

Research on Chinese Medicine Teaching Material Based on Vocabulary Teaching

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Abstract—This paper compares the vocabulary, diction rate, ranked distribution, distribution of the parts of speech and co-selected words collected in three Chinese TCM textbooks. The Chinese TCM textbooks have problems such as unreasonable control of vocabulary and distribution of the parts of speech, serious super-selection of words, low proportion of co-selected words, and irregular selection of TCM words.

Keywords—Chinese medicine industry language; Chinese TCM textbook; Chinese teaching

I. INTRODUCTION

In recent years, the total number of international students in China has increased year by year. By the end of 2018, the number of international students in China has reached 492,185.¹ According to the Department of International Cooperation and Exchange of the Ministry of Education, "Concise Statistics for International Students in China" (1999-2016)², the number of international students studying Chinese medicine in China has grown from 3,571 in 1999 to 13,335 in 2016, and the number has increased nearly four times. International students in China studying TCM professional knowledge have such a large base, which poses a challenge to improve the quality of Chinese teaching in Chinese medicine. In order to improve the quality of Chinese teaching as a foreign language, it is necessary to have good quality teaching materials, which is because that the teaching materials are the foundation and basis for teachers' classroom teaching.³ Therefore, the study of Chinese TCM textbooks has become very urgent and necessary.

II. SELECTION OF CHINESE TCM TEXTBOOKS

Based on the comprehensive analysis of the subjects, the teaching objectives, the duration of teaching, etc., this paper selects three sets of textbooks of "Chinese of Traditional Chinese Medicine" (Literacy: volume 2) (hereafter referred as "TCM Chinese"), "Practical Chinese of Traditional Chinese

Medicine" (intensive reading elementary) (hereinafter referred to as "Practical TCM Chinese") and the "Comprehensive Course for TCM Chinese" for the comparative study.

A. Applicable Objects

The three textbooks are aimed at international students studying Chinese medicine with a certain Chinese foundation. "TCM Chinese (volume 1)" barely has differences in the ordinary Chinese textbooks and the volume 2 is the TCM Chinese in the true meaning. Before studying "TCM Chinese (volume 2)", international students have accepted one year of Chinese language study and have a certain Chinese foundation. "Practical TCM Chinese" pointed out in the preface: "This textbook is suitable for the preparatory study of Chinese medicine international students, and is also suitable for short-term Chinese medicine training classes. These international students have a certain Chinese foundation (six months to one year)." It is written in instructions for use of "Comprehensive Course for TCM Chinese" that: "Teaching objects: foreign students who have a certain Chinese foundation, who are interested in learning Chinese medicine related majors and Chinese medicine enthusiasts."

B. Teaching Objectives

All three textbooks focus on the study of Chinese medicine professional vocabulary. "TCM Chinese" (literacy) is the basic course of the system textbook. This textbook mainly undertakes the task of vocabulary teaching. The compilation style of the textbook is divided into five parts: new words, functional sentences, texts, notes and exercises. "Practical TCM Chinese" pays attention to the study of TCM professional vocabulary. Its compilation instruction is written as: "Intensive reading materials are mainly based on language learning, highlighting the professional vocabulary learning of traditional Chinese medicine." The instruction for use of "Comprehensive Course for TCM Chinese" is also written as: "It is to master the professional vocabulary related to Chinese medicine through about 90 hours of classroom study or self-study."

¹ http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/201904/t20190412_377692.html

² Department of International Cooperation and Exchange of the Ministry of Education, "Concise Statistics for International Students in China" (Inner materials), 1999-2016.

³ Lv Bisong, Introduction to Teaching Chinese as a Foreign Language (Handout) [M]. Hanban, 1996, p62-63.

C. Duration of Lecture

The estimated teaching hours of the three textbooks are around 120 class hours. "TCM Chinese" does not have recommended teaching hours, but the optimal length of teaching can be inferred from the setting of its curriculum. "TCM Chinese" has a total of 45 lessons. According to a minimum of 2-3 class hours for each lesson, it takes about 90-135 class hours. "Practical TCM Chinese" and "Comprehensive Course for TCM Chinese" have recommended teaching hours, which are "108-144 class hours" and "120 class hours".

