
Studies on Learning and Teaching Chinese as a Second Language represents the current advances in the field. It showcases theoretically motivated empirical studies and diverse methods used for better understanding how Chinese language is acquired as a second or foreign language. This contributes to L2 acquisition research in general and L2 Chinese specifically. Furthermore, this research is useful for teachers seeking to understand their students’ learning processes and adjust their pedagogical approach for more effective instruction. The book bridges the gap between research and instruction by providing pedagogical implications rooted in empirical findings.

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**LANGUAGE LEARNING / CHINESE LANGUAGE ACQUISITION**
Studies on Learning and Teaching Chinese as a Second Language

CLTA Monograph V

Edited by Xiaohong Wen and Co-Edited by Xin Jiang

About the Chinese Language Teachers Association Monograph Series

This volume is the fifth in the monograph series sponsored by the Chinese Language Teachers Association (CLTA). CLTA Monograph V, entitled, *Studies on Learning and Teaching Chinese as a Second Language*, is a highly selective collection of empirical studies adopting quantitative, qualitative, and mixed-methods paradigms. The volume presents theoretically motivated and methodologically rigorous research in the acquisition of Chinese as a second language (CSL). The studies address the current issues confronting both SLA and CSL scholars. Findings reveal universal psycholinguistic processes as well as language-specific constraints on CSL acquisition. With a broad research scope in both linguistics and cognition and a wide range of contexts, this volume will not only make important contributions to CSL acquisition theories and research development, but will also complement our understanding of general SLA. The book provides insights, including learning processes and mechanisms, which are helpful to teachers. As our understanding of how learners acquire the language and what accounts for this acquisition develops, we are able to apply the knowledge to instruction in striving for teaching effectiveness.
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