Application of Source Analysis in Teaching Chinese as a Foreign Language

Wangjing Qu and XiaoMing Han
Krirk University, Thailand
Corresponding Author, E-mail : la_chada@hotmail.com

****

Abstracts
      In the teaching of Chinese as a foreign language, the most important link is the teaching of Chinese vocabulary. As one of the elements of teaching Chinese as a foreign language, vocabulary runs through all teaching stages and is included in various course types, and is in a pivotal position. After a period of study, it is easy for students to enter a "plateau area" of vocabulary learning. Therefore, it is particularly important for teachers to adopt appropriate teaching methods to overcome the "bottleneck period" of students' vocabulary learning. In the paper, on the basis of previous research, trying to explore the Chinese etymology theory applied to the foreign Chinese vocabulary teaching, through the comparative analysis of speech and semantic, the common source word together, can effectively help students to understand the connection between the Chinese words and the invisible meaning of words, so as to achieve the purpose of expanding students vocabulary.

Keywords: Etymology; Homologous Word; Word Standard Teaching Method; Word Standard Teaching Method; Morpheme Teaching Method; Phonology Analysis Method

Introduction

      Today's world is an integrated world. With the rapid development of global science and technology, economy and the comprehensive popularization of information technology, the model of "global village" is becoming more and more obvious. As the trade cooperation between countries becomes increasingly close, the economic cooperation inevitably puts cultural exchanges on the agenda, and the role of language becomes increasingly particularly important. Therefore, the study of language has become an urgent and important task for scholars in the world. Under this time background, China has also rapidly strengthened the research of language, among which the research of teaching Chinese as a foreign language has become the top priority. Vocabulary is an important part of teaching Chinese as a foreign language, so the second language teaching and research should pay full attention to vocabulary teaching, so that the second language learners can better learn Chinese language.

      In the teaching of Chinese as a foreign language, the most important link is the teaching of Chinese vocabulary. As one of the elements of teaching Chinese as a foreign language, vocabulary runs through all teaching stages and is included in various course types, and is in a pivotal position. The effect of vocabulary teaching directly affects the teaching effect of the whole language. For a long time, in the field of teaching Chinese as a foreign language, scholars have been constantly exploring, hoping to find an efficient method of learning Chinese vocabulary. In the second language vocabulary teaching, we found that there is a common phenomenon, namely in the initial period of students learning, often progress, students have obvious sense of achievement, so students learning momentum, but after learning about 1000 words, the students' progress slowed down, there will be a certain frustration. When students

basically master 2000-3000 words, the task of vocabulary learning will be more and more onerous, so some students will gradually lose interest in learning. They will enter what we call the "plateau area" of vocabulary learning, especially in the middle and advanced Chinese learners, whose "altitude sickness" is the most serious. Therefore, what kind of vocabulary teaching methods and how to use these methods to help them quickly expand their vocabulary, get rid of the embarrassing situation of "stagnation" and low interest, has become an urgent task for Chinese teachers as a foreign language.

Literature Review

1. The significance and feasibility of the language source analysis method

(1) Gmology ology

First, we should first clarify the concept of "language source". As for "source", Yin Jianming believes that "source" and "source", "root" and "source" have different titles. In many works, people are also ambiguous about this, which is generally regarded as "source" or "etymology", which is easy to misunderstand. However, Ren Jidong clearly stated in his book Chinese Gemmmology: " source is the phonetic and semantic source of words and families in a language."Mr.Ren believes that" language source " is a general concept, including the source of words and the source of the word family. He said: " The source of a word is the source of a word, the creation of a word, that is, the reason for the first combination of a specific word."In his opinion, the source of word families is:" When possible, all the words with the same phonetic and semantic sources (including near and remote sources) are linked, gathered together and divided into several relevant (direct and indirect) meaning levels (i. e., word groups), forming a complete family of words. The semantic source of the whole family is the source of the family."Mr.Ren Jidong's explanation seems to show that" etymology "is the source of the content —— word of" etymology ", and this view is quite reasonable. However, according to Yin Jiming's whole view, he actually said that the source also includes the source of the word and the source of the family. In this way, we are more accurate to call it "source". The teaching method of source analysis discussed in this paper includes both "the source of word" and "the source of word family". These two levels are closely related, we can only understand the origin of the relationship between individual words in the family and other words; accordingly, we understand the total source of the family of a word, we can explore the source of the word.

