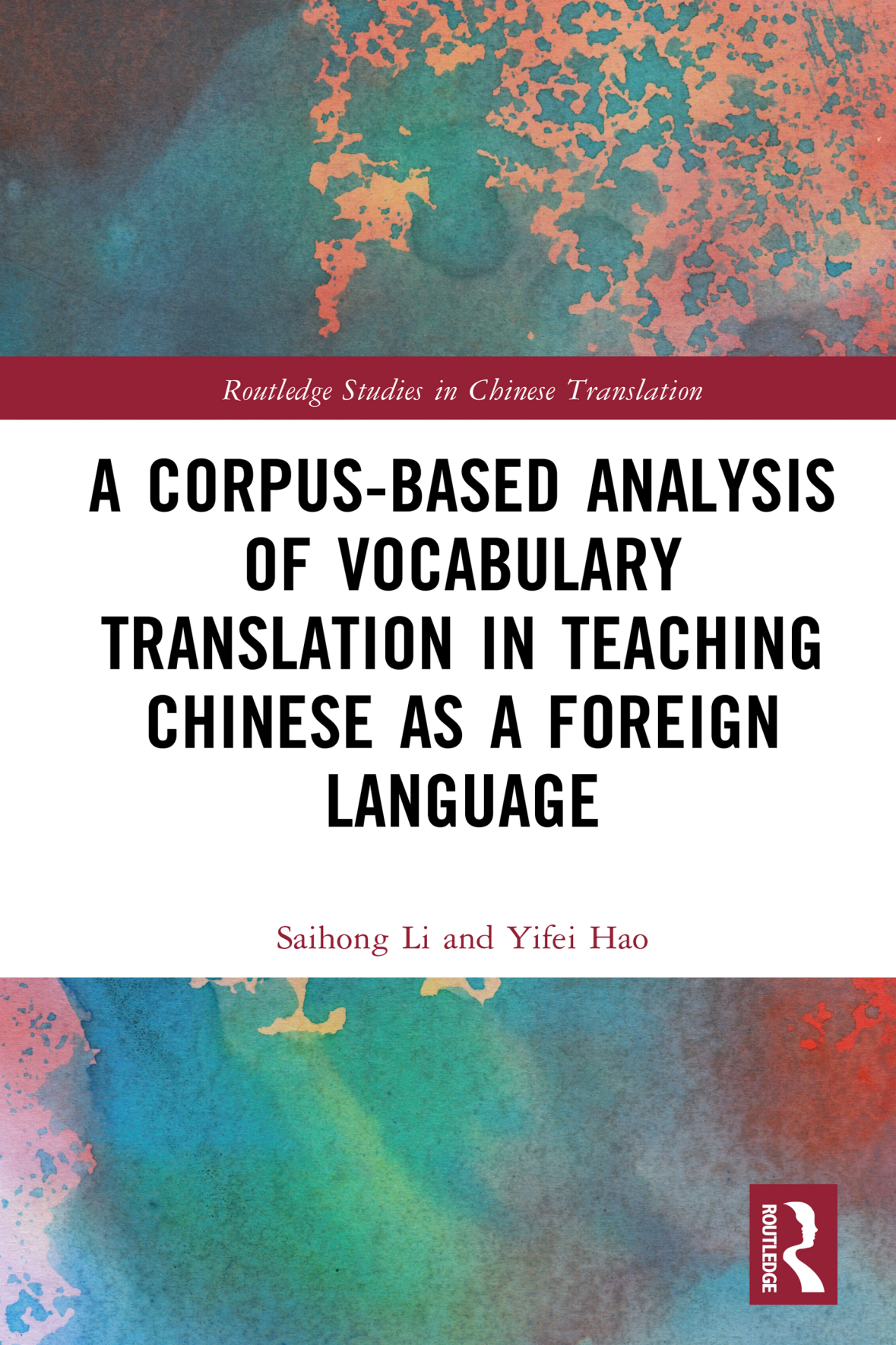




Routledge Studies in Chinese Translation

A CORPUS-BASED ANALYSIS OF VOCABULARY TRANSLATION IN TEACHING CHINESE AS A FOREIGN LANGUAGE

Saihong Li and Yifei Hao



A Corpus-based Analysis of Vocabulary Translation in Teaching Chinese as a Foreign Language

This monograph investigates the landscape of vocabulary translation challenges within Teaching Chinese as a Foreign Language (T.C.F.L.) textbooks.

In the era of globalisation, where the demand for Chinese language proficiency has escalated due to cultural exchanges, economic collaborations, tourism, and overseas learning, this study examines the accuracy and effectiveness of vocabulary translations in T.C.F.L. textbooks. The authors adopt an innovative approach, centring on analysing audience responses, including feedback from teaching practitioners and learners of Chinese languages and utilising corpus-based data to evaluate the consistency and appropriateness of vocabulary translations.

This book is an essential resource for scholars and educators, as well as students in education, Chinese studies, translation studies, and language learning.

Saihong Li is Senior Lecturer in Translation Studies at the University of Stirling, Scotland. Her interdisciplinary research in digital humanities spans cultural studies, sociolinguistics, psycholinguistics, corpus linguistics, and translation studies. She has extensively analysed food, tourism, and political discourse translation, publishing monographs and refereed journal articles on topics ranging from menu translation to bi/trilingualism. She is a co-editor of *Perspectives: Studies in Translation Theory and Practice* and is a book series editor for Routledge Studies in Global Food Translation.

Yifei Hao is Lecturer in Teaching English as a Second Language at Baotou Teachers' College, Inner Mongolia University of Science & Technology, China. She holds an MA in Cross-Cultural Communication and Education from Newcastle University, UK, and a PhD in Translation Studies from the University of Stirling, UK. Her doctoral research focused on vocabulary translation issues in Chinese textbooks for non-native learners. Dr. Hao's current research interests span from Applied Linguistics, Interpreting and Translation Studies, and Corpus Linguistics to Chinese Teaching and Learning.

Routledge Studies in Chinese Translation

Edited by Chris Shei

Swansea University, UK

This series encompasses scholarly works on every possible translation activity and theory involving the use of Chinese language. Putting together an important knowledge base for Chinese and Westerner researchers on translation studies, the series draws on multiple disciplines for essential information and further research that is based on or relevant to Chinese translation.

Dialect, Voice, and Identity in Chinese Translation

A Descriptive Study of Chinese Translations of Huckleberry Finn, Tess, and Pygmalion

Jing Yu

A Deaf Take on Non-Equivalence in Written Chinese Translation

Chan Yi Hin

The Works of Lin Yutang

Translation and Recognition

Yangyang Long

Chinese Legal Translation

An Analysis of Conditional Clauses in Hong Kong Bilingual Ordinances

Yan Wang

Two English-Language Translators of *Jin Ping Mei*

From *Lotus* to *Plum*

Shuangjin Xiao

Culture Specific Items in Chinese to English Video Game Translation

Transmediality and Interactivity in the Localisation of a Wuxia RPG

Dariush Robertson

A Corpus-based Analysis of Vocabulary Translation in Teaching Chinese as a Foreign Language

Saihong Li and Yifei Hao

For more information about this series, please visit: <https://www.routledge.com/Routledge-Studies-in-Chinese-Translation/book-series/R SCT>

A Corpus-based Analysis of Vocabulary Translation in Teaching Chinese as a Foreign Language

Saihong Li and Yifei Hao

First published 2026
by Routledge
4 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge
605 Third Avenue, New York, NY 10158

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2026 Saihong Li and Yifei Hao

The right of Saihong Li and Yifei Hao to be identified as authors of this work has been asserted in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

British Library Cataloguing-in-Publication Data

A catalogue record for this book is available from the British Library

Library of Congress Cataloging-in-Publication Data

Names: Li Rasmussen, Saihong, 1972- author | Hao, Yifei author

Title: A corpus-based analysis of vocabulary translation in teaching

Chinese as a foreign language / Saihong Li and Yifei Hao.

