

Acces PDF Measuring L2 Proficiency Perspectives From Sla Second Language Acquisition

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TZ6TEK - RODNEY WILLIAMSON

This edited volume investigates the nature and possible applications of an expanded and reconceptualized theoretical construct of speaking as a dynamic socially-constructed endeavour. It addresses both theoretical perspectives and methodological procedures to define and circumscribe the assessment of contextualized speaking. The chapters focus on the complexity brought about by actual interactional competence in speaking tasks and discuss how testing and assessment models and practices can incorporate recent research findings on the inherently dynamic and situated nature of language use. The volume presents research on language assessment in a variety of languages other than English, including French, Chinese and Japanese. It also examines the role that embodied action (gaze, gesture, orientation to materials and texts in the environment) plays in assessment practices, an area that has heretofore remained under-explored. Chapter 6 is free to download as an open access publication. You can access it here: <https://zenodo.org/record/5163340#.YQvj0lhKjcs>

Melding cutting-edge research with practical innovations in teaching practice, the contributors to this volume confront the limitations of existing approaches in heritage language learning to introduce new solutions informed by linguistic, sociolinguistic, and educational research on heritage languages. The result is a unique and essential text, the only comprehensive guide for the HL classroom based on the latest theory and research with practical suggestions for the classroom.

The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state-of-the-art papers pertaining to Instructed Second Language Acquisition (ISLA). Written by 45 world-renowned experts, the entries are full-length articles detailing pertinent issues with up-to-date references. Each chapter serves three purposes: (1) provide a review of current literature and discussions of cutting edge issues; (2) share the authors' understanding of, and approaches to, the issues; and (3) provide direct links between research and practice. In short, based on the chapters in this handbook, ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery. This handbook is the ideal resource for researchers, graduate students, upper-level undergraduate students, teachers, and teacher-educators who are interested in second language learning and teaching. .

2017 saw the 25th conference for the European Association of Computer-Assisted Language Learning (EUROCALL). Every year, EUROCALL serves as a rich venue to share research, practice, new ideas, and to make new international friends - and this year was no different. It is an innovative and inspiring conference in which researchers and practitioners share their novel and insightful work on the use of technology in language learning and teaching. This volume of short papers captures the pioneering spirit of the conference and you will find here both inspiration and ideas for theory and practice.

Featuring an extensive set of entries covering all aspects of research methodology, ranging from basic to more advanced topics, this is an essential reference for applied linguists everywhere. Explanations of key concepts and techniques are fully cross-referenced and presented in bite-sized chunks, making it easy for users to look up specific terms quickly or have a brief refresher on methodological practices and related issues. Concepts are further illustrated by real-life examples drawn from current linguistics research. This is ideal for undergraduate and postgraduate students studying applied linguistics or TESOL modules.

This volume illustrates the high potential of learner corpus investigations for research into the CAF triad by presenting eleven original learner corpus-based studies which are set within solid theoretical frameworks, examine learner corpora with state-of-the-art analytical techniques and yield highly interesting findings. The volume's major strength lies in the range of issues it undertakes and in its interdisciplinary thematic novelty. The chapters collectively address all three dimensions of L2 performance related to different linguistic subsystems (i.e. lexical, phraseological and grammatical complexity and accuracy, along with fluency) as well as the interactions among these constructs. The studies are based on data drawn from carefully compiled learner corpora which are analysed with the help of diverse corpus-based methods. The theoretical discussions and the empirical results shall contribute to the advancement of the fields of SLA and writing and speech research and shall inspire further investigations in the area of the CAF triad.

With contributions from an international team of leading experts, this volume offers new ways to explore and measure language dominance.

This book is an innovative contribution to contact linguistics as it presents a rarely studied but sizeable diaspora language community in contact with five languages - English, German, Italian, Norwegian and Spanish - across four continents. Foregrounded by diachronic descriptions of heritage Croatian in long-standing minority communities the book presents synchronically based studies of the speech of different generations of diaspora speakers. Croatian offers excellent scope as a base language to examine how lexical and morpho-structural innovations occur in a highly inflective Slavic language where external influence from Germanic and Romance languages appears evident. The possibility of internal factors is also addressed and interpretive models of language change are drawn on. With a foreword by Sarah Thomason, University of Michigan

This volume brings together concrete ideas on identifying and measuring second language (L2) proficiency from different branches of SLA. The chapters introduce a range of tools for the evaluation of learners' language level with respect to both productive and receptive skills and provide a variety of answers to the question of how to assess L2 proficiency in a valid, reliable and practical manner.

Multilingualism, including bilingualism, has become internationally important today because of the increasing interdependence between countries, regions and continents, and because of increasing concern with preserving linguistic and cultural diversity. This book is a comprehensive introduction to research on multilingualism. Although psychological aspects predominate, it provides a multidisciplinary perspective on the individual and societal consequences of multilingualism, bringing together insights from linguistics, pedagogy, cognitive neuroscience, sociolinguistics and psycholinguistics. The book underlines the normality of speaking and using more than one language, and serves to dispel many myths and fears in this regard. Besides theoretical issues, it also provides recommendations on how to promote multilingualism in children from a dominant language group, and how to maintain all languages of students from ethnic communities by means of education.

This Special Issue includes fifteen original state-of-the-art research articles from leading scholars that examine cross-linguistic influence in bilingual speech. These experimental studies contribute to the growing number of studies on multilingual phonetics and phonology by introducing novel empirical data collection techniques, sophisticated methodologies, and acoustic analyses, while also presenting findings that provide robust theoretical implications to a variety of subfields, such as L2 acquisition, L3 acquisition, laboratory phonology, acoustic phonetics, psycholinguistics, sociophonetics, bilingualism, and language contact. These studies in this book further elucidate the nature of phonetic interactions in the context of bilingualism and multilingualism and outline future directions in multilingual phonetics and phonology research.

