teaching
5	Focus on the research of vocabulary teaching methods and techniques
6	Focus on the study of vocabulary acquisition
7	Lexical research focusing on new teaching models

#### 4. Conclusion

From the perspective of the construction of the integrated vocabulary teaching model, this study discusses various aspects of Chinese vocabulary, from the theoretical exploration of the integrated vocabulary teaching model to the classification and model construction of the Chinese vocabulary set, from the approach to the realization of the integrated vocabulary teaching model to the inspiration of the integrated vocabulary teaching for teaching Chinese as a foreign language, which is a step by step in-depth process. However, in the process of discussion, we must face up to some problems existing in the current research, so as to provide constructive suggestions for the improvement of the model in the future and lay a solid foundation for the benign development of the model.

#### References

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