Description: Abingdon, Oxon ; New York, NY : Routledge, 2026. |

Series: Routledge studies in Chinese translation |

Includes bibliographical references and index. |

Identifiers: LCCN 2025008482 (print) | LCCN 2025008483 (ebook) |

ISBN 9781032899282 hardback | ISBN 9781032899299 paperback |

ISBN 9781003545361 ebook

Subjects: LCSH: Chinese language--Study and teaching--Foreign speakers |

Chinese language--Vocabulary--Translating | Chinese language--Textbooks

Classification: LCC PL1065 .L4837 2026 (print) |

LCC PL1065 (ebook) | DDC 495.180071--dc23/eng/20250614

LC record available at <https://lcn.loc.gov/2025008482>

LC ebook record available at <https://lcn.loc.gov/2025008483>

ISBN: 978-1-032-89928-2 (hbk)

ISBN: 978-1-032-89929-9 (pbk)

ISBN: 978-1-003-54536-1 (ebk)

DOI: [10.4324/9781003545361](https://doi.org/10.4324/9781003545361)

Typeset in Times New Roman
by KnowledgeWorks Global Ltd.

The book is dedicated to our parents:

LI Wen, CUI Suqing

CHANG Hongmei and HAO Qiucheng



Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>

Contents

<i>List of Figures</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>Acknowledgements</i>	<i>xi</i>
1 Introduction	1
2 The Literature Landscape in T.C.F.L. Pedagogies and Vocabulary Translation	6
3 Theoretical Foundations: Framing Vocabulary Translation in T.C.F.L. Textbooks	19
4 Research Methodology: Triangulation Approach to T.C.F.L. Vocabulary Translation	47
5 Analysis of Vocabulary Translation in T.C.F.L. Textbooks: Users' Views	65
6 Corpus Analysis of the Identified Translation Challenges in T.C.F.L. Textbooks	93
7 Comparative Analysis of Word Class Disparities in Vocabulary Translation Between Preliminary and Intermediate T.C.F.L. Textbooks	134
8 Concluding Remarks	167
<i>Index</i>	<i>186</i>

Figures

3.1	Theoretical framework of the study	38
4.1	Tokenisation and part of speech tagging – English	52
4.2	Tokenisation and part of speech tagging – Chinese	53
4.3	Concordance search for word lists	54
4.4	Bowl	56
4.5	Plate	56
4.6	Small plate	56
4.7	Pot	56
4.8	Basin	56
4.9	Example of questionnaire survey	60
4.10	Correlated cases of the study	63
5.1	Responses to verbs at both levels	79
5.2	Responses to nouns at both levels	80
5.3	Responses to adverbs at both levels	81
5.4	Responses to adjectives at both levels	82
5.5	Responses to measure words at both levels	83
5.6	Responses to pronouns at both levels	84
5.7	Responses to numerals at both levels	85
5.8	Responses to particles at both levels	86
5.9	Responses to prepositions at both levels	87
5.10	Responses to conjunctions at both levels	88
5.11	Response to interjections at both levels	89
5.12	Responses to idioms and sentence patterns at both levels	90
7.1	Problems with part-of-speech distribution – lexical meaning (content word)	139
7.2	Problems with part-of-speech distribution – connotative meaning (content word)	141
7.3	Problems with part-of-speech distribution – field of meaning (content word)	142
7.4	Problems with part-of-speech distribution – pragmatic meaning (content word)	144
7.5	Problems with part-of-speech distribution – grammatical meaning (content word)	145

7.6	Problems with part-of-speech distribution – lexical meaning (function word)	149
7.7	Problems with part-of-speech distribution – connotative meaning (function word class)	150
7.8	Problems with part-of-speech distribution – field of meaning (function word class)	151
7.9	Problems with part-of-speech distribution – pragmatic meaning (function word class)	152
7.10	Problems with part-of-speech distribution – grammatical meaning (function word class)	153

Tables

2.1	Difference between ‘vocabulary’ and ‘terminology’	7
3.1	Syllabification in Chinese	21
3.2	Word classification of Chinese and English	23
3.3	Principles of word selection	25
3.4	Ranking outline of Chinese vocabulary (Xing, 2011: 34)	26
3.5	Comparison between H.S.K. 3.0 and H.S.K. 2.0	26
3.6	Examples of each category of the tripartite theory of Glosseme	35
3.7	Nida’s three standard criteria for judging a translation	40
3.8	The tripartite theory of glosseme	41
3.9	Evaluation framework of the study	42
3.10	Evaluation instruction for assessment test	43
4.1	Selected T.C.F.L. textbooks for the study	50
4.2	Alignment at word level	51
4.3	Alignment at sentence level	51
4.4	Chinese and English part of speech tagging	52
4.5	Different measure words for food in Chinese with images	56
4.6	Population and Sample of Questionnaire Survey and Assessment Test	57
4.7	An Example of the Assessment Test Paper	61
5.1	Language approaches in Chinese teaching	70
5.2	Overview of non-equivalence translation problems	78
6.1	Types of translation problems	96
6.2	Sub-categories of translation problems within the semantic meaning category in T.C.F.L. textbooks	97
6.3	Types of translation problems within the lexical meaning category	98
6.4	Inadequacy in vocabulary translation equivalence	99
6.5	Appropriateness in vocabulary translation equivalence	105
6.6	Translation equivalence problems at the pragmatic level	126
7.1	Vocabulary translation problems: an overview	135
7.2	Content words: translation problems	135
7.3	Function word problems at the preliminary (P) and intermediate (I) levels	147
7.4	Style 1 of Chinese compound word	157
7.5	Style 2 of Chinese compound word	157
7.6	Characteristics of culture	159
7.7	Example of translation of Chinese idiom	162

Acknowledgements

We would like to express sincere thanks to everyone who has assisted in the development of this monograph.

Our thanks go to Dr. William Hope from the University of Salford for proof-reading our monograph and for providing many suggestions to improve this research. We would also like to thank the anonymous reviewers who worked with Routledge for providing comments and feedback on our research. Our thanks also go to Dr. Chris Shei from Swansea University for his generous support of our project. We would also like to express our appreciation to Yubo Zhou Rasmussen for checking the statistical and mathematical data in this book. Our sincere thanks also go to Andrea Hartill, Ellie Auton, Maia Berliner, and Elisha Daniels for their support during this project.

Last but not least, we would like to thank our families for their generous encouragement throughout the project.



Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>

1 Introduction

As we write this introduction, our thoughts return to an anecdote related by a colleague at the University of Salford in Greater Manchester who taught an intermediate-level (Mandarin) Chinese and Translation class. This was a particularly talented and enthusiastic group, eager to learn Chinese, and among them was Lisa, a diligent student with a gift for languages. She had consistently excelled in her studies, but on this particular day, she seemed nervous. It was vocabulary translation quiz day, and the challenges of mastering Chinese characters and tones had proven daunting. One of the questions asked of the students was to translate the word 水 (shuǐ, water) in the sentence: 这个(zhègè) 大学(dàxué) 很(hěn) 水(shuǐ). Lisa hesitated and translated it as ‘This university has lots of **water**’. While shuǐ does directly mean ‘water’, in this context, it carries colloquial and metaphorical meaning to describe something as poor in quality or substandard and thus can be translated as ‘awful, not good’ but not as ‘water’. The sentence can be translated as ‘This university is awful’. This moment highlighted a critical aspect of learning Chinese: the importance of vocabulary translation in context. The same word can carry different meanings depending on its usage, and mastering these nuances requires both linguistic and cultural understanding through context. Lisa’s experience is not unique. Many students face similar hurdles when learning Chinese due to the language’s tonal nature and the multiple meanings of words depending on context.