The concept of "etymology" is a term borrowed from abroad in the early 20th century. Although the word Etymology (etymology) originated very early, it was only after the 19th century to study words by scientific comparative methods, and the study of etymology in ancient China belongs to the research field of traditional primary schools. If we want to trace the source of the etymology, we may go back to Erya in the Spring and Autumn Period and the Warring States Period. Erya is the first dictionary arranged according to the meaning category in China, which uses the method of sound and interpretation. For example: Shi Yan: " Return, return also."" Huai, come also."What is more surprising is that there have been examples of homologous words, such as" Interpretation of Yan ":", hidden also."Both words have hidden meanings. Secondly, in the Han Dynasty, Han scholars generally adopted the method of sound training in their exegesis practice, such as Mao Chuan: " care-laden, still rushed."Can be said to be the prototype of the initial stage of etymology. Yangxiong's Dialect explained the ancient language in the present language and the dialect in the beginning of "language to language".

Later, Zheng Xuan of the Eastern Han Dynasty applied the theory of "language transfer" to the exegesis of classics. Later, Zheng Xuan's disciple Liu Xi further developed the phrase "language to speaking" in the book "Ming Interpretation" and opened the voice of "Right Wen Wen". With the deepening of people's understanding of the relationship between the Han shape, sound and righteousness, Wang Xinmei "Youwen" appeared in the Song Dynasty, which is a development of voice training method, and people usually regard Wang Xinmei "Youwen" as the representative of the second stage of the development of voice training."Youwen Wen" reflects the understanding of scholars on Chinese characters at that time, that is, they realize that the sound and characters on the right side of the phonetic characters also indicate significance, and advocated the use of phonetic characters in exegesis. Wang Shengmei, Wang Guanguo, Zhang Shinan and others have discussed in this respect. This has a great influence on the later generations. Mr.Shen Jiashi said: " In the right side, the study of ancient rhyme, ancient philology and exegetics have been pioneering achievements."Since then, the primary school families in the Qing Dynasty have made many innovations and discoveries in this theory. Dai Zhen for the first time brought" language to speaking "into the scientific track, and the exeegtical practice of Duan Yucai and Wang Niansun achieved the highest achievements of two etymology schools of" Youwen Wen "and" language to speaking ". Since then, zhang Taiyan, Liu Shipei, Huang Kan, Shen Jiashi, Yang Yuda and others have made great contributions to the development and maturity of etymology theory, and achieved the highest achievement in the history of the school of "Youwen Wen". Zhang Taiyan put forward the "description of the sound", Liu Shipei put forward the theory of "the meaning of the word from the sound of the word", "the ancient rhyme of the same part of the word is more similar" theory, so that "right wen" more and more mature and perfect. On the basis of the study of "Youwen", Mr.Shen pointed out that the research object of "Youwen" is ci family and proposed the establishment of "Chinese word family". Liu Youxin fully affirmed Mr Shen's point of view, through the analysis of the characters, formation process, under the premise of "right" namely the voice, to Mr Shen left some can't solve the problem, namely why voice, the voice why divided into original meaning differentiation and sound differentiation, has carried on the detailed and scientific analysis, to "right said" research to scientific advance a big step. Mr.Liu pointed out that because the generation of phonetic characters is different from the spectrum, the same vocal characters are not all from the fruits of the first text, so the judgment that "every sound has a certain meaning" is biased, and then the phonetic characters are not implied. Wang Li's Dictionary of Homology marks the perfection of the traditional phonetic theory, and discusses the problems of the essence, generation and linkage of homology words under the guidance of modern linguistics thought.

