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challenging information gaps and intelligent arguments, which will be attractive and stimulating to students and general readers. Second, the notes on sentence patterns and useful expressions are well written and are contextualized in conversations, which will be easy for students to understand and for teachers to explain. Third, the homework is comprehensive, which in most cases includes multiple-choice vocabulary and sentence exercises, sentence completions, fill-in-the-blank sentences, written discourse composition, oral discourse writing, and supplementary activities. Such a wide range of tasks gives students abundant opportunities to review and practice what they have learned. Finally, the discussion topics and written activities are well directed and contextualized, which teachers will find easy to implement in class.

Compared with the other CFL textbooks used in the United States and elsewhere, this book offers a distinctive and innovative approach. However, CFL is an emerging field in which research on pedagogy is embryonic, and there are not many models to follow for textbook writing. It would, therefore, be impractical to expect the book to be flawless. From the perspective of a CFL researcher and teaching practitioner, I point out some areas that would benefit from improvement. First, the language model provided in the texts does not correspond well with some of the after-class tasks. Specifically, given that the texts are, except for lesson 1, conversations, each lesson gives the students writing tasks in written discourse, either paragraphs or essays. For instance, although the text of lesson 2 is a conversation on Deng Xiao-Ping, the late Chinese head of state, the after-class activity asks students to write two letters, of 200 characters each, with one describing a female and the other a male. Ample discourse research demonstrates that written and oral discourses differ from each other in, among other aspects, lexicon, sentence patterns, conjunctions, connectors, and discourse markers. Recent CFL research also shows that learners, heritage and non-heritage alike, do not have the ability to convert oral discourse to written discourse without access to model texts in their teaching materials. Next, although the book presents detailed notes on sentence patterns and useful expressions, it does not have a grammar section that explains Chinese-specific linguistic features, such as zero pronouns, frequent omission of sentence constituents, and topic-prominent constructions, to name just a few. Finally, some text-related background knowledge is lacking that could help students comprehend the texts and have a model at hand when composing written discourse. To create the best-fit textbook for CFL learners at the intermediate and advanced levels, it is essential to foster their intra- and inter-sentence analytical skills and to provide them with the needed Chinese linguistic and background knowledge.

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This book is the fourth volume in the monograph series sponsored by the Chinese Language Teachers Association to disseminate empirical research results to guide Chinese as a foreign language (CFL) pedagogy. It is comprised of three sections: (a) the editors’ introduction; (b) eight chapters, each of which presents one empirical study on a key issue in CFL learning; and (c) biographical information about each contributor to the volume. In the editors’ introduction, Everson and Shen explain the purposes of the volume and briefly describe each chapter’s research focus, research design, and major findings.

Chapter 1 reports on a mixed-methods study by Du on adult English-speaking CFL learners’ acquisition of the ba construction. Using both quantitative and qualitative data, the study examined whether CFL learners at different proficiency levels acquired the complexity constraints of the ba construction in resultative causative constructions and of le, and what developmental trends were revealed during the acquisition process. Chapter 2 reports on a study by Tseng that examined CFL learners’ self-assessed attrition rate in grammar, listening, and reading skills after a 3-month summer break. In chapter 3, Shen reports on a study that employed both quantitative and qualitative approaches to investigate how CFL learners acquire radical knowledge and how they perceive the importance of radical knowledge in learning Mandarin characters. Chapter 4 is a quantitative study by Lü that examined the effects of word-knowledge depth, part of speech, and proficiency level on word associations among learners of Chinese in Beijing. Chapter 5 reports on Chang’s research examining the correlation...
between college-level CFL learners’ proficiency level and their usage of cognitive and metacognitive reading strategies. Chapter 6 follows up with a study by Liu employing descriptive statistics to examine the factors that affected the free recall performance of Japanese learners of Chinese. Chapter 7 presents Xiao’s study, in which she analyzed both non-heritage and heritage college-level CFL learners’ discourse features and uncovered developmental trends in CFL writing over one academic year. Chapter 8 is a survey study conducted by Tasker that investigated CFL distance learners’ perception and beliefs about CFL learning and their attitudes toward CFL distance learning.

This book is a great contribution to the fields of Chinese as a second language acquisition (CSLA) research and CFL pedagogy. Its contributions are reflected in three major areas: the topics, the research designs, and the pedagogical implications covered in the studies. First, the studies investigated a broad scope of CFL, issues including the acquisition of radical knowledge, word association, grammar structures, reading strategies, writing discourse features, language attrition in grammar and receptive skills, as well as CFL distance learning from the student perspective. The literature review and research findings in the studies provide invaluable and bountiful information to researchers in the field of CSLA and connect the research on CSLA to SLA in general. Second, the majority of the studies in this volume adopted the mixed-methods approach to quantitatively and qualitatively analyze students’ learning outcomes. The studies in chapters 1, 3, 4, 5, and 8 also investigated developmental trends by comparing the performance of CFL learners at different proficiency levels. The methodological endeavors enable a broader and deeper understanding of CSL development as well as provide great examples for novice and experienced researchers in CSLA.

The third contribution of this volume is the thoughtful pedagogical implications provided in each study. Facing the urgent need to expand and strengthen Chinese language programs at various levels and a relatively small pool of empirical research providing reliable and concrete guidance, CFL pedagogy, particularly at the college level, can benefit greatly from all the well-thought-out and scientifically verified findings provided in the book.

Despite its values, this book is limited by a lack of comprehensiveness in the topics, theoretical perspectives, and research approaches in the studies. First, it is apparent that the contributions are arranged based on the linguistic units and particular skills CFL learners need to acquire: vocabulary, grammar, reading, and writing at the discourse level. The exclusion of attention to the acquisition of listening and speaking skills will disappoint readers. Second, the majority of the studies focus on CFL learning outcomes from a traditional psycholinguistic perspective, rather than on the learning process. None of studies adopt other SLA theoretical perspectives, such as sociocultural theory and the ecological perspective, which focus on learners’ learning process by investigating the relationship between learners and their discursive social-cultural contexts. This limitation constrains the volume’s theoretical and empirical influences. Third, limited by one dominating theoretical perspective, most studies in the volume, despite their adoption of a mixed-methods approach, emphasize the quantitative analysis of the correlation between various potential factors and learning outcomes rather than a meticulous qualitative analysis of learners’ dynamic learning process.

In all, this volume provides a much-needed and valuable resource for CFL researchers as well as language educators. The studies included in the volume are thoughtfully selected. The information reviewed and discovered as well as the research approaches adopted in the studies are very resourceful and thought provoking. However, readers of this volume should be aware that most of the studies are guided by a psycholinguistic perspective, in which language learning is analyzed and interpreted through a traditional cognitivist lens. In addition, listening and speaking skills development is not addressed in the volume. Researchers interested in other theoretical frameworks and in CFL learners’ listening and speaking skills may not find this volume as helpful.

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This publication details a lexicography project using statistical and grammatical analyses that are based on scientific, linguistic, and pedagogical theories. It provides the rationale for a frequency dictionary, the structure of the corpus used in the project, a review of various frequency dictionaries of Chinese, explanations for the selection