As with any language, vocabulary learning serves as a critical foundation for learners, as it forms the basis of comprehension, communication, and overall linguistic proficiency (Alqahtani, 2015; Du and Chen, 2021). This is particularly true in learning and teaching Chinese vocabulary as it presents unique challenges due to the language’s complex structure, logographic character-based writing system, tonal system, and deep cultural embeddedness (Yan, 2020; Gong and Lai, 2024). Each Chinese character conveys meaning visually, offering a unique learning experience distinct from alphabetic languages that most learners are familiar with. For example, the traditional Chinese character ‘愛’ (ài) carries profound visual, philosophical, and cultural significance connected with its basic meaning of ‘love’.

The top component is a simplified depiction of a person, resembling a child, symbolising potential offspring or the nurturing aspect of love. The three dots (丶), representing water in Chinese, are often associated with wealth and resources,

subtly implying the material support necessary for love to flourish. The middle component (宀) represents a cover or roof, symbolising protection and shelter, foundational elements for emotional and physical security in love.

Central to the character is 心 (heart), emphasising the emotional depth and sincerity inherent in the concept of love. However, the simplified Chinese character introduced in 1954 has deleted the heart (心). Finally, the bottom component (友) means ‘friendship’, which highlights the idea that enduring love is rooted in companionship and mutual respect. This reflects the Chinese philosophy that love flourishes when supported by friendship.

Together, these elements visually and philosophically illustrate that love encompasses multiple layers: the potential for children, the need for protection and material stability, heartfelt emotion, and the enduring foundation of friendship. This holistic representation highlights the integration of emotional, physical, and practical dimensions in sustaining love. The character ‘愛’ serves as a vivid example of how Chinese writing intricately weaves layers of meaning into its structure, portraying love as a multidimensional and enduring force.

This example indicates that vocabulary learning is not just about knowing how a word sounds or looks but also about grasping the meaning embedded within its character. In this context, vocabulary learning and the way vocabulary is translated and presented in textbooks play a crucial role in supporting a learner’s deeper comprehension of and connection to the language.

Vocabulary translation is the process of conveying the meaning of words or phrases from one language to another, considering not only their linguistic form but also their cultural, contextual, and functional significance. In learning and in Teaching Chinese as a Foreign Language (T.C.F.L.), vocabulary translation plays an important role in bridging the gap between learners’ native languages and the complexities of Chinese. It serves as a crucial tool for learners to acquire a functional and contextual understanding of the Chinese language, enabling them to communicate effectively while also appreciating the cultural depth and nuances of the language.

While the fundamental role of vocabulary in reading proficiency and language learning has long been acknowledged (Tsung and Cruickshank, 2011; Marcos Miguel, Osa-Melero and Martinez 2023; Teng and Zhang, 2023), there has been a notable scarcity of research on vocabulary translation in the past two decades. Acknowledging the nuanced vocabulary translation challenges across varying proficiency levels is crucial, as accurate and culturally sensitive translation of vocabulary/terminology is essential for learners to genuinely understand and engage with the language. Addressing this gap, this book aims to:

- 1 identify and evaluate the strengths and the weaknesses in vocabulary translation in representative T.C.F.L. textbooks published in the U.S.A., the U.K., and China using a triangulated research approach.
- 2 assess the impact of vocabulary translation accuracy on teaching effectiveness and learning outcomes in T.C.F.L. classrooms and provide evidence-based

insights and practical recommendations to improve vocabulary instruction methods, bridging the gap between research findings and real-world teaching practices.

- 3 develop a vocabulary translation quality evaluation framework based on functional equivalence theory and linguistics-based approaches to analyse and evaluate vocabulary translation in pedagogical contexts.

With these objectives in mind, the book is divided into eight chapters.

The introduction chapter establishes the research context for the entire book, outlining its aims, scope, and structure. [Chapter 2](#), T.C.F.L. Pedagogies and Vocabulary Translation, commences by outlining key research definitions, providing background information, and then proceeds to explore the project's originality and contribution to scholarship. Within this chapter, the research questions are elucidated, setting the stage for empirical research to explore and identify significant translation challenges between Chinese and English, particularly in T.C.F.L. It provides a contextualisation of previous studies on vocabulary translation, T.C.F.L. pedagogical approaches, and translation theories in language teaching. The chapter critically assesses existing functional linguistics-based approaches in vocabulary translation and highlights a significant research gap in this field. A comprehensive examination of current research on T.C.F.L. pedagogical learning and teaching approaches provides valuable insights into contemporary methodologies. This study also explores relevant translation theories and practices, specifically focusing on vocabulary translation in teaching and learning contexts.

The theoretical frameworks presented in [Chapter 3](#) form the foundation of the volume's analytical framework. This framework integrates essential theoretical concepts, including the 'tripartite theory of glosseme', a specialised translation quality evaluation framework designed for assessing vocabulary translation, and the principle of functional equivalence in terminology translation. These theoretical components provide the basis for analysing the translation issues identified in this project and for developing a vocabulary translation quality evaluation framework, with the overarching objective of enhancing the overall quality of translation practices.

[Chapter 4](#) outlines this study's triangulation research methods – corpus-based, questionnaire survey, and user assessments. The chapter commences with an in-depth exploration of the compilation process for our self-built corpus, laying the groundwork for subsequent data analysis. It then outlines supplementary research methodologies, focusing on questionnaire surveys and user assessments to gather empirical insights from the users' perspectives. The chapter further provides detailed depictions of identified translation problems, establishing the basis for an exhaustive contrastive analysis that examines variations across preliminary, intermediate, and advanced levels of T.C.F.L. textbooks.

Based on the data elucidated from our self-built corpus and survey, [Chapter 5](#) focuses on empirical discoveries related to vocabulary translations and the associated methods employed in Chinese language instruction. The corpus analysis reveals numerous translation challenges within T.C.F.L. textbooks. The user survey underscores that teachers and students widely perceive translation problems in Chinese-English activities, expressing doubts about the quality of vocabulary translations in many available textbooks. These concerns align with our corpus findings, prompting further considerations about the potential impact of substandard translations on students' progress.

[Chapter 6](#) further discusses the identified translation challenges in T.E.F.L. (Teaching English as a Foreign Language) textbooks. Based on the theoretical framework and translation quality evaluation framework, the translation problems of these vocabularies have been subdivided into three categories: semantic meaning, pragmatic meaning, and grammatical meaning. Findings show that most translation problems occurred in the content word class at both the preliminary and intermediate levels, especially in the verb, noun, and measure word classes. The main issues concerning content words lie within the semantic meaning category.

[Chapter 7](#) conducts a comprehensive comparative analysis, examining differences and similarities in translation problems at preliminary and intermediate levels and disparities in the content and function word classes. The results reveal a higher percentage of translation problems at the preliminary level compared to the intermediate level in selected T.C.F.L. textbooks. The content words in this study present a majority of the issues for both levels when compared with the function word class. The chapter concludes by offering suggestions from both translation perspectives and linguistics-based approaches as potential strategies to overcome translation challenges and enhance the accuracy of vocabulary translation.

