# Chinese vocabulary teaching in Spain: a proposal for the localisation of the International Standard for Chinese Language Levels

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**Abstract:** With the publication and implementation of *Guoji Zhongwen Jiaoyu Zhongwen Shuiping Dengji Biaozhun* (国际中文教育中文水平等级标准) [Chinese Proficiency Grading Standards for International Chinese Language Education] (GF0025-2021) by the Center for Language Education and Cooperation of the Chinese Ministry of Education, a number of changes are taking place in Chinese language teaching and assessment globally, so existing materials for learning Chinese as a foreign language may not meet the current needs of international learners. Although the new standards have been designed in line with other international standards such as the CEFR to adapt them to local teaching, there is still a lot of work to be done. Taking vocabulary teaching in Spain as an example, in addition to the need to re-examine the difficulty of the lexis included, it is also necessary to consider the usage possibilities and learning needs of the words in teaching Chinese as a foreign language in each context. In this sense, we believe that the frequency information provided by the corpora can help to determine the vocabulary that should form the core of the teaching. Accordingly, this study aims to examine the vocabulary list proposed in these new Chinese language standards, the Common European Framework of Reference for Languages (CEFR) guidelines and a sample of widespread ELE-related teaching materials and graded readings designed following this framework, as well as using empirical data from the existing prestigious balanced corpora, namely CNC, BLCU, CCL in Chinese and CREA in Spanish, to identify the dilemmas and problems facing the localisation of Chinese lexical teaching in Spain, thus offering the possibility of adapting its teaching to the new standards.

**Keywords:** corpus linguistics; Chinese and Spanish corpora; Chinese as a foreign language; vocabulary teaching; localisation