III. COMPARISON OF DICTION OF THE TCM CHINESE TEXTBOOKS

A. The Amount of New Words

The "TCM Chinese" literacy book covers a total of 1389 new words. The vocabulary of "Practical TCM Chinese (Basis)" covers a total of 494 new words. The vocabulary of "Comprehensive Course for TCM Chinese" covers a total of 561 new words.⁴

According to the above "Table I", the average number of new words in each class hour of the three textbooks is 6.78. There is no relevant scientific investigation and research on the suitable average number of new words in each class of TCM Chinese textbooks. Because there is currently no relevant scientific research, it is possible to compare the results of the diction condition with other specialized Chinese textbooks, so as to obtain the best total number of words collected by specialized Chinese textbooks.

TABLE I. VOCABULARY OF THREE TEXTBOOKS⁵

Textbooks	TCM Chinese	Practical TCM Chinese	Comprehensive Course for TCM Chinese
The amount of new words	1389	494	561
The total number of classes	45	15	30
Average number of words in a single text	30.86	32.93	18.70
Average number of new words per class hour	11.57	4.11	4.67
The average number of new words in each class hour of the three textbooks	6.78		

Compared with Chinese teaching for TCM, business Chinese has received more attention in Chinese teaching.

⁴ The main investigation here is the situation in the vocabulary of each set of textbooks. As to whether these words are included in the textbook learning content in grammatical form or other ways, it has not been studied yet.

⁵ It has been pointed out above that the amount of class hours required for these three sets of textbooks is 90-135, 108-144 and 120 class hours respectively. For the convenience of comparison, the first two take the average of their class hours. The default number of class hours of these three sets of textbooks is 120 class hours.

The textbook writing concept, vocabulary control, vocabulary selection, etc., are more mature than Chinese textbooks for TCM. Statistics can provide valuable reference for the diction of Chinese textbooks for TCM. Zhou Xiaobing and others⁶ have counted the total number of new words in four intermediate business Chinese textbooks of "Intermediate Business Chinese Course (Vol. 1)"⁷, "Business Chinese · Intermediate Spoken Chinese Course (Vol. 1)"⁸, "Business Chinese for Success Real Cases form Real Companies"⁹, and "Open for Business: Lessons in Chinese Commerce for the Millennium Vol.1"¹⁰. Xu Lang¹¹ has counted the total number of new words in the two intermediate textbooks of "New Silk Road Business Chinese"¹² and "Practical Chinese for Business"¹³. The number of new words in these six business Chinese textbooks is shown in the "Table II":

TABLE II. VOCABULARY OF NEW WORDS

Textbooks	The amount of new words	Average amount of new words
Intermediate Business Chinese Course (Vol. 1)	434	569.5
Business Chinese · Intermediate Spoken Chinese Course (Vol. 1)	646	
Business Chinese for Success Real Cases form Real Companies	657	
Open for Business: Lessons in Chinese Commerce for the Millennium Vol.1	293	
New Silk Road Business Chinese	559	
Practical Chinese for Business	828	

The average number of new words in the six business Chinese textbooks was 569.5. If these words need to be taught in 120 class hours, the number of new words learned in each lesson will be 4.74. Lu Bisong believes: "According to the existing experience, in a different situation, the

⁶ Zhou Xiaobing, Gan Hongmei, Investigation of the Selection of Business Chinese Textbooks and Compilation of Business Vocabulary Outline [J]. Chinese Teaching in the World, 2008b, 01.

⁷ Wang Huiling, Huang Jinzhang, Intermediate Business Chinese Course (Vol. 1) [M]. Peking University Press, 2004.

⁸ Dong Jin, chiefly ed. Business Chinese · Intermediate Spoken Chinese Course [M]. Peking University Press, 2005.

⁹ Yuan Fangyuan, Business Chinese for Success Real Cases form Real Companies [M]. Peking University Press, 2005.

¹⁰ Guo Zhumei, Open for Business: Lessons in Chinese Commerce for the Millennium Vol.1 [M]. Beijing Language and Culture University Press, 2005.

¹¹ Xu Lang, The Comparative Study of Intermediate Chinese Business Textbook — With New Silk Road Business Chinese and Practical Chinese for Business for Example [D]. Master thesis for Yunnan Normal University, 2017.

¹² Cui Huashan, New Silk Road Business Chinese [M]. Peking University Press, 2009.