This final chapter encapsulates the volume's key discoveries and highlights its unique contributions to current scholarly discourse, along with the practical implications of the research. Beginning with an acknowledgement of the study's limitations, we discuss its distinctive contributions, which expand and enhance existing scholarly literature. Valuable insights are offered for T.C.F.L. textbook writers, editors, and professional Chinese teachers. Recommendations encompass common translation strategies and the application of linguistics-based approaches to translation studies. We strongly advocate involving both Chinese and English experts to guarantee satisfactory translation outcomes and deepen understanding of the vocabulary translation process.

References

- Alqahtani, M. (2015) The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3): 21–34. <https://doi.org/10.20472/TE.2015.3.3.002>.

- Du, D. and Chen, W. (2021) A study of modern Chinese typological characteristics from the perspective of linguistic typology. *Theory and Practice in Language Studies*, 11(7): 853–857. <https://doi.org/10.17507/tpls.1107.12>
- Gong, Y.F. and Lai, C. (2024) Understanding teaching and learning Chinese as a second/foreign language from educational psychology perspective. *Frontiers in Psychology*, 15: 1333836. <https://doi.org/10.3389/fpsyg.2024.1333836>
- Marcos Miguel, N., Osa-Melero, L. and Martínez, C.A.. (2023). L2 vocabulary learning in a mixed-proficiency community-engaged program: Designing vocabulary instruction for college students. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688231153444>
- Teng, M. and Zhang, D. (2023) The associations between working memory and the effects of multimedia input on L2 vocabulary learning. *International Review of Applied Linguistics in Language Teaching*, 61(3): 1021–1049. <https://doi.org/10.1515/iral-2021-0130>
- Tsung, L. and Cruickshank, K. (2011) *Teaching and Learning Chinese in Global Contexts: CFL Worldwide*. London: Continuum International Publishing Group.
- Yan, J. (2020) Chinese vocabulary learning strategies by English-speaking learners: A think-aloud study. *Global Chinese*, 6(2): 237–262. <https://doi.org/10.1515/glochi-2020-0013>

Introduction

- Alqahtani, M. (2015) The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3): 21–34. <https://doi.org/10.20472/TE.2015.3.3.002>.
- Du, D. and Chen, W. (2021) A study of modern Chinese typological characteristics from the perspective of linguistic typology. *Theory and Practice in Language Studies*, 11(7): 853–857. <https://doi.org/10.17507/tpls.1107.12>
- Gong, Y.F. and Lai, C. (2024) Understanding teaching and learning Chinese as a second/foreign language from educational psychology perspective. *Frontiers in Psychology*, 15: 1333836. <https://doi.org/10.3389/fpsyg.2024.1333836>.
- Marcos Miguel, N. , Osa-Melero, L. and Martínez, C.A. (2023). L2 vocabulary learning in a mixed-proficiency community-engaged program: Designing vocabulary instruction for college students. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688231153444>
- Teng, M. and Zhang, D. (2023) The associations between working memory and the effects of multimedia input on L2 vocabulary learning. *International Review of Applied Linguistics in Language Teaching*, 61(3): 1021–1049. <https://doi.org/10.1515/iral-2021-0130>
- Tsung, L. and Cruickshank, K. (2011) *Teaching and Learning Chinese in Global Contexts: CFL Worldwide*. London: Continuum International Publishing Group.
- Yan, J. (2020) Chinese vocabulary learning strategies by English-speaking learners: A think-aloud study. *Global Chinese*, 6(2): 237–262. <https://doi.org/10.1515/glochi-2020-0013>.

The Literature Landscape in T.C.F.L. Pedagogies and Vocabulary Translation

- Bai, X.M. et al. (2021) Educational big data: Predictions, applications and challenges. *Big Data Research*, 132, 104261. <https://doi.org/10.1016/j.tate.2023.104261>
- Barrett, A. et al. (2020) 'Technology acceptance model and multi-user virtual reality learning environments for Chinese language education', *Interactive Learning Environments*, 31(3): 1665–1682. doi: 10.1080/10494820.2020.1855209.
- Beck, I.L. , McKeown, M.G. and Kucan, L. (2013) *Bringing Words to Life: Robust Vocabulary Instruction* (2nd ed.). New York: The Guilford Press.
- Chai, X. and Ma, M. (2022) Exploring relationships between L2 Chinese character writing and Reading acquisition from embodied cognitive perspectives: Evidence from HSK big data. *Frontier in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.779190>.
- Chan, J. , Woore, R. , Molway, L. and Mutton, T. (2022) Learning and teaching Chinese as a foreign language: A scoping review. *Review of Education*, 10: e3370. <https://doi.org/10.1002/rev3.3370>
- Chen, L. (2011) From international promotion of the Chinese language to international Chinese language education: Studies on international Chinese language education in the 21st century. *Journal of Yunan University*, 9(1): 48–58.
- Cheng, T. (2004) On the development of the discipline of teaching Chinese as a foreign language. *Chinese Language Learning*, 6: 42–50.
- Chua, N.A. et al. (2024) Technology integration in learning Mandarin Chinese as a foreign language in Malaysia and Germany. *International Journal of Advanced and Applied Sciences*, 11(9): 192–202. <https://doi.org/10.21833/ijaas.2024.09.021>
- Dębska, A. , Wójcik, M. , Chyl, K. , Dzięgiel-Fivet, G. and Jednoróg, K. (2023) Beyond the visual word form area - a cognitive characterization of the left ventral occipitotemporal cortex. *Frontiers in Human Neuroscience*, 28 (17):1199366. doi: 10.3389/fnhum.2023.1199366.
- Deng, Q. and Trainin, G. (2015) Learning vocabulary with apps: From theory to practice. *The Nebraska Educator*, 2: 49–69.
- Ding, M. (2024) The impact of high-immersion virtual reality on EFL learners' foreign language speaking anxiety: A mixed-method approach, *ReCALL*, 36(3): 287–305. doi:10.1017/S0958344024000156.
- Eser, A. (2024) 'Duolingo User Statistics: 300 Million Users Benefit Language Learning'. Available at <https://worldmetrics.org/duolingo-user-statistics>.