In recent decades, Chinese etymology has gradually become independent from language and philology and developed rapidly, with a large number of professional scientific research teams. With Peking University and Zhejiang University as the center, Chinese etymology research has made continuous progress. Ethnomological works are also constantly emerging, For example, Wang Li's Homology Dictionary, Lu Zongda and Wang Ning in the Exegesis Methodology, Chinese Deriesis by Ren Jidong, Huang Yongsheng's "Conformation and Understanding", Zhang Shunhui, Notes on Literary Interpretation, Yin Jiming, A Preliminary Study on the Source Semantics of Language, The Integration of Sound, Character and Character, Introduction to Eetymology, Zhang Xifeng, Cong Examination of Chinese Ci Family, Continuing Examination of Chinese ThGroup, Three Examination of Chinese Ci Family Huang Yiqing's systematic Study on the meaning of Ancient Chinese Similar Words,

Zhang Bo's Systematic and Verification Methods of Similar Chinese Words, etc., They all introduced and discussed the Chinese etymology in detail from different aspects, Thus, the etymology theory has been further developed.

(2) Overview of the vocabulary teaching of Chinese as a foreign language in recent years

For a long time, the teaching field of Chinese Chinese as a foreign language has been constantly discussing the vocabulary teaching method, hoping to find an efficient method of learning Chinese vocabulary. Looking at the teaching methods of Chinese vocabulary in a foreign language in recent years, there are three traditional schools of Chinese vocabulary in a foreign language: "word standard" teaching school, "word standard" teaching school and morpheme teaching school. People who advocate that teaching Chinese as a foreign language should take words as a basic unit. For a long time, its expression form is: the grammar teaching content and the text content; the word annotation is mostly one-to-one or one-to-many English-Chinese (English-Japanese) translation and dictionary interpretation. The advocates of character-based teaching believe that the teaching of Chinese as a foreign language should focus on "character". The French Sinologist Bai Le (1999) was the first to propose the "word standard" teaching. The school of morpheme method advocates that morphemes are the basic unit of teaching Chinese as a foreign language, and sheng Yan first put forward the "morpheme teaching method". In the practical application process, "word standard" is not the "word standard" in the real sense, but basically takes the single word or morpheme as the basic teaching unit, so it may be more accurate to call it "single word standard" or "morpheme standard". Therefore, to be precise, only morpheme teaching method and word standard teaching method are used in the teaching method of Chinese Chinese as a foreign language. These teaching methods have indeed achieved good teaching results in many aspects, but to some extent, they have gradually exposed their inevitable weaknesses. For example, since Chinese morphemes are mainly monocone morphemes, generally speaking, a Chinese character represents a morpheme, such as "people", "people" s "," book "," Ben " and so on, which are the smallest language units in the Chinese language. The same Chinese character can sometimes represent different morphemes, such as "flower" (also a word) can refer to the sexual reproductive organ of a seed plant, as a noun, or can refer to consumption, as a verb. In addition, the same morpheme can have multiple meanings, making it difficult for a second language learner to choose an appropriate one. Therefore, in the process of communication, if the simple morpheme-based teaching method will make it difficult for learners to distinguish isomorphic characters and homophones characters, and the word is not a simple combination of morpheme meaning, resulting in reading and communication problems. Similarly, since ancient Chinese is based on single words, while modern Chinese is based on two-tone words, most two-language learners can only learn vocabulary in the learning process by rote, so they cannot flexibly use and correctly read when they encounter new words in learning.

In recent years, with the gradual expansion of China's international influence, more and more countries have incorporated Chinese learning into the education system, and more and more people have begun to study the teaching of Chinese as a foreign language. In the research and practice of the three traditional schools of vocabulary teaching, people find that a single standard teaching is often difficult to achieve the desired effect, so people begin to explore some new and more effective vocabulary teaching methods. For example, Li Runsheng said in the article "Throughout the Study of Teaching Chinese Words in a Foreign Language in Recent