¹³ Bao Wenying, Practical Chinese for Business [M]. East China Normal University Press, 2007.

average teaching vocabulary for one class can be floated within 2-6 words."¹⁴ The amount of 4.74 new words in each lesson can be used as a reference for the amount of new words in each class of professional Chinese textbooks.

B. Diction Rate

The diction rate is the ratio of professional vocabulary to total vocabulary in a professional Chinese textbook. The ratio of "TCM vocabulary" to the total "vocabulary" in the vocabulary of the three textbooks is shown in "Table III":

TABLE III. TCM VOCABULARY DICTION RATE

Textbooks	TCM vocabulary	The amount of new words	Proportion	Average ratio
TCM Chinese	232	1389	16.70%	22.21%
Practical TCM Chinese	116	494	23.48%	
Comprehensive Course for TCM Chinese	195	561	34.75%	

In professional Chinese textbooks, there is no relevant scientific research on the most appropriate proportion of professional vocabulary to total vocabulary. In order to obtain the best diction ratio, the business vocabulary in the six business Chinese textbooks listed above was counted. The diction rate of the business vocabulary of the six textbooks is shown in "Table IV":

TABLE IV. BUSINESS VOCABULARY DICTION RATE

Textbooks	Total number of business words	The amount of new words	Diction rate of business words	Average
Intermediate Business Chinese Course (Vol. 1)	152	434	35%	33.15%
Business Chinese · Intermediate Spoken Chinese Course (Vol. 1)	195	646	30.2%	
Business Chinese for Success Real Cases form Real Companies	229	657	34.85%	
Open for Business: Lessons in Chinese Commerce for the Millennium Vol.1	81	293	27.6%	
New Silk Road Business Chinese	224	559	40.1%	
Practical Chinese for Business	252	828	30.4%	

As can be seen from the above tables, the average proportion of business vocabulary of the six intermediate business textbooks is 33.15%, so the appropriate proportion of professional vocabulary of professional Chinese textbooks to the total vocabulary is about 33%. This ratio can be used as a reference for textbook writing. The comparison of TCM vocabulary in "Practical TCM Chinese" and "Comprehensive Course for TCM Chinese" is in line with this proportion, while the proportion of TCM vocabulary in "TCM Chinese" is significantly low.

C. Grade Distribution

The grade distribution is the distribution of the Chinese medicine industry language included in the three textbooks in the "New Chinese Proficiency Test Syllabus" (hereinafter referred to as the "Syllabus"). The grade distribution of professional vocabulary of three Chinese textbooks is shown in "Table V":

TABLE V. GRADE DISTRIBUTION OF TCM INDUSTRY LANGUAGE

Textbooks	TCM Chinese	Practical TCM Chinese	Comprehensive Course for TCM Chinese
The total amount of the vocabulary	232	116	195
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	1	0	0
Grade 4	1	0	0
Grade 5	3	0	0
Grade 6	11	4	9
Beyond the teaching syllabus	216	112	186

From the above "Table V", it can be seen:

First, the proportion of vocabulary beyond the "Syllabus" is the highest, and the proportion of the three textbooks of TCM vocabulary beyond the teaching syllabus has reached more than 93%.

Second, even the words within the "Syllabus" are mainly concentrated in the high-level, of which the proportion of the Grade 6 is the largest, as high as 80%.

D. Distribution of Parts of Speech

The distribution of parts of speech is the number of various words in TCM words collected by TCM textbooks. Cui Yonghua believes: "From the perspective of the distribution of parts of speech in words composed of different constituents, one part of speech is relatively concentrated in one or two forms. According to this fact, reasonable arrangements for vocabulary teaching, appropriate control and adjustment of the proportion of the emergence of each part of speech, can help with the students'

¹⁴ Lv Bisong, Introduction to Teaching Chinese as a Foreign Language, Hanban, 1996, p152.

vocabulary balance growth. ¹⁵ The distribution of TCM vocabulary in three textbooks is shown in "Table VI"¹⁶:

TABLE VI. DISTRIBUTION OF PARTS OF SPEECH

Textbooks	<i>TCM Chinese</i>	<i>Practical TCM Chinese</i>	<i>Comprehensive Course for TCM Chinese</i>
Noun	134	91	89
Verb	51	12	61
Adjective	19	1	19
Numeral	0	0	0
Quantifier	0	0	1
Pronoun	0	0	0
Adverb	0	0	0
Conjunction	0	0	0
Preposition	0	0	0
Fixed phrase	28	12	25

From the above "Table VI", it can be seen:

The TCM words collected in the first and third textbook are all concentrated on nouns, verbs and adjectives. Only the "Comprehensive Course for TCM Chinese" contains a quantifier "味 (wei)"(means "kind or type"). The proportion of numerals, pronouns, adverbs, conjunctions, and prepositions is zero.