- Gasiecki, A. and Zhang, Z. (2024) Learning Chinese vocabulary: Understanding Students' perspectives, *The Coastal Review*, 14(1): 287–305. DOI: 10.20429/cr.2024.140101
- Ghalebi, R. , Sadighi, F. and Bagheri, M.S. (2020) Vocabulary learning strategies: A comparative study of EFL learners. *Cogent Psychology*, 7(1): 1824306. <https://doi.org/10.1080/23311908.2020.1824306>
- Godwin-Jones, R. (2018) Contextualized vocabulary learning. *Language Learning & Technology*, 22(3): 1–19. <https://doi.org/10.125/44651>
- Gong, Y. , Gao, X.S. and Lyu, B. (2020) The teaching Chinese as a second or foreign language to non-Chinese learners in mainland China (2014–2018). *Language Teaching*, 53(1): 44–62.
- Gong, Y. , Lai, C. and Gao, X. (2020) The teaching and learning of Chinese as a second or foreign language: The current situation and future directions. *Frontiers in Education in China*, 15: 1–13. <https://doi.org/10.1007/s11516-020-0001-0>
- Gong, Y. F. and Lai, C. (2024) Editorial: Teaching and learning Chinese as a foreign or second language: The educational psychology perspective. *Frontiers in Psychology*, 15:1333836. <https://doi.org/10.3389/fpsyg.2024.1333836>
- Goodwin, A.P. , Huggins, A.C. and Carlo, M.S. et al. (2013) Minding morphology: How morphological awareness relates to reading for English language learners. *Read Writ* 26: 1387–1415 <https://doi.org/10.1007/s11145-012-9412-5>
- Gu, P. Y. (2003) Learning vocabulary in a second language: Person, task, context and strategies. *TESL-EJ*, 7(2). <https://tesl-ej.org/ej26/a4.html>
- Guo, Chengqian (2018) Teaching Chinese as a foreign language, materials development, textbook design, textbook evaluation. PhD thesis, University of Sheffield.
- Hazlitt, H. (1916) *Thinking as a Science*. New York: E.P. Dutton & Company.
- Hu, M. (1990) *Some Theoretical Problems in Foreign Language Teaching*. Beijing: Beijing Language and Culture University Press.
- Hu, Y.S. (1978) *Modern Chinese*. Shanghai Education Press.
- Huang, J. (2009) Analysis of TCSL textbook translation. MA Dissertation. Ludong University
- Jeong-Im, H. and Kimiko, T. (2020) Lexical representation of Mandarin tones by non-tonal second-language learners. *Journal of Acoustical Society of America*, 148(1): EL46–EL50. <https://doi.org/10.1121/10.0001586>
- Karataş, F. , Abedi, F.Y. and Ozek Gunyel, F. et al. (2024) Incorporating AI in foreign language education: An investigation into ChatGPT's effect on foreign language learners. *Education and Information Technology* 29: 19343–19366 <https://doi.org/10.1007/s10639-024-12574-6>
- Lan, Y.-J. , Fang, S.-Y. , Legault, J. and Li, P. (2015) Second language acquisition of Mandarin Chinese vocabulary: Context of learning effects. *Educational Technology Research & Development*, 63(5): 671–690. <https://doi.org/10.1007/s11423-015-9380-y>
- Legault, J. , Zhao, J. , Chi, Y.-A. , Chen, W. , Klippel, A. and Li, P. (2019) Immersive virtual reality as an effective tool for second language vocabulary learning. *Languages*, 4(1): 1–32. <https://doi.org/10.3390/languages4010013>
- Li, J.X. (1995) Analysis on compilation of primary TCSL textbook. *Journal of Tsinghua University*, 4: 118–121.
- Li, L. and O'Rourke, B. (2022) Chinese Second Language Learners' Perceptions of Gamification in an Informal Learning Environment: Duolingo as a Case Study. In: Tso, A.W.B. , Chan, A.C.K. , Chan, W.W.L. , Sidorko, P.E. , Ma, W.W.K. (eds) *Digital Communication and Learning. Educational Communications and Technology Yearbook*. Springer, Singapore. https://doi.org/10.1007/978-981-16-8329-9_10
- Li, Q. (2002) Reviews of TCSL Textbooks' compilation and researches in past 20 years. *Application of Language*, 3: 100–106.
- Li, Z. and Jiang, L.P. (2008) *How to Teach Chinese to Foreign Language Learners*. Beijing: Beijing Language and Culture University Press.
- Li, Z. and Li, J. (2022) Using the flipped classroom to promote learner engagement for the sustainable development of language skills: A mixed-methods study. *Sustainability*, 14(10): 5983. <https://doi.org/10.3390/su14105983>
- Lin, X. and Li, B. et al. (2024) The impact of virtual reality on student engagement in the classroom—a critical review of the literature. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1360574>
- Liu, C. , Hou, J. , Tu, Y.F. , Wang, Y. and Hwang, G.J. (2023) Incorporating a reflective thinking promoting mechanism into artificial intelligence-supported English writing environments.

Interactive Learning Environments, 31(9): 5614–5632.
<https://doi.org/10.1080/10494820.2021.2012812>

Liu, M. (2023). University Students' dynamic motivation to learn Chinese as a second language. *Sage Open*, 13(4). <https://doi.org/10.1177/21582440231207450>

Liu, W. (2023) A systematic review of the use of virtual reality in teaching Chinese as a foreign language. *Journal of China Computer-Assisted Language Learning*.
<https://doi.org/10.1515/jccall-2023-0005>

Liu, Y.T. (1994) Translation analysis of vocabulary for foreign learners. *Journal of Huaqiao University*, 1: 113–118.

Lu, J.J. (1987) Biased error analysis on Chinese learning process of foreign learners. *Language Teaching and Research*, 4: 122–132.

Ma, H. , Ismail, L. and Han, W. (2024) A bibliometric analysis of artificial intelligence in language teaching and learning (1990–2023): Evolution, trends and future directions. *Educ Inf Technol*, 29: 25211–25235. <https://doi.org/10.1007/s10639-024-12848-z>

Maele, J.V. and Jin, L. (2022) Intercultural teaching and learning in Chinese higher education: Integrating practices and perspectives. *Language and Intercultural Communication*, 22(5): 493–502. <https://doi.org/10.1080/14708477.2022.2131134>

Ministry of Education of the People's Republic of China (2024).
http://www.moe.gov.cn/jyb_zzjg/huodong/202409/t20240904_1149018.html

Nation, I. S. P. (2001) *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

Omar, Y.Z. (2012) The challenges of denotative and connotative meaning for second-language learners. *ETC: A Review of General Semantics*, 69(3): 324–351.
<http://www.jstor.org/stable/42579200>

Qiao, H. and Zhao, A. (2023) Artificial intelligence-based language learning: Illuminating the impact on speaking skills and self-regulation in Chinese EFL context. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1255594>

Tseng, M. and Geng, Z. (2021) Implementing Virtual Reality–Enhanced Tasks in Chinese Language Teaching. In: Lan, Y.J. , Grant, S. (eds) *Contextual Language Learning*. Chinese Language Learning Sciences. Springer: Singapore. https://doi.org/10.1007/978-981-16-3416-1_5

Wang, T.I. , Chiu, T.K. , Huang, L.J. , Fu, R.X. and Hsieh, T.C. (2009) An English Vocabulary Learning System Based on Fuzzy Theory and Memory Cycle. In: Spaniol, M. , Li, Q. , Klamma, R. , Lau, R.W.H. (eds) *Advances in Web Based Learning – ICWL 2009*. ICWL 2009. Lecture Notes in Computer Science, vol 5686. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-03426-8_50

Wittgenstein, L. (1922) *Tractatus Logico-Philosophicus*. Translated by C. K. Ogden. London: Kegan Paul Trench Trubner & Co. Ltd.

Xie, Y. , Chen, Y. and Ryder, L.H. (2019) 'Effects of using mobile-based virtual reality on Chinese L2 students' oral proficiency', *Computer Assisted Language Learning*, 34(3): 225–245. doi: 10.1080/09588221.2019.1604551.

Xie, Y. , Ryder, L. and Chen, Y. (2019) Using interactive virtual reality tools in an advanced Chinese language class: A case study. *TechTrends*, 63(3): 251–259.
<https://doi.org/10.1007/s11528-019-00389-z>

Xodabande, I. , Pourhassan, A. and Valizadeh, M. (2022) Self-directed learning of core vocabulary in English by EFL learners: Comparing the outcomes from paper and mobile application flashcards. *Journal of Computers in Education*, 9: 93–111.
<https://doi.org/10.1007/s40692-021-00197-6>

Xu, X. and Hsu, W.C. (2017) A new inventory of vocabulary learning strategy for Chinese tertiary EFL learners. *TESOL International Journal*, 12(1): 8–31.

Yang, W. (2014) *The Teaching Strategies and Analysis of Misuse of the Structural Auxiliary Words 'de()', 'de()' and 'de()' in TCSL*. Masters Dissertation Suzhou University.

Yu, B. and Oladosu, A. (2024) Using Digital Storytelling (DST) to improve pupils' speaking skills, student engagement, character strengths, and wellbeing: a teacher's perspective, *Postgraduate Conference on Interdisciplinary Learning*, Hong Kong, 6/04/24 - 6/04/24.