Years" (2017): " We believe that when discussing vocabulary teaching methods, there is no need to use the narrow concept of 'standard' and is easy to cause misunderstanding and debate."He believes that vocabulary teaching should be a variety of methods complement each other, learn from each other, and jointly complete the overall task of vocabulary teaching. His view is in line with our actual situation in Chinese as a foreign language. For the teaching of the second language, we must make the corresponding teaching methods and strategies according to the characteristics of this language. Chinese is the only ideographic writing system existing in the world today. Obviously, the teaching methods of other languages cannot be adopted in the teaching methods of Chinese Chinese as a foreign language. In recent decade, the researchers in the field of Chinese from different focus of different teaching methods, such as zhang advocated morpheme teaching method and block teaching method, advocated by Run-sheng li the morpheme teaching method, the whole word teaching method and block teaching method, Zhao Wei of morpheme method and context method vocabulary teaching effect has carried on the comparative study, both teaching effect. From the perspective of these teaching methods, what researchers value is the vocabulary expansion effect of learners. That is to say, the main goal of vocabulary teaching is —— to expand the vocabulary. Guided by this goal, one of the criteria for determining a practical and effective teaching method is whether it can enable learners to effectively learn a large number of words in a short period of time. Later, Zhang Bo put forward that "the teaching of Chinese second language vocabulary should take the" time-benefit principle " as the basic principle, and improve the efficiency of vocabulary teaching as the goal."Views. In order to achieve this goal, the researchers in the vocabulary teaching of Chinese as a foreign language are racking their brains to find out a set of efficient vocabulary teaching methods through various methods. But teachers often face the dilemma of how to determine which of the many teaching strategies or methods are best for their students. For this problem, Hatch and Brown believe that there are two principles that can help us determine the pros and disadvantages of vocabulary teaching method, the first principle is "time-benefit principle" (the principle of time-effectiveness), that is, how much time do teachers spend to prepare in the teaching process, how long learners need to learn these words, whether the teaching benefit and the teaching time commensurate; the second is " content (content) principle, that is, the teaching method used let learners learn? Enable learners to acquire what aspects of vocabulary knowledge.

With the determination of more and more clear teaching objectives and the criteria to determine the advantages and disadvantages of vocabulary teaching methods, some new vocabulary teaching methods have emerged one after another. Some scholars have studied the applicability of these methods and conducted practical experimental demonstration on these methods, which make the teaching of Chinese as a foreign language into a more scientific track.

(3) The significance of Chinese etymology to language teaching

Although the Chinese etymology has experienced thousands of years of development history, it is rare to apply the Chinese etymology theory to the teaching of Chinese characters or foreign vocabulary. In recent years, some of the teaching of Chinese researchers found that the Chinese etymology theory applied to the foreign language vocabulary teaching, through the comparative analysis of phonetic and semantic words, the common source lines together, can effectively help students understand the connection between the Chinese words and words and invisible meaning, so as to achieve the purpose of expanding students vocabulary. The proposal of this teaching method has been highly praised by a group of researchers.

Chinese etymology is of great significance to language teaching. In fact, etymology knowledge is of great practical significance not only to higher education, even for primary education, intermediate education and adult education, as well as to teaching Chinese as a foreign language. Bao Shubai believes that Chinese etymology "on the one hand, it contributes to the literacy teaching of Chinese characters, on the other hand, it can give insightful (local) training and interpretation of words" ("Application of Chinese Etymology in Chinese Teaching", a friend of Chinese teaching). BianRenHai in the based on etymology analysis of foreign senior Chinese vocabulary teaching, etymology analysis in foreign Chinese vocabulary teaching can solve multiple problems, such as solve the problem of students vocabulary, solve the problem of students don't understand the cultural meaning of Chinese vocabulary, solve how to stimulate students' interest in learning vocabulary.

Because etymology mainly from the word sound to explore the meaning of Chinese characters, so will involve many ancient traditional culture, it is a very interesting learning process for foreign friends, can greatly stimulate their interest in learning, increase the vocabulary in easy learning process, at the same time, let the world a more comprehensive understanding of us.

At present, many scholars have realized the importance of etymology in vocabulary teaching. Tie-ping wu in the comparative etymology again-for "foreign language teaching) public offering" ("foreign language teaching") in Chinese "reading and counting", "nine", "day", "month", "table", "hidden and buried" word homology problem, with some other languages about the same question of these words. Although Mr.Wu's comparative etymology research is not aimed at vocabulary teaching, it undoubtedly provides an important reference for us to teach Chinese vocabulary as a foreign language. Bao Shubai pointed out in the article "Application of Chinese Etymology in Chinese Teaching" that "etymology is derived from the study of exegetics and inherited the practicability of exegetics". He believed that in middle school Chinese teaching can help reveal the problem of shape and sound characters with different sounds and similar meanings. In addition, Mr.Bao also believes that the application of Chinese etymology in Chinese teaching in middle schools is helpful to accurately reveal the meaning of words in classical Chinese. Zhao Lina and Tan Hongjiao, in the Word Sense System Theory and Classical Chinese Teaching in Middle School, also studied the teaching of word meaning system with "concurrently" and "time" as examples. The study will be of great help to the students' classical Chinese learning and perception of word meaning system. Zhou Jian and Liao Sheye believe that "... The systematic meaning of words is also expressed in the form of phonetic expression, and there have been many similar word families since ancient times."They believe that" sound training "," right wen "and some achievements of modern etymology can provide resources for the systematic teaching of vocabulary, and are" a part of the semantic network system ".