Among the TCM professional words included in the second and third textbooks, nouns is the largest, the proportion of the verbs is the middle, and the proportion of adjectives of the two textbooks is the smallest.

E. Co-selected Words

The co-selected words refer to the words included in the vocabulary of the three textbooks. Because there are very few co-selected words in the three textbooks, the restrictions in screening the co-selected words have been relaxed in this article: First, the different forms of "multi-words in one meaning" are counted as the same word, such as "藏象 (zang xiang)" and "脏象 (zang xiang)" (the two words both mean the state of internal organs). Second, the words, appearing solely in one textbook, and in other textbooks as a morpheme, are also regarded as co-selected words, such as "针灸 (zhen jiu)" (acupuncture) and "针灸甲乙经 (zhen jiu jia yi jing)" (A-B classic of acupuncture and moxibustion), as well as "元气 (yuan qi)" (vitality) and "元气虚脱 (yuan qi xu tuo)" (the emptiness of the vitality) can also be considered as co-selected words.

There are 476 total TCM words appearing in the three textbooks, while there are only 58 "co-selected words", and the total proportion of co-selected words is only 12.18%. In

¹⁵ Cui Yonghua, chiefly ed. *Vocabulary, Text Research and Teaching Chinese as a Foreign Language [M]*. Beijing Language and Culture University Press, 1997, p371.

¹⁶ In the included Chinese medicine vocabulary, the proportion of words and phrases were counted separately. Among them, only the part of the speech is counted, and the part of speech of the phrase is no longer counted. The context is used in which it appear to be the only criterion to determine part of speech. For example, "克 (ke)", its usage in the text is a verb, so it is summarized in the scope of the verbs, and it is not divided into quantifiers.

the "co-selected words", there are a total of 9 in the three textbooks, and the total proportion of co-selected words is only 1.9%. There are 14 co-selected words in the "TCM Chinese" and "Practical TCM Chinese" with the total proportion of 2.9%. "TCM Chinese" and "Comprehensive Course for TCM Chinese" have a total of 26 co-selected words, with the total proportion of 5.5%. "Practical TCM Chinese" and "Comprehensive Course for TCM Chinese" have a total of 9 words, a total of co-selected words, with a total proportion of 1.9%. (See "Table VII")