Zhang, L. , Han, Z. and Zhang, Y. (2023) Reading acquisition of Chinese as a second/foreign language. *Frontier in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1185195>

- Zhang, Y. and Pan, W. (2024). A UTAUT2 model expansion: Investigating the effect of interactive learning environment and gamification on Duolingo user base in China. *International Journal of Human-Computer Interaction*, 1–15. <https://doi.org/10.1080/10447318.2024.2426736>
- Zhao, D. (2024) The impact of AI-enhanced natural language processing tools on writing proficiency: An analysis of language precision, content summarization, and creative writing facilitation. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-024-13145-5>
- Zhu, X.F. and Zhao, W. (2010) *Theoretical Guidance of Teaching Chinese as a Second Language Pedagogies*. Sinolingua Press.

Theoretical Foundations

- Baker, M. (1995) *Corpora in translation studies: An overview and some suggestions for future research*. Target, 2: 230–236.
- Bloomfield, L. (1980) *Language*. New York: Holt, Rinehart and Winston.
- Broeck, R. Van Den . (1978) The Concept of Equivalence in Translation Theory. Some Critical Reflections. In Holmes, J.S. , Lambert, J. and Broeck, R. van den (eds.) *Literature and Translation: New Perspectives in Literary Studies: With a Basic Bibliography of Books on Translation Studies*. Leuven (Belgium): ACCO. 29–48.
- Colina, S. (2015) *Fundamentals of Translation*. Cambridge: Cambridge University Press.
- Cruse, D.A. (1986/2009) *Lexical Semantics*. Cambridge: Cambridge University Press.
- Firth, J.R. (1968) *Linguistics and Translation*. In R. P. Frank . (Ed.). *Selected Papers of Firth J. R.* (1952–59). London and Bloomington: Longman and Indiana University Press.
- Fromkin, V. , Rodman, R. and Hyams, N. (2017) *An Introduction to Language*. Boston, MA: Cengage.
- Gao, Y. (2023) Analysis of Eugene Nida's translation theory. *International Journal of Education and Humanities*, 10(1): 203–206. <https://doi.org/10.54097/ijeh.v10i1.11120>
- Gong, Y. , Lai, C. and Gao, X. (2020) The teaching and learning of Chinese as a second or foreign language: The current situation and future directions. *Frontiers of Education in China*, 15: 1–13. <https://doi.org/10.1007/s11516-020-0001-0>
- Halliday, M.A.K. (1961) Categories of the theory of grammar. *Word*, 17(3): 241–292.
- House, J. (1977) *A Model for Translation Quality Assessment*. Tübingen: Gunter Narr.
- Hu, M. (1990) *Some Theoretical Problems in Foreign Language Teaching*. Beijing: Beijing Language and Culture University Press.
- Hu, Y.S. (1978) *Modern Chinese*. Shanghai: Shanghai Education Press.
- Hua, L. (2000) Critical examination of equivalent theory of translation. *Journal of Sichuan International Studies University*, 16(4): 77–81.
- Huang, B.R. and Liao, X.D. (1997) *Modern Chinese*. Higher Education Press.
- Huang, J. (2009) *Analysis of TCSL textbook translation*. MA Dissertation. Ludong University
- Huang, S.B. (2015) *Translation Problems of Primary Chinese Textbooks*. MA Dissertation. Shanghai Normal University.
- Humboldt, W.V. (1997) *The Differences of Human Linguistic Structure and Its Influences on the Development of Human Spirit*. Shanghai: The Commercial Press.
- Jakobson, R. (1959/2000) *On Linguistic Aspects of Translation*, in L. Venuti (Ed.). *On Translation*. Cambridge MA: Harvard University Press.
- Jespersen, O. (2006) *Essentials of English Grammar*. Routledge.
- Koller, V. and Mautner, G. (2004) *Computer Applications in Critical Discourse Analysis*. In C. Coffin ., A. Hewings . and K. O'Halloran (Eds.). *Applying English Grammar: Functional and Corpus Approaches*. London: Arnold.
- Leech, G.N. (1987) *Semantics*. Penguin.
- Lefevere, A. (1993) *Translating Literature: Practice and Theory in a Comparative Literature Context*. New York: The Modern Language Association of America.
- Li, C.J. (2014) The appropriateness of translation in TCFL textbooks – Take oral textbooks of primary level as examples. *Journal of the West Lake Moon*, 12: 433–435.

- Li, J.X. (1959) Chinese word-formation methods and vocabulary analysis. *Journal of Beijing Normal University (Social Science)*, 5: 83–104.
- Li, S. 2021, 'Translating Food Terminology as Cultural and Communicative Processes: a Corpus-Based Approach' in S. Li and W. Hope, *Terminology Translation in Chinese Contexts: Theory and Practice*, Oxon: Routledge: 81–97. <https://doi.org/10.4324/9781003006688>.
- Li, S.X. (2003) Standard of Chinese content and function word classification. *Journal of Social Science of Jiamusi University*, 21(6): 60–61.
- Li, X. and Rothstein, S. (2012) Measure readings of mandarin classifier phrases and the particle *de*. *Language and Linguistics*, 13(4): 93–741.
- Li, Z. and Jiang, L.P. (2008) *How to Teach Chinese to Foreign Language Learners*. Beijing: Beijing Language and Culture University Press.
- Lin, Y.-H. (2007) *The Sound of Chinese*. Cambridge: Cambridge University Press.
- Ling, X. (2021) The acquisition of culture loaded words and the cultivation of students' intercultural communication ability. *Curriculum and Teaching Methodology*, 4(6). DOI: 10.23977/curtm.2021.040615
- Liu, J. (2013) Translation issues on primary Chinese teaching materials for foreigners. Doctoral Dissertation. Shandong Normal University.
- Lu, X.J. (2008) Review of Chinese word-formation methods. *Social Science*, 4: 144–146.
- Lyons, J. (1977) *Semantics*. Cambridge University Press.
- Lyons, J. (1995) *Linguistic Semantics: An Introduction*. Cambridge University Press.
- Mandela, N. (2012). If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart. Available at https://ontargettranslation.com/PDF/OTT_Flyer_EN_WEB.pdf. [access on 12 February 2024]
- Munday, J. (2009) *Introducing Translation Studies*. London and New York: Routledge.
- Nida, E. and Taber, C.R. (2006) *The Theory and Practice of Translation*. Shanghai: Shanghai Foreign Education Press.
- Nida, E.A. (1964) *Toward a Science of Translating*. Leiden: E.J. Brill.
- Nida, E.A. (1969) Science of translation. *Language*, 45(1): 483–498.
- Nida, E.A. (1975) *The Componential Analysis of Meaning*. The Hague.
- Pym, A. (2010) *Exploring Translation Theories*. London and New York: Routledge.
- Qin, P.X. (2009) Corpus-based translation studies. *Journal of Language and Translation*, 2(98): 63–65.
- Ruan, Q.S. (2007) English Translation on vocabulary table of TCSL textbook. *Journal of Jinan University*.
- Schiaffino, R. and Zearo, F. (2005) Translation Quality Measurement in Practice. 46th ATA Conference, American Translators Association, 9–12, November 2005. Seattle.
- Shi, S.R. (1981) *Lexicography Thesis Selection*. The Commercial Press.
- Wang, Z. (2012) Contrastive analysis of translation issues within Chinese materials. MA Dissertation. Shandong University.
- Wu, Y.C. (1994) Evaluation of equivalent theory of translation. *Chinese Translator*, 1: 2–4.
- Xing, Z.Q. (2011) *A Contrastive Model of Teaching Chinese to Native English Speakers*. Beijing: Peking University Press.
- Xue, P. (2011) Similarity research on Chinese and English word-formation methods. *Journal of Yangtze University (Social Science)*, Vol. 34.
- Ye, Z.N. and Shi, X.J. (2009) *Introduction to Chinese – English Translation: Key Concepts and Techniques*. New York: Hippocrene Book, Inc.
- Zhang, X.H. and He, Z.R. (2001) *Pragmatic Translation: The Application of Pragmatic Theory on Translation*. The Commercial Press.
- Zhang, Z.Y. and Zhang, Q.Y. (2012) *Lexical Semantics (Third Edition)*. Beijing: The Commercial Press.
- Zhao, J.M. (1998) Evaluation of TCSL textbooks. *Language Teaching and Researching*, 18: 4–19.
- Zhu, X.F. and Zhao, W. (2011) *Theoretical Guidance of Teaching Chinese as a Second Language Pedagogies*. Sinolingua Press.

