

acquisition, the ultimate goal of SLA is to discover general principles which underlie the multitude and diversity of individual learning processes. Studies presented in this book attempt to add bits and pieces to the existing bodies of knowledge in pursuit of this goal. Although its topic is the acquisition of Chinese as a foreign language (CFL), the cognitive procedures underlying the processes of SLA should share commonalities. This book is comprised of three parts: examination of theories of language acquisition, presentation of empirical studies, and implication of research to classroom instruction. Part I and II review the related literature and present empirical studies on the acquisition of CFL and learner variables such as affective factors and learning strategies. Part III applies theories and research of SLA to Chinese curriculum design and classroom instruction.

The book helps in understanding the processes of CFL acquisition and the nature of language learning. It is useful to teachers of Chinese and those who are interested in Chinese language learning and teaching.



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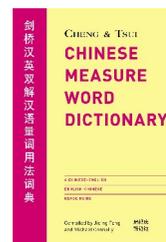
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A herd of geese, or a flock? A stick of gum, or a tablet? A jug of wine, or a glass? Just as English nouns often need classifiers, Chinese nouns also require the correct "measure word." Access to the hundreds of varying measure words is key to speaking and writing polished Chinese, but even