

New book (2019) edited by X. Wen 温晓虹 & Co-edited by J. Xin 江新

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.

Xiaohong Wen is Professor of Applied Linguistics and Director of the Chinese Studies at the University of Houston. Her research interests include L2 motivation, L2 Chinese acquisition, and interlanguage pragmatics. Recent publications include three academic books and over thirty articles in refereed journals. She has been the principal investigator for several major federal and internal grants.

Xin Jiang is Professor at Beijing Language and Culture University. She specializes in the cognitive processing and acquisition of Chinese as a second language focusing on the psycholinguistic factors influencing L2 Chinese lexical processing and text comprehension. She has published two academic books (*Research on L2 Acquisition of Chinese Characters, Words, and Reading; The Psychological Studies of Learning and Teaching Chinese as a Second Language*) and over 30 journal articles.

LANGUAGE LEARNING / CHINESE LANGUAGE ACQUISITION

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Studies on Learning and Teaching
Chinese as a Second Language

Edited by Xiaohong Wen and
Co-Edited by Xin Jiang

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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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Editors and contributors

Xin Jiang is Professor at Beijing Language and Culture University. She specializes in the cognitive processing and acquisition of Chinese as a second language with focus on the psycholinguistic factors influencing L2 Chinese lexical processing and text comprehension. She has published two academic books (*Research on L2 Acquisition of Chinese Characters, Words, and Reading* and *The Psychological Studies of Learning and Teaching Chinese as a Second Language*) and over 30 journal articles.

Keiko Koda is Professor of Second Language Acquisition at the Department of Modern Languages, Carnegie Mellon University. Her primary research interest focuses on the development of second language reading competence. She pursues systematic investigations of phenomena influencing second language lexical processing and text comprehension.

Liu Li received her PhD in Second Language Acquisition from Carnegie Mellon University. Her research interests include literacy development of Chinese as a second language, discourse processing, computer-assisted language learning, and heritage speakers' literacy acquisition. Currently Dr. Li is an assistant professor of Chinese at Ball State University.

Shuai Li is Associate Professor of Chinese and Coordinator of the Chinese Program in the Department of World Languages and Cultures at Georgia State University. His research interests include L2 Chinese acquisition, interlanguage pragmatics, and language assessment.

Yu Li, PhD, is a Chinese Lecturer in the Department of East Asian Languages and Cultures at University of California, Davis. Dr. Li has conducted a series of empirical studies on the acquisition of Chinese colloquial idioms. Her current research interests include foreign language motivation and heritage language learning.

Xiaodong Lin is a Professor of Cognitive Studies at Teachers College, Columbia University. Her research interests include motivation, instruction and technology design, metacognition and self-assessment, science education, and intercultural competence development. Dr. Lin is leading multiple large-scale research projects funded by the National Science Foundation.

Tingna Liu is currently a graduate student in the Department of Education at University of Oxford. She obtained a master's degree in Teaching Chinese to Speakers of Other Languages from Peking University. Her research interests include educational technology and L2 Chinese acquisition.

Zhongqi Shi, a Senior Lecturer of Columbia University's East Asian Languages and Cultures Department, specializes in Chinese for Specific Purposes and Advanced Chinese Writing. He is a graduate of Beijing Language and Culture University (BA, MA), and Columbia University's Teachers College (PhD). He co-authored several Chinese textbooks.

Shenggao Wang, PhD, is currently a Chinese language and culture instructor in the Department of Modern Languages and Institute for Asian Studies at Florida International University. His research interest centers on technology-assisted language learning.

Ruobing Wei is a full-time lecturer teaching Chinese courses at New York University. She earned her undergraduate degree in Teaching Chinese as a Second Language from Nanjing Normal University and completed an MA with a concentration in Teaching English to Speakers of Other Languages from Teachers College, Columbia University.

Xiaohong Wen is Professor of Applied Linguistics and Director of the Chinese Studies at the University of Houston. Her research interests include L2 motivation, L2 Chinese acquisition, and interlanguage pragmatics. Recent publications include three academic books and over thirty articles in refereed journals. She has been the principal investigator for several major federal and internal grants.

Yun Yao is an Assistant Professor of Chinese and Asian Studies in the Department of World Languages, Literatures, and Cultures at the University of Arkansas. She received her MA and PhD in Chinese Linguistics and Second Language Acquisition from the University of Illinois at Urbana-Champaign.

Hang Zhang is Assistant Professor of Chinese Language and Linguistics at the George Washington University. Her research focuses on second language phonology, tone acquisition and language pedagogy. She has published widely in academic journals such as *Second Language Research*, *Chinese as a Second Language*, and *International Journal of Applied Linguistics*.

Haomin Zhang is a Zijiang Young Scholar and Professor of English and Applied Linguistics in the Department of English at East China Normal University. His areas of interest include psycholinguistics, biliteracy acquisition, and heritage language development. He is currently investigating cross-linguistic transfer in biliteracy development and academic development among bilingual students.

Yang Zhao is Professor of Applied Linguistics and Dean of the School of Chinese as a Second Language, Peking University. His research interests include second language acquisition, generative grammar and language education. Publications include two monographs, two books of translation and over thirty articles in academic journals. He has been the PI for several research grants.

Reviewers

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