Research Methodology

- Anthony, L. (2024) AntPConc (Version 1.2.1) [Computer Software]. Tokyo, Japan: Waseda University. <https://www.laurenceanthony.net/software/AntPConc>.
- Biber, D. (2009) A corpus-driven approach to formulaic language in English: Multi-word patterns in speech and writing. *International Journal of Corpus Linguistics*, 14(3): 275–311.
- Borghouts, L.B. , Slingerland, M. and Haerens, L. (2016) Assessment quality and practices in secondary PE in the Netherlands. *Physical Education and Sport Pedagogy*, 22(5): 473–489.
- Good, P.I. and Hardin, J.W. (2006) *Common Errors in Statistics (And How to Avoid Them)*. Glasgow: John Wiley and Sons, Inc.
- Li, S. (2019) A corpus-based multimodal approach to the translation of restaurant menus. *Perspectives: Studies in Translation Theory and Practice*, 27(1): 1–19. <https://doi.org/10.1080/0907676X.2018.1483408>.
- Li, S. , Li, Q. and Hope, W. (2022) Translating (and rewriting) Jane Austen's food across time and space. *Journal of Asia Pacific Translation and Intercultural Studies*. <https://doi.org/10.1080/23306343.2022.2106068>.
- Liang, M.C. , Li, W.Z. and Xu, J.J. (2010) *Using Corpora: A Practical Coursebook*. Beijing: Foreign Language Teaching and Research Press.
- Liu, J. (2013) Translation issues on primary Chinese teaching materials for foreigners. *Doctoral Dissertation*. Shandong Normal University.
- McEnery, T. , Xiao, R. and Tono, Y. (2006) *Corpus-Based Language Studies: An Advanced Resource Book*. Oxon: Routledge.
- Yang, L.Q. (2013) Analysis on the error measure word used by international students and the language quantifiers in teaching Chinese as a foreign language. *Journal of Baoding University*, 26(3): 111–115.
- Zhao, J.M. (1998) Evaluation of TCSL textbooks. *Language Teaching and Researching*, 18: 4–19.
- Zhao, Y. (2009) *Quantitative Analysis on Vocabulary of University English Textbooks*. Beijing: Foreign Language Teaching and Researching Press.
- Zhu, X.F. and Zhao, W. (2011) *Theoretical Guidance of Teaching Chinese as a Second Language Pedagogies*. London: Sinolingua Press.

Analysis of Vocabulary Translation in T.C.F.L. Textbooks

- Braunsberger, K. (2009) Developing inventories for satisfaction and Likert scales in a service environment. *Journal of Services Marketing*, 73(4): 219–225.
- Chen, D.Z. (1979) Measure words in English. *Journal of Foreign Language*, 2: 32–35.
- Corder, S.P. (1967) The Significance of Learners' Errors. In J. Peter and R. Leah . (Eds) *International Review of Applied Linguistics in Language Teaching*, 5(1–5): 160–170.
- Friesen, N. (2017) *The Textbook and the Lecture: Education in the Age of New Media*. JHU Press.
- Huang, J. (2009) Analysis of TCSL textbook translation. MA Dissertation. Ludong University.
- Jiang, C. (2023) Effect of learner factors on Chinese undergraduates' translation learning performance: A moderated mediation model. *Sage Open*, 13(2). <https://doi.org/10.1177/21582440231181435>.
- Jing, M. (2008) Erroneous collocations caused by language transfer in Chinese EFL writing. *US-China Foreign Language*, 6(9): 57–61.
- Li, L.L. (2008) Analysis of negative transfer in translation process. *Modern Chinese and Linguistic Research*, 2: 98–99.
- Li, Z. and Jiang, L.P. (2008) *How to Teach Chinese to Foreign Language Learners*. Beijing: Beijing Language and Culture University Press.

McLeod, S. (2023) Likert Scale Questionnaire: Examples & Analysis. Research Methodology. Available at <https://www.simplypsychology.org/likert-scale.html> (accessed on 19/01/2024).

Secară, A. (2005) 'Translation Evaluation – a State of the Art Survey.' *in* Proceedings of the eCoLoRe/MeLLANGE Workshop in Leeds, Manchester: St. Jerome Publishing: 39–44.

Wang, H. (2011) Comparison of Chinese–English measure word and Chinese word measure word teaching. Master Dissertation Heilongjiang University.

Xing, Z.Q. (2011) A Contrastive Model of Teaching Chinese to Native English Speakers. Beijing: Peking University Press.

Yang, M. (2012) Discussion of intermediate language principles in TCSL teaching. *Journal of Young Litterateur*, 23: 186.

Zhu, X.F. and Zhao, W. (2011) Theoretical Guidance of Teaching Chinese as a Second Language Pedagogies. London: Sinolingua Press.

Corpus Analysis of the Identified Translation Challenges in T.C.F.L. Textbooks

Chomsky, N. (1973) *For Reasons of State*. New York: Pantheon Books.

Huang, J. (2009) Analysis of TCSL textbook translation. MA Dissertation. Ludong University

Huang, S.B. (2015) Translation Problems of Primary Chinese Textbooks. MA Dissertation. Shanghai Normal University.

Jiang, C. (2023) Effect of learner factors on Chinese Undergraduates' translation learning performance: A moderated mediation model. *Sage Open*, 13(2).
<https://doi.org/10.1177/21582440231181435>.

Li, Z. and Jiang, L.P. (2008) *How to Teach Chinese to Foreign Language Learners*. Beijing: Beijing Language and Culture University Press.

Nida, E.A. (1993) *Language, Culture and Translation*. Shanghai: Shanghai Foreign Education Press.

Schopenhauer, A. (2018) 'Notes on Text and Translation', in J. Norman , A. Welchman , and C. Janaway (eds.) *Schopenhauer: The World as Will and Representation (The Cambridge Edition of the Works of Schopenhauer)*. Cambridge: Cambridge University Press: xxxvii–xliv.

Sun, H.K. , Hu, Z.Y. and Huang, X. (2007) *The Languages of China*. The Commercial Press.

Wang, Z. (2012) Contrastive analysis of translation issues within Chinese materials. MA Dissertation. Shandong University.

Xue, Q.N. (2005) Translation errors analysis of Chinese textbooks. *Overseas Chinese Education*, 1: 61–66.

Zhang, Z.Y. and Zhang, Q.Y. (2012) *Lexical Semantics (Third Edition)*. Beijing: The Commercial Press.

Comparative Analysis of Word Class Disparities in Vocabulary Translation Between Preliminary and Intermediate T.C.F.L. Textbooks

Burgess, A. (1984) Is translation possible? *Translation. The Journal of Literary Translation*, XII: 3–7.

Chen, G.Q. (2009) Language, culture and translation. *Journal of Foreign Language*, 2: 32–35.

Chen, J.P. (2012) *Translation and Intercultural Communication*. Beijing: Foreign Language Teaching and Research Press.