TABLE VII. CO-SELECTED WORDS

Vocabulary	Quantity	TCM Chinese	Practical TCM Chinese	Comprehensive Course for TCM Chinese
Selected by all the three 9	9	√	√	√
		发汗解表 (fa han jie biao) (relieving exterior syndrome by diaphoresis), 四诊 (si zhen) (four diagnostic methods), 五禽戏 (wu qin xi) (five mimic-animal exercise), 邪气 (寒热邪气) [xie qi (han re xie qi)] [pathogenic factor (cold and heat pathogenic factor)], 针灸《甲乙经》(zhen jiu "jia yi jing") ("A-B classic of" acupuncture and moxibustion), 关节 (髓窍) [guan jie (sui qiao)] [joint (marrow aperture)], 散淤活血 (活血化痰) [san yu huo xue (huo xue hua yu)] (the two words both mean promoting blood circulation to remove blood stasis), 脉象 (mai xiang) (pulse condition), 中暑 (zhong shu) (heatstroke)		
Selected by two of the three textbooks 49	14	√	√	
		大黄 (da huang) (rhubarb), 艾叶 (艾) [ai cao (ai)] (the two words both mean folium artemisiae argyi), 《黄帝内经》(内经) ["Huangdi Neijing" (Nei Jing)] (the two words both mean "the medical classic of the Yellow Emperor"), 三焦 (san jiao) (tri-jiao, three cavities between the body and the viscera), 《神农本草经》("Shen Nong Ben Cao Jing") ("Sheng Nong's Herbal Classic"), 经络 (jing luo) (main and collateral channels), 伤寒 (shang han) (typhoid fever), 扁鹊 (Bian Que) (a famous doctor in ancient China of the Warring States period), 病理 (bing li) (pathology), 病因 (bing yin) (pathogenesis), 甘草 (gan cao) (radix glycyrrhizae), 华佗 (Hua Tuo) (a famous doctor in ancient China in the period of late Eastern Han Dynasty), 脏腑 (zang fu) (viscera), 证候 (zheng hou) (syndrome)		
	26	√		√
		阿是穴 (ashi acupoint) (a reflection acupoint of disease and stimulating acupoint of acupuncture), 辨证 (bian zheng) (syndrome differentiation), 六气 (liu qi) (the six factors in nature), 刺 (针刺) [ci (zhen ci)] (prod), 拇指 (mu zhi) (thumb), 七情 (qi qing) (seven emotions), 推拿 (tui na) (manipulation), 穴位 (xue wei) (acupoint), 脉诊 (zhen mai) (pulse diagnosis), 腧穴 (shu xue) (acupoint), 克 (ke) (restrict), 元气 (虚脱) [yuan qi (xu tuo)] [(the emptiness of) the vitality], 诊察 (zhen cha) (examination), 诊法 (zhen fa) (diagnostic method), 燥 (zao) (dryness), 虚弱 (xu ruo) (weakness), 人参 (ren shen) (ginseng), 痊愈 (quan yu) (heal), 器官 (qi guan) (organ), 捏 (nie) (pinch), 麻黄 (ma huang) (ephedra), 补药 (bu yao) (restoratives), 医术 (yi shu) (medical skill), 津液 (jin ye) (body fluid), 精 (jing) (essence), 消化 (xiao hua) (digest)		
	9		√	√
		炮制 (pao zhi) (processing drugs), 配伍 (pei wu) (compatibility of medicines), 虚证 (xu zheng) (deficiency syndrome), 藏象 (脏象) (zang xiang) (the state of internal organs), 药性 (yao xing) (drug properties), 情志 (qing zhi) (emotion), 诊断 (zhen duan) (diagnosis), 症状 (zheng zhuang) (symptom), 滋阴 (zi yin) (enrich yin)		
Selected by one	418	183	84	151

IV. PROBLEMS IN THE DICTION OF CHINESE TEXTBOOKS FOR TCM

A. The Proportion of Co-selected Words Is Extremely Low

The proportion of co-selected words in the three textbooks is only 1.8%; the proportion of the co-selected words of "TCM Chinese" and "Comprehensive Course for TCM Chinese" is 5.67%; the proportion of the co-selected words of "TCM Chinese" and "Practical TCM Chinese" is 3.24%; the proportion of the co-selected words of "Practical TCM Chinese" and "Comprehensive Course for TCM Chinese" is 1.82%. The reason why the proportion of the co-selected words is so low is that the textbook editors are inconsistent with the core words of TCM textbooks, reflecting the randomness of the diction. Zhou Xiaobing and others pointed out: "The diction reflects the consistent view of different editors on the choice of teaching materials. These words can be regarded as the core words of the textbooks, and should also be the preferred words in the preparation of textbooks."¹⁷ Because everyone's disagreement on the core words, there will be two consequences: First, the words that should be the core words of the textbooks are not included in, such as the "张仲景 (Zhang Zhongjing)" (a famous doctor in ancient China of Eastern Han Dynasty), "得气 (de qi)"

¹⁷ Zhou Xiaobing, Liu Yali, Research into Vocabularies of Chinese Elementary Intensive Reading Textbooks [J]. Language Teaching and Linguistic Studies, 2012, 05.

(acuesthesia), "火罐 (huo guan)" (cupping jar), etc. Second, many non-core words are included in the Chinese textbooks of TCM, such as "肺失宣降 (fei shi xuan jiang)" (impairment of purifying and descending function of the lung) and "黄凯钧 (Huang Kaijun)" (a famous doctor in ancient China of Qing Dynasty).