It can be seen that the combination of Chinese etymology and vocabulary teaching can not only improve students' interest in learning, but also reduce the difficulty of vocabulary learning, inspire students to have associative thinking about vocabulary system, make students systematically and networked vocabulary, and finally achieve the purpose of expanding vocabulary. However, the application of Chinese etymology to the teaching of Chinese as a foreign language is a frontier topic in the teaching of Chinese as a foreign language, but it has not been widely concerned by scholars.

(4) The feasibility of language source analysis teaching method in the teaching of vocabulary of Chinese as a foreign language

It is feasible to use the source analysis teaching method to a certain extent, and it has the possibility and necessity of implementation.

1. It conforms to the characteristics of Chinese characters as meaning, sounds and characters, and reflects the reasoning of Chinese vocabulary system

Ci is a combination of sound and meaning. For a long time, most people would think that Chinese characters are ideographic characters, so the study and learning of Chinese characters focus on the connection between form and meaning, thus ignoring the study of "sound". After the 1990s, most scholars put forward that it is not conform to the characteristics of most Chinese characters to say that Chinese characters are ideographic characters. Objectively speaking, the nature of Chinese characters should be phonetic characters, which really combines Chinese characters with language. BianRenHai in the foreign based on the analysis of advanced Chinese vocabulary teaching discussion (2013) in the etymology analysis teaching method said: " the so-called etymology analysis teaching method, is in foreign Chinese vocabulary teaching, pay attention to the source of meaning analysis, and through the comparative analysis of speech and semantic, will have common meaning source of word lines together, to help students understand Chinese vocabulary system and the deep meaning of vocabulary teaching method."etymology study in the language and related issues, with text form and sound rhyme as clues, with the words of the incision, the analysis of words, trace the meaning of words, explore the common relationship between words and words, reveals the general rule of vocabulary development, examine a language relatives similarities and differences between each dialect words and the historical kinship of different languages. Fujimoto Toto in Japan pointed out that the study of Chinese characters cannot be analyzed from the aspect of glyph alone. He believed that what the characters of Chinese characters imply is just the shadow of the words, not the semantics itself.

Therefore, the teaching method of using source analysis is closely related to the origin of the sound and meaning of words, and the connection between the sound and meaning of words. For the Chinese character system, from the early stage of oracle bone inscriptions, pictographs, meanings and meanings accounted for a large proportion. This kind of " a new word, unable to express the sound and meaning of the original word, is bound to lead to the development of characters lagging behind the development of language vocabulary, resulting in the conformal phenomenon of a large number of digital words in the written language."This phenomenon obviously violates the principle of character form and meaning, which makes the Chinese users have to seek a new way to create characters to meet the needs of social communication, which is the realistic background of voice formation and disguise. Therefore, through the bridge of "sound" produced a large number of fake characters, on the basis of the phonetic word or on the basis of the attention of the phonetic word emerged. The fake words often show the phonological connection and differences between the same family words in the written language, but " the fake word is just a kind of note, no ideographic component, it is inconvenient to mark the semantic connection between the words of the same family."Through the guise for its word or borrow word created a new word, between the word and the word constitute the same relationship, although there is no substantial semantic connection between the two words, but the pronunciation between the same or similar, in a period of time under the guise of a word a word and multiple meanings, so can be regarded as meaning have indirect connection. Sound characters is one of the most productive way of creating characters. The