Dong, X.F. (2005) *Chinese Vocabulary Bank and Morphology*. Beijing: Peking University Press.

Firth, J.R. (1968) Linguistics and Translation. In R. P. Frank . (Ed.). *Selected Papers of Firth J. R.* (1952–59). London and Bloomington: Longman and Indiana University Press.

Han, L.H. (1991) Analysis of Chinese adjectives in Chinese teaching. *International Chinese Teaching*, 2: 119–122.

- Huang, J. (2009) Analysis of TCSL textbook translation. MA Dissertation. Ludong University
- Huo, Y.J. (2004) Pronouns in English–Chinese translation. *Journal of Social Science of Jiamusi University*, 22(3): 126–127.
- Li, C.J. (2014) The appropriateness of translation in TCFL textbooks – Take Oral textbooks of primary level as examples. *Journal of the West Lake Moon*, 12: 433–435.
- Li, G.X. (2012) The Teaching of Chinese Numerals to Foreigners based on Comparing Numerals in Chinese and English. Master's Dissertation Suzhou University.
- Li, Z. and Jiang, L.P. (2008) How to Teach Chinese to Foreign Language Learners. Beijing: Beijing Language and Culture University Press.
- Liu, Q. (2011) The Status and Strategy of Conjunction Teaching in Teaching Chinese as a Foreign Language. Master Dissertation Northwest Normal University.
- Liu, S.H. (2004) The function and principle of translation in textbooks for Chinese as a second language. *TESOL Studies*, 3: 14–22.
- McDaniel, E.R. , Samovar, L.A. and Porter, R.E. (2009) Understanding Intercultural Communication: The Working Principles. In Larry et al. (Eds), *Intercultural Communication: A Reader*. (12th edition). Belmont: Wadsworth Cengage Learning.
- Nietzsche, F. (1886/1966) *Beyond Good and Evil: Prelude to a Philosophy of the Future*. Translated by W. Kaufmann. New York: Random House.
- Nisbett, R.E. , Peng, K. , Choi, I. and Norenzayan, A. (2001) Culture and systems of thought: Holistic versus analytic cognition. *Psychological Review*, 108(2): 291–310.
- Quirk, R. , Greenbaum, S. , Leech, G. and Svartvik, J. (1985) *A Comprehensive Grammar of the English Language*. London: Longman.
- Samovar, L.A. , Porter, R.E. and Stefani, L.A. (2000) *Communication Between Cultures*. Beijing: Foreign Language Teaching and Research Press, 66–69; 79–81.
- Sanchez-Burks, J. and Lee, F. (2007). *Cultural Psychology of Workways*. In S. Kitayama and D. Cohen (Eds). *Handbook of Cultural Psychology*. New York: Guilford Press.
- Shen, A.A. (1994) The influence of Chinese family culture on the status of women. *Population Science of China*, 4: 51–58.
- Wang, H. (2011) Comparison of Chinese–English measure word and Chinese word measure word teaching. Master Dissertation Heilongjiang University.
- Wang, J.P. (2001) Grammatical, semantic and pragmatic characteristics of Chinese measure words – an analysis of Chinese measure word teaching. Masters Dissertation Fujian Normal University.
- Xing, Y.H. (2005) Preposition Teaching in Teaching Chinese as a Second Language. Master's Dissertation Tianjin University.
- Xing, Z.Q. (2011) *A Contrastive Model of Teaching Chinese to Native English Speakers*. Beijing: Peking University Press.
- Xiong, W.H. (1997) *Contrastive Analysis of Applied Chinese–English*. Beijing: Beijing Language and Culture University Press.
- Xu, X.M. and Zhu, J.X. (2013) *Practical English-Chinese Translation Course Book*. Dongnan University Press.
- Yang, C. (2006) Verbs in Chinese teaching. *Journal of Xiangtan Normal University (Social Science Edition)*, 28(2): 119–121.
- Yang, L.Q. (2013) Analysis on the error measure word used by international students and the language quantifiers in teaching Chinese as a foreign language. *Journal of Baoding University*, 26(3): 111–115.
- Yang, W. (2014) The Teaching Strategies and Analysis of Misuse of the Structural Auxiliary Words 'de()', 'de()' and 'de()' in TCSL. Masters Dissertation Suzhou University.
- Yang, Z.J. (2003) Characteristics of interjection in modern Chinese and Chinese interjection teaching. *Overseas Chinese Education*, 23: 24–27.
- Ye, F.S. and Xu, T.Q. (1997) *Outline of Linguistic Study*. Beijing: Beijing University Press.
- Yu, X.L. (1997) Discussion of 'faithfulness' and 'expressiveness' of annotations in Chinese textbooks. *Chinese Teaching in The World*, 3: 57–63.
- Yuan, X.J. (2006) Cultural factors in Chinese teaching. *Journal of Tianjin Manager College*, 3: 47–48.
- Zapata Becerra, A.A. (2000) *Handbook of General and Applied Linguistics*. Trabajo de Ascenso sin publicar.

Zhang, Z.Y. and Zhang, Q.Y. (2012) *Lexical Semantics* (Third Edition). Beijing: The Commercial Press.

Concluding Remarks

- Fang, Z.N. (2005) Two types of common mistakes and the causes in Chinese–English translation. *Journal of Hunan Institute of Humanities, Science and Technology*, 1: 130–133.
- He, Z.X. (1987) Pragmatics, meaning and contexts. *Journal of Shanghai International Studies University*, 5: 8–12.
- Hu, W. and Luo, Y. (2024) Chinese English Language learners' vocabulary retention: Investigating the effectiveness of neuro/metacognitive and socio-cultural strategies. *BMC Psychol*, 12: 113. <https://doi.org/10.1186/s40359-024-01612-0>.
- Huang, J. (2009) Analysis of TCSL textbook translation. MA Dissertation. Ludong University
- Kramsch, C. (1991) Culture in Language Learning: A View from the United States. In K. de Bot , R. B. Gingsberg , and C. Kramsch (eds), *Foreign Language Research in Cross–Cultural Perspective*. Philadelphia/Amsterdam: John Benjamins: 217–240.
- Lan, Y.J. , Fang, S.Y. and Legault, J. et al. (2015) Second language acquisition of Mandarin Chinese vocabulary: Context of learning effects. *Education Tech Research Dev* 63: 671–690. <https://doi.org/10.1007/s11423-015-9380-y>
- Newmark, P. (1988) *A Textbook of Translation*. New York: Prentice-Hall International.
- Peng, Z.P. (2012) Chinese teaching at the preliminary level: An analysis of American undergraduates. *Newsletter of the International Society for Chinese Language Teaching*.
- Wang, Z. (2012) Contrastive analysis of translation issues within Chinese materials. MA Dissertation. Shandong University.
- Wu, B. (2015) An analysis of teaching linguistic competences at the preliminary level of TCFL. *Education Teaching Forum*, 30: 138–139.
- Xing, Z.Q. (2011) *A Contrastive Model of Teaching Chinese to Native English Speakers*. Beijing: Peking University Press.
- Xiong, W.H. (1997) *Contrastive Analysis of Applied Chinese–English*. Beijing: Beijing Language and Culture University Press.
- Zeng, W.H. and Tan, J.H. (2011) Chinese–English translation errors and negative transfer of mother tongue language. *Journal of Inner Mongolia Agricultural University (Social Science Edition)*, 13(3): 381–382.
- Zhao, J.M. (1998) Evaluation of TCSL textbooks. *Language Teaching and Researching*, 18: 4–19.
- Zhu, X.F. and Zhao, W. (2011) *Theoretical Guidance of Teaching Chinese as a Second Language Pedagogies*. Sinolingua Press.