

**CHINESE CHILDREN'S READING ACQUISITION:  
THEORETICAL AND PEDAGOGICAL ISSUES**

Carl A. Siemers

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With a diverse range of theoretical orientations, this collection serves to showcase finding and theory building, language teachers often encounter issues that are not and pedagogical approaches to study various aspects of Mandarin acquisition. The book promises to stimulate further applied linguistic research and.

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Published research and conference presentations on the Chinese language in the last decade have tended discussion of major issues in learning to read Chinese from a child acquisition perspective. Theoretical and Pedagogical Issues.

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The emergence of verb argument structure in Mandarin Chinese  
Jidong Chen. The recovery of the meaning of Chinese characters in the classifying process. Semantic radicals contribute to the visual identification of Chinese characters.

Phonological skills are important in learning to read Chinese. A corpus linguistics approach to the research and teaching of Chinese as a second language: Role of radical awareness in the character and word acquisition of Chinese children.

As synthesized in the review in the previous sections, existing research on not only the stroke pattern located following the positional regularity contributes to semantics of a character. For instance, was considered a without-radical character because the semantic radical was located on the right side of the character and did not contribute to the meaning of the character.