

## New Practical Chinese Reader 3 Textbook 2nd Edition With Mp3

New Practical Chinese Reader is a new series of textbooks designed for native English speakers to learn Chinese. It consists of 70 lessons in six volumes, covering beginning to intermediate levels for three years of instruction. It has been compiled under the guidance of the new HSK Guideline and in consultation with NOTCFL Syllabus. The objective of this series is to develop the student's ability to communicate in Chinese through the study of language structure, language function, and related cultural knowledge along with the training of listening, speaking, reading and writing skills. In order to make the study of Chinese easier and more interesting, this textbook has the following features: The student will be in the cultural settings of Chinese society with several international students, Ding Libo (son of Gu Bo and Ding Yun), Lin Na and Ma Dawei. Through many interesting experiences, the student will not only learn authentic Chinese, but also understand Chinese society and culture. The instruction of functional items is emphasized. The student will learn to use Chinese from the very beginning of the learning process. Attention is paid to the instruction of pronunciation, grammar, vocabulary and discourse and a gradual increase in difficulty, orderly advances and multiple repeats are stressed along with the usage of four large cycles to help students understand the language structure of Chinese. A new method of teaching Chinese characters is utilized to help students read and write intriguing characters. Combined instruction of the four basic skills, listening, speaking, reading and writing, is emphasized. It offers tremendous flexibility. The instructional materials are suitable for users at different starting points and with different goals. Abundant practice materials are supplied for the student to use inside and outside the classroom. Each volume comes with a Textbook,

New Practical Chinese Reader is a series of textbooks designed for native English speakers to learn Chinese. It consists of 70 lessons in six volumes, covering beginning to intermediate levels. Each volume comes with workbooks and instruction manuals, along with audio CDs and DVDs. This is Vol.3 of the DVDs. In Simplified Chinese/English. Annotation copyright Tsai Fong Books, Inc. Distributed by Tsai Fong Books, Inc.

This book offers historical, philosophical, and sociocultural perspectives on Chinese language education for speakers of other languages with a special focus on Chinese language education in the United States. It provides a comprehensive, cross-disciplinary look at changes in CFL/CSL education over time in China and the U.S. and the philosophical, political and sociocultural influences that led to these changes. The essays address a wide array of topics related to Chinese language education, including: A historical overview of the field Theories that apply to CFL/CSL learning Policies and initiatives for CFL/CSL by the Chinese and U.S. governments Medium of instruction Curriculum and instruction for CFL/CSL learners at K-12 and college levels Technology for CFL/CSL education Chinese language learning for heritage learners CFL in study abroad contexts CFL teacher education and training This work is essential reading for scholars and students interested in gaining a greater understanding of Chinese language education in the two countries and around the world.

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Key Issues in Chinese as a Second Language Research presents and discusses research projects that serve as theoretical grounding for improving the teaching and learning of Chinese as a second language (CSL) in order to help researchers and practitioners better understand the acquisition, development, and use of CSL. With the exception of the first chapter, which is state-of-the-art, each chapter makes an attempt to bring together theory and practice by focusing on theory building and theory application in practice. The book is organized around





In *Second Language Acquisition of Mandarin Chinese Tones*, Hang Zhang offers a series of cross-linguistic studies to argue that there are factors influencing tone acquisition that extend beyond simple transfer of structures from learners' native languages. This book marks an exciting contribution to the development and application of Processability Theory. It offers the reader an extensive overview and a critical discussion of the existing research into processability procedural skills, from Germanic to Asian and Arabic languages. It also develops a new perspective on the study of Chinese as a second language (CSL) acquisition, moving from theory to practice. The strength of this book lies not only in its innovative approach to CSL learning, but also in the potential practical applications of the approach to the development of the Chinese teaching syllabus and elicitation tasks. This research presented will benefit both learners and teachers. As a second language learner acquiring Chinese, this book will tell you how to facilitate the learning process in an easy and scientific way. As a teacher of Chinese, this book will help you to know what to teach, and how to teach it, and, importantly, will teach you how to understand learners' language processing from a practical point of view. The book affords a unique insight into the Chinese processability hierarchy which delineates the universal processing trajectory of CSL learners. The research design and data analysis procedures, which are presented and explained clearly and thoroughly, constitute an original contribution to the growing research into Chinese language acquisition, and will pave the way for future research in the field. The book will be of considerable interest to linguists working in the field of Processability Theory and will be enjoyed by both CSL learners and their teachers.

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