B. The Diction Is Not Standardized

A major feature of the TCM industry language is that there are many synonyms. Therefore, when expressing the same meaning, different textbooks still have different forms of the selected words. Some words in the textbooks are in the less common forms, some are in abbreviated form, and some are in the forms commonly used in ancient Chinese. In order to avoid this phenomenon, in the many words expressing the same concept, the standard words should be used, which is especially important in the teaching of Chinese as a foreign language. The Chinese National Standard of the People's Republic of China (GB) is taken as a reference to determine the most standardized word in the words of "multi-words in one meaning".

For example, in the concept of "normal signs of human organs and normal signs of morbid changes", "Practical TCM Chinese" uses the term "脏象 (zang xiang)", while the "Comprehensive Course for TCM Chinese" uses "藏象 (zang xiang)". The word "藏象 (zang xiang)" comes from the "the Inner Classic of the Yellow Emperor", because "藏" is the same as "脏", so "藏象 (zang xiang)" is also written as "脏象

(zang xiang)". Referring to the National Standard of the People's Republic of China (GB/T20348-2006), "Basic Terminology of Traditional Chinese Medicine", the term "脏象 (zang xiang)" is the standard form selected by the national standard.

In addition, there are serious principle problems in the collection of words. Some words in the textbooks include the words in the Western medical vocabulary rather than the Chinese medicine vocabulary. This problem is most prominent in "Practical TCM Chinese". For example, the "central nerve", "rheumatism", "infectious disease", "pathogen", "bronchial", "cholesterol", etc., which are included in the TCM vocabulary and these are typical Western medical vocabulary, not TCM.

C. The Selection of Vocabulary Entries Is Lack of Science

The selection of vocabulary entries needs to take full account of its scientific nature. For example, in the tenth lesson "Small Cold, Recondite Knowledge" of "Comprehensive Course for TCM Chinese", there is a fixed phrase "同病异治 (tong bing yi zhi)" (same disease and different treatment):

Text: 这体现了中医辨证论治、同病异治的特点，包含着大学问。This reflects the characteristics of dialectical treatment and the same disease with different treatment of TCM, which includes recondite knowledge.

Word list: 同病 tongbing n 10

异治 yizhi v 10

It is debatable that in the vocabulary, the fixed phrase "同病异治 (tong bing yi zhi)" is decomposed as "同病 (tongbing)" (same disease) and "异治 (yi zhi)" (different treatment).¹⁸ In the field of traditional Chinese medicine, "同病异治 (tong bing yi zhi)" is a fixed phrase. It has the structural cohesiveness and the overall characteristics of meaning. It cannot be decomposed. Only when it is combined can it express the idea of "dialectical treatment". In addition, there is no such thing as "同病 (tongbing)" or "异治 (yi zhi)" in TCM vocabulary, so they cannot be used alone. Decomposing the words may induce students to use them as independent words.

In addition, the vocabulary labeling of parts of speech is not scientific, and some are still wrong. For example, the "味" appeared in the eleventh lesson of the "Comprehensive Course for TCM Chinese":

Text: 人参是多年生草本植物人参的根，是一味名贵的滋补中药。Ginseng is the root of the perennial herb ginseng. It is a valuable nourishing Chinese medicine.

New word list: 味 wei n 11

The word "味" in the text is obviously a quantifier, while in the vocabulary it is marked as a noun. It is very regrettable to have such a mistake.

¹⁸ When counting the vocabulary of the TCM in the book, it did not treat the "同病" and "异治" as two words, but treated it according to the fixed phrase "同病异治".

V. CONCLUSION

Through the comparison of the vocabulary of three Chinese textbooks of Chinese medicine, this paper draws the following conclusions: First, the Chinese textbooks of TCM (take 120 class hours as standard) should have an optimal number of words collected of about 569. Second, the optimal proportion of TCM words to the total vocabulary is about 33%. Third, the various word classes included in the textbook should be comprehensive, and the proportion of each should be reasonable. At the same time, the Chinese textbooks of TCM that have been published generally have problems such as serious out-of-range diction, unreasonable choice of word classes, and extremely low proportion of co-selected words, reflecting the randomness of textbook editors on the diction of TCM words. This requires that Chinese teachers who are engaged in TCM teaching should formulate the "Outline of Chinese Teaching Vocabulary for TCM" as soon as possible. The formulation of the "Outline of Chinese Teaching Vocabulary for TCM" can effectively solve the problems of serious out-of-range diction beyond the teaching syllabus and extremely lack of co-selected words.

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