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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Increased Empiricism -- Editorial page -- Title page -- LCC data -- Table of contents -- Contributors -- Acknowledgements -- Introduction -- References -- Subjecthood in Chinese -- 1. Setting the stage -- 2. On subject/object asymmetry in Chinese -- 3. Grammatical relations in Chinese - the neurolinguistic perspective -- Hypotheses concerning processing costs at NP1 and the verb (V) -- Methods -- ERP results -- 4. Discussion -- 5. Conclusion -- Acknowledgements -- Notes -- References -- Characteristic syntactic patterns of Mandarin Chinese -- 1. Introduction -- 2. Typologically idiosyncratic word order patterns and syntactic constructions in Mandarin Chinese -- 2.1 "Rel-N" (Relative clause-Noun) word order pattern -- 2.2 "PP-V" (Prepositional phrase-Verb) word order pattern -- 2.3 The word order pattern of "S-P NP-VP" in comparative constructions -- 2.4 The polar question construction "A-not-A" -- 2.5 The potential complement construction "V-de-C" and "V-bu-C" -- 3. Why does Chinese have such peculiar syntactic patterns? -- 4. Conclusion -- Notes -- References -- The origins of Sinitic -- 1. The problem of Sinitic -- 1.1 Sinitic and its southern neighbors -- 1.1.1 Lexical correlations -- 1.1.2 The Southeast Asian phonological profile -- 1.2 Morphological evidence for

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 -- 2.2 Research samples: Spoken narratives and classifier dictionaries.
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 -- 3. Discourse choices: No classifier, a general classifier, or a sortal
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 -- References -- Author index -- Subject index.

Sommario/riassunto

This chapter aims to review the small body of research that investigates
 the effects of focused instruction and practice on the development of
 pragmatic competence in L2 Chinese. Following a discussion of the
 current understanding of pragmatic competence, the recent
 development of the field of L2 pragmatics instruction is reviewed and
 several gaps in the literature identified. A series of studies on teaching
 Chinese pragmatics are then summarized and discussed from the
 perspective of the skill acquisition theory. This chapter concludes with
 a discussion of pedagogical implications based on the existing
 empirical evidences and proposed directions for future research in this
 area.