production of phonetic characters greatly increases the number of Chinese characters sharply, which basically meets the needs of people's communication. Although the phonetic word is composed of two parts: shape symbol and voice symbol, the phonetic word directly composed of these two parts is very rare. The original phonetic character is mostly produced by adding voice symbols on the basis of the ideographic word, or adding notes on the basis of the fake word. According to Qiu Xigui, there are four ways to produce phonetic characters: (1) add notes to ideograph; (2) add symbols to existing characters; (3) change the part of ideograph to notes; (4) change the side of phonetic characters. These four ways can become the way of producing the same family words, reflecting the phonetic and semantic connection between the same family words, among which the second way is more obvious. Because of the existing characters on the character, so the original meaning will become a new word note, the meaning parts in giving new identity also has inherent role, and the function in the new word is double —— sound and expression, this is one of the important way of the formation of the word, is the ancient until qin and han characters breeding, the increase of the main way. According to the statistics of scholars, among the 9,353 characters included in Xu Shen, phonetic characters account for more than 83%, while in modern Chinese characters, phonetic characters account for more than 95%.

Therefore, analyzing Chinese characters and learning Chinese vocabulary from the connection between sound and meaning is in line with the reality of the production and development of Chinese vocabulary. It can understand the origin and history of the generation and development of some vocabulary, so that learners can remember vocabulary faster and more firmly through the reasoning between sound and meaning.

2. It is an effective way to reveal the main characteristics of Chinese vocabulary

Zhang proposed to improve the efficiency of Chinese second language vocabulary teaching premise is "based on the main characteristics of Chinese vocabulary" (2018), she pointed out: " the main characteristics of vocabulary system from universality, regularity of vocabulary phenomenon, based on the main vocabulary teaching, is advantageous to the development of learners based on rule ability (rule-basdecompeteence), thus by analogy, to understand meaning or use words."Due to its particularity, the Chinese character system has formed some characteristics of Chinese vocabulary different from other languages, that is, a large number of Chinese characters are produced in the process of word creation. In the process of development, due to the difference of homology or dialects, a group of homologous characters with the same sound or sound is formed. The connection between these homologous characters is not chaotic, but regular. The study of etymmology can solve two problems in vocabulary: the first is to reveal the internal composition law of the original meaning and the manifestation mode of the language source, and the general law of word meaning and vocabulary development. Using the method of Chinese etymology to study the same words in Chinese vocabulary, on the one hand, allows us to have a deeper understanding of the same Chinese vocabulary, and also enables people to better understand the social development of China and understand the ancient Traditional Chinese traditional culture reflected by the vocabulary. We believe that if learners can master the internal rules of Chinese (these internal laws even native Chinese speaker is not necessarily aware), so for the formation of the students meaning systematic, the expansion of vocabulary, the understanding of the relationship between the meaning help, for students to study Chinese, is very efficient.

3. Source analysis of the vocabulary of Chinese level vocabulary and Chinese character Grade Outline

The Outline of Chinese Level vocabulary and Chinese Character Level includes two parts of vocabulary level outline. The vocabulary outline contains 8,822 word units, including 1,033 grade A words, 2,018 Class B words, 2,202 grade C words and 3,569 grade D words. The Outline contains a total of 2905 characters, including 804800 B, 590 C, 11 C appendix, 670 D and 30 D appendix. The requirements for foreign Chinese as a foreign language are as follows. In the four-level assessment, international students are required to simply analyze the structure of Chinese characters, and the Chinese level 5 or above requires an understanding of the history, culture and connotation of the Han nationality. As we know, Chinese characters are the carrier of the history and culture of the Han nation, and they have been deeply marked by politics, economy and culture at the beginning of its birth. For example, "out", from its oracle shape, we can infer that we had a "cave" life in the long history of development. Again such as:, the meaning of our modern Chinese is often an adverb "more", but we have a word is "more", this may make foreign friends confused, but if we trace its word source, from the source analysis will let them suddenly realize, this is a sound word, "c" for vocal symbol, here is the shape, means holding a whip, one hand hit, so knock more bang time is more.

