The Handbook of East Asian Psycholinguistics

A large body of knowledge has accumulated in recent years on the cognitive processes and brain mechanisms underlying language. Much of this knowledge has come from studies of Indo-European languages, in particular English. Chinese, spoken by one-fifth of the world's population, differs significantly from most Indo-European languages in its grammar, its lexicon, and its written and spoken forms – features which have profound implications for the learning, representation, and processing of language. This handbook, the first in a three-volume set on East Asian psycholinguistics, presents a state-of-the-art discussion of the psycholinguistic study of Chinese. With contributions by over fifty leading scholars, it covers topics in first and second language acquisition, language processing and reading, language disorders in children and adults, and the relationships between language, brain, culture, and cognition. It will be invaluable to all scholars and students interested in the Chinese language, as well as cognitive psychologists, linguists, and neuroscientists.

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The Handbook of East Asian Psycholinguistics

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Preface

This handbook is part of a three-volume series on East Asian psycholinguistics
that includes Chinese, Japanese, and Korean, the languages that have received
significant research interest in psycholinguistics outside the Indo-European lan-
guage family. The handbook project grew out of the discussions in a workshop
that we organized in 2001 under the auspices of the National Science Foun-
dation, at the University of California Santa Barbara, in conjunction with the
Summer Institute of the Linguistic Society of America. Leading scholars in
psycholinguistic studies of Chinese presented their research at the workshop,
and they agreed that we need a handbook such as this one to synthesize the
many lively debates on language acquisition, language processing, and lan-
guage and the brain with particular reference to Chinese and other East Asian
languages. The authors contributing to the handbook are mostly the presenters
at the workshop, plus several others who could not attend the workshop. We
are indebted to the organizers of the LSA Summer Institute, especially Charles
Li, for making the workshop event possible. In addition to the conference grant
provided by the NSF, the Office of the President at the University of Richmond
also provided generous support for this project, for which we are grateful.

This volume represents a truly joint enterprise: we have more than thirty
chapters from more than fifty authors, discussing important issues in psycholin-
guistics from all angles as they relate to the Chinese language. Our thanks go
to all authors for their excellent contributions, and for their willingness and
efforts to revise, adapt, and improve their chapters to make this handbook a
comprehensive, consistent, and significant volume. In addition to the editors'
reviewing and editing work, many authors have also contributed to the project
as reviewers for chapters written by their colleagues.

The bulk of the editing work was completed during the 2002–2003 academic
year, when one of us (PL) was on sabbatical leave at the University of Hong
Kong. Countless emails and attachments crossed the Pacific Ocean and the
Euro-Asian continent during this time. We would like to thank many of our
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of Hong Kong, especially Paul Fletcher, Valter Ciocca, and Tara Whitehill, for
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work. Needless to say, we are solely responsible for any deficiencies that may
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