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0521833337 - The Handbook of East Asian Psycholinguistics, Volume 1: Chinese

Edited by Ping Li, Li Hai Tan, Elizabeth Bates and Ovid J. L. Tzeng

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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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Volume 1: Chinese

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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 language family. The handbook project grew out of the discussions in a workshop that we organized in 2001 under the auspices of the National Science Foundation, 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 language 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 psycholinguistics 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 colleagues in the Division of Speech and Hearing Sciences at the University of Hong Kong, especially Paul Fletcher, Valter Ciocca, and Tara Whitehill, for their encouragement and support for the project. Colleagues and students at

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the Joint Laboratories for Language and Cognitive Neuroscience, especially Conrad Perry, Alice Chan, and Carol Lau, have lent generous help in reviewing or formatting chapters. Other colleagues have also provided valuable comments on the chapters in our handbook, including Beth Crawford, Him Cheung, Sam Po Lau, J. J. Nakayama, Yas Shirai, and Jyotsna Vaid, to whom we are thankful. Phil Laughlin and Kate Brett at Cambridge University Press helped us to initiate the project contracts, and Helen Barton, Elizabeth Davey, Anna-Marie Lovett, and Kay McKechnie provided very helpful editorial assistance in later stages of the handbook. We would also like to thank Shuxia Liu and Sara Sepanski of the Richmond Cognitive Science Lab for their assistance in the final editorial work. Needless to say, we are solely responsible for any deficiencies that may still remain.

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