Words are generally composed of three parts: form, sound and meaning. In our Chinese characters, the relationship between form and meaning is very close. Many of our ancient writers analyze the original meaning through characters. However, when scholars study Chinese characters, they also found a rule, that is, close pronunciation and righteousness. That is to say, words with similar pronunciation often have the same meaning, which is the research category of etymology. This is very important for foreign friends to use Chinese learning. For example, we know that the original meaning of "sentence" is the meaning of "bending", so we can roughly guess the pronunciation of "bent", "city", "enough", "(bamboo fishing)", "side" and "hook". Here we pass the source analysis of the vocabulary involved in the New Chinese Proficiency Test Outline and the word root system, so that foreign friends can grasp the relevant vocabulary faster and more accurately.

When we analyze the source of the Outline, we explore the sources of Chinese characters and these vocabulary, and link the words with source relations. Make each group of words form a word meaning system, so as to guide the vocabulary teaching of Chinese as a foreign language.

For example, the word "ding" generally has the meaning of "deep and stable", and "hitting, staring, ordering, ding, top" is a group of homologous words, taking them as morphemes to form a meaning system related to the meaning of "deep":

Hit: hit the object with the hand, the original meaning is to hit the nail with the hand, make it stable.

D: This is like the shape of a nail, is the ancient word "nail", the original meaning is "nail".

Staring: Your eyes focus somewhere for a long time.

Ding: I hope the nails go deep in the objects, and the words go deep in the people's hearts.

Top: the nail goes deep into the object, exposing the top, indicating that the top is the top of the person, the original meaning of the human head.

Among them, "hit" is grade A word; "top, subscribe" is grade B word; "ding, stare, set, nail, top" is grade C word; "ding" is grade D word."Outline" of the "plan, dress, down, disturb, disturb, ask, injection, defeat, blow, fight, fight, dealing, look, break, clean, war, hello, nail, told, engagement, engagement, send, hunting, top, top, order / order, subscription / reading, order / order" will form a word meaning related system.

Another example is that the words derived from "" generally have the meaning of "separation". "Jue, formula, jue, jue, and centuries" is a group of homologous words, taking them as morphemes to form a word meaning system related to the meaning of "separation":

Decision (decision): The dam is washed away by water.

Formula: say goodbye in words.

In the "Outline", "solution, decision, breach, resolution, never, decision, final, final accounts, decisive battle" will form a system related to the word meaning.

3 Application of Source Analysis in Teaching Chinese as a Foreign Language

Many Chinese second language learners are not familiar with the Chinese cultural tradition and do not understand the rules of the development and evolution of Chinese characters, so they are easy to confuse some words related to sound and meaning in Chinese writing or the use of Chinese characters. We can use the source analysis method to distinguish between these confusing words. These words that are easily confused by international students can be collected through the mistakes made by overseas students in the BCC corpus and CCL corpus, so as to put forward suggestions on teaching.for instance:

Take, marry

Almost all the boys in the class took the girls in the class.

This will also cause children to grow up and become estranged from the society, hate sex, worry about not to get married, or get a wife, so that the population of our country's population gradually become less and less, the problem will become more serious.

"Take, marry" is the homology word, all have the meaning of "take"."Take" is "cut the ears", extended to "take", generally refers to take items, after extended to take the person, that is, to marry a daughter-in-law; "marry" specifically refers to "marry", meaning to take other people's daughter back. Therefore, there are subtle differences in the significance between the two. Through this analysis, students will understand the connection and difference between the two words "take and marry", and it is not easy to be confused in the process of use.

Although there are many feasibility in teaching Chinese as a foreign language, it still needs to give full play to its advantages through appropriate methods. We can teach in the following ways:

3.1 picture intuitive teaching

First of all, we should combine the theory of "six books", analyze the meaning of the word from the font, and link the relationship between the meaning, so that students can master the various meanings and connections of vocabulary, so as to understand certain cultural knowledge. For example, the root "ding", "" mentioned above, we must first analyze their original meaning from the glyph. So we have to write the oracle bone inscriptions writing method of these two words through the picture form, and intuitively explain its original meaning. Secondly, we explain the meaning of the two roots, and then follow the trail to link out their homology.

3.2 Discuss

In the teaching process, teachers should pay attention to the use of questions and discussions to explain new words, and should deliberately introduce the interpretation of traditional culture, so as to penetrate the Chinese language thinking mode. Then guide students to think and discuss, stimulate students' interest and enthusiasm in learning.

