Special Issue “The Teaching and Learning of Chinese as a Second or Foreign Language (CSL/CFL): The Current Situation and Future Directions” Call for Papers

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Aims and Scope
In the last couple of decades, Chinese has been increasingly taught and learnt as an important second or foreign language (CSL/CFL) both within and outside China (Ma, Gong, Gao, & Xiang, 2017; Zhao & Huang, 2010). By the end of 2017, over 1,600 Confucius Institutes and Confucius Classrooms had been established in 146 countries or regions. More than nine million people were reportedly learning the Chinese language as a second or foreign language, and there were 1,100 Chinese testing centers in 130 countries serving 6.5 million learners taking Chinese proficiency tests of various kinds around the world in 2017 (Hanban, 2018). Commensurate with this increase in learners of the language, empirical studies on CSL/CFL teaching and learning are expanding at exponential speed, with an increasing number of publications in journals, books, dissertations, and conference proceedings (Gong, Lyu, & Gao, 2018). These research studies have yielded important insights into critical issues in relation to the cognitive and socio-cultural aspects of Chinese language learning, Chinese language teaching pedagogies, language policy and planning, language testing, Chinese language teacher education and professional development. With the accumulation of this large body of literature related to CSL/CFL teaching and learning, it is time to systematically review what issues have been investigated and what understandings have been achieved. Based on the review, we should reconsider what key issues scholars need to focus on in the future that would contribute significantly to the understanding of CSL/CFL teaching and learning and to the research literature on second language teaching and
learning in general.

The major purpose of this special issue will be to chart out the future directions of research on key aspects of CSL/CFL teaching and learning through a systematic review of the status quo of the research field. This special issue, comprised of five to six review articles, will review current empirical studies on different aspects of CSL/CFL teaching and learning, including but not limited to the following:

- Chinese character teaching and learning
- ICT use in CSL/CFL education
- Learner identity in CSL/CFL education
- Chinese proficiency assessment
- Immersion learning
- Chinese L2 reading
- Chinese language teacher education

The articles in the special issue will provide a full picture of the research issues, presenting the guiding theories or concepts generally adopted by researchers, the key research questions explored, and the methodological approaches and the major findings, and make recommendations on future research directions and methodological considerations.

Timeline of Special Issue
July 31, 2019, full manuscript due;
August 1, 2019–October 1, 2019, 1st round of peer review;
October 1, 2019–January 31, 2019, revision of the manuscripts and 2nd round of peer review, if necessary;
February 30, 2020, all the final manuscripts submitted to the Frontier of Education in China for copyediting and publishing.

Please submit the manuscripts in APA style to https://www.editorialmanager.com/fedc/default.aspx

References