3.3 Group practice

After the explanation of the new words, the teacher should design the group exercises, let the students use the words in the same words to make sentences, check whether the students really master the connection and difference of these words.

5Discussion

At present, the application of language source analysis to the teaching of Chinese as a foreign language has not attracted the wide attention of scholars, and only a few works involve the use of etymology analysis in the teaching of Chinese as a foreign language. Throughout these works, most of the authors will apply etymology knowledge to the practice of teaching Chinese as a foreign language, mainly focus on etymology knowledge to explain the generation and development of meaning, for some words itself for etymology knowledge, or use other teaching method to explain the better this is not seriously considered. At the same time, some works are too arbitrary to some extent and lack theoretical support. However, how to apply the knowledge to the daily teaching of Chinese as a foreign language, and use the knowledge of etymology to solve the problems encountered in the teaching reality, most works do not involve, this is the goal and direction that we need to work hard on.

In addition, there are still some difficulties in using Chinese source analysis to teach foreign Chinese vocabulary. For example, due to the complex evolution of ancient and modern Chinese sounds, it is difficult for many Chinese native language learners to master the knowledge of phonology, let alone overseas students? Therefore, it is an unsolved question whether the language source analysis method can be used to teach Chinese vocabulary as a foreign language in a simpler way.

Reference

Wang Li, (1982). Homology Dictionary [M], the Commercial Press, October 1982;

Yin Jiming, Introduction to Ganyiology [M], Shanghai Education Press, March 2003;

Yin Jiming, Chinese ([M], Oriental Publishing Center, January 2007;

Ren Jifang, Chinese etymology [M], Chongqing Press, May 2004;

Cui Yonghua, Language Teaching and Teaching of Chinese as a Foreign Language series [M], Beijing Language and Culture University Press, 1997.

Outline of Chinese proficiency vocabulary and Chinese characters [M], Economic Science Press, June 2001;

Zhang Bo, Systematic and Verification method of Chinese words [M], Commercial Press, July 2003;

Xun Liu, Introduction to Teaching Chinese as a Foreign Language [M], Beijing Language and Culture University Press, June 1997;

Zhang Xifeng, Chinese Ci Family Continuing Examination [M], Bashu Bookstore, May 2005;

Zhang Xifeng, Chinese Ci Family Three Examination [M], Beijing Language and Culture University Press, March 2004;

Zhang Bo, The Essence and Application of "morpheme Law" and "Language Block Law" [J], Language Teaching and Research, No.4,2017;

Zhang Bo, Two prerequisites for Improving the Efficiency of Chinese Second Language vocabulary Teaching [J], World Chinese Teaching, Vol. 32, No.2,2018;

Zhang Bo, homologous word, same family word family [J], Guyuan Teachers' College, no. 3,1991;

Zhang Bo, Progress and Existing Problems in Empirical Research on Chinese Second Language Teaching [J], International Chinese Teaching Research, No.4,2019 (29-33);

Chen Xi, Thinking and Exploration on the Research of Chinese Character Teaching Method —— concurrently theory on Using Chinese character "Character family theory" to conduct Chinese characters teaching [J], thinking and exploration on the research of Chinese character teaching method, June 2001,3;

Li Tong, three major schools of vocabulary teaching in Chinese as a Foreign Language in the past decade [J], Language Application, 2005;

Zhao Wei, Research on the applicability of "morpheme Law" in Chinese as a second Language vocabulary Teaching [J], World Chinese Teaching, Vol. 30, No.2,2016;

Zhao Wei, Experimental Research on the Effect of morpheme Method on the vocabulary Ability of the Second Language [J], Chinese Learning, October 2018, No.5;

Zhao Wei, Comparative Study on the Teaching Effect of "morphemes" and "Context method" in Chinese Words [J], Language Teaching and Research, No.4,2017;

Bian Renhai, Discussion on advanced Chinese vocabulary teaching based on etymology analysis [J], Journal of Xinyang Normal University, September 2013,2013;

Li Runsheng, Comprehensive Research on Chinese Teaching vocabulary in a Foreign Language in recent years [J], Teaching and Research in Chinese Language, no. 2,2017;