This book provides a forum for methodological discussions emanating from researchers engaged in studying how individuals acquire an additional language. Whereas publications in the field of second language acquisition generally report on empirical studies with relatively little space dedicated to questions of method, the current book gave authors the opportunity to more fully develop a discussion piece around a methodological issue in connection with the interpretation of language-learning data. The result is a set of seven thought-provoking contributions from researchers with diverse interests. Three main topics are addressed in these chapters: the role of native-speaker norms in second-language analyses, the impact of epistemological stance on experimental design and/or data interpretation, and the challenges of transcription and annotation of language-learning data, with a focus on data ambiguity. Authors expand on these crucial issues, reflect on best practices, and provide in many instances concrete examples of the impact they have on data interpretation.

This volume brings together contributions from the Klagenfurt Conference of Corpus-Based Applied Linguistics (CALK14), in order to extend corpus linguistic research in different areas of applied linguistics. The studies gathered here explore the opportunities that both spoken and written corpora offer for answering questions in different domains of applied linguistics such as second language learning, language testing, comparative linguistics, learner pragmatics and specialised discourses. At the same time, the contributions also give insight into possible limitations and further challenges of corpus-based research in these areas.

This volume honours the academic achievements and scholarship of Professor Florence Myles as a world-leading scholar in the fields of Second Language Acquisition (SLA) and French Linguistics, in particular for her work in corpus-based SLA and language policy in primary school education. In addition to reviews of the field (e.g., primary languages policy in the UK), the volume presents new research studies reflective of key theoretical and

methodological issues in current SLA research, including theory-building, corpus-based investigations, studies of language development, as well as informing teacher professional development through research. Taken together, this edited book provides a wide-ranging and balanced account of Myles's work and speaks to her influence on SLA research and primary languages policy. We invite readers to learn more about the fascinating research presented here as inspired by Florence's dedication to field.

This edited book brings together contributions from scholars in different international and educational contexts to take a critical look at the design and implementation of second language Study Abroad Research (SAR). Examining data sources and types, research paradigms and methods, and analytic approaches, the authors not only provide insight into the field as it currently stands, but also offer recommendations for future research, with the aim of revitalizing inquiry in the field of SAR. This book will be of interest to applied linguists, as well as educators and education scholars with an interest in researching international study.

It has long been established that bilingual speakers are rarely balanced in their languages so that one language is dominant. The contributions to the Research Topic "Bilingual Language Development: The Role of Dominance" focus on the potential effects of language dominance on the competence and processing of bilinguals, covering a large variety of language combinations and domains. Important aspects of such work are the interplay of L1-maintenance/attrition and possible L2-dominance, the direction of cross-linguistic influence (CLI) or code-mixing, as well as the effects of bilingualism on cognitive development, each addressed in several contributions. However, such research presupposes a definition of dominance, which is far from being settled. This gives rise to considerable differences in the operationalization of the concept across studies. The studies in this Research Topic present a multifaceted picture of the role of language dominance for L1-maintenance/attrition, L2-development and CLI. Though a unified story cannot emerge for such a complex subject, interesting new venues are explored including the impact of dominance shift during L1-re-exposure, comparisons of different types of bilingual groups, or operationalization of dominance through experiential measures. The variety of approaches and results is in part owed to the many language combinations studied and the fact that bilingual children, adults and atypical speakers are investigated. This diversity constitutes the interest of this Research Topic.

Teachability and Learnability across Languages addresses key issues in second, foreign and heritage language acquisition, as well as in language teaching. Focusing on a Processability Theory perspective, it brings together empirical studies of language acquisition, language teaching, and language assessment. For the first time, a research timeline for the role of instruction in language learning is presented, showing how the field of second language acquisition (SLA) research has developed over the last four decades since Pienemann's work on learnability and syllabus construction over the 1980s. The book includes studies of child and adult second as well as foreign language acquisition research, covering a wide range of target languages including English, German, Hungarian, Japanese, Norwegian, Polish, Spanish, Swedish, and Turkish. In addition, future extensions of PT are discussed. This volume is designed for advanced students in international programs of SLA and Applied Linguistics as well as for SLA researchers and second and foreign language teachers.

The last three decades have witnessed a growth of interest in research on tasks from various perspectives and numerous books and collections of articles have been published focusing on the notion of task and its utility in different contexts. Nevertheless, what is lacking is a multi-faceted examination of tasks from different

important perspectives. This edited volume, with four sections of three chapters each, views tasks and Task-based Language Teaching (TBLT) from four distinct (but complementary) vantage points. In the first section, all chapters view tasks from a cognitive-interactionist angle with each addressing one key facet of either cognition or interaction (or both) in different contexts (CALL and EFL/ESL). Section two hinges on the idea that language teaching and learning is perhaps best conceptualized, understood, and investigated within a complexity theory framework which accounts for the dynamicity and interrelatedness of the variables involved. Viewing TBLT from a sociocultural lens is what connects the chapters included in the third section. Finally, the fourth section views TBLT from pedagogical and curricular vantage points. The creation of the Common European Framework of Reference for Languages (CEFR) has given rise to interest and debate among policy makers, testers, teachers and researchers alike in the reliability and feasibility of the assessment of second language (L2) proficiency. This volume brings together concrete ideas on identifying and measuring L2 proficiency from different branches of SLA research (psycholinguistic, sociolinguistic, corpus-based, applied linguistics) to contribute to a deeper understanding of what it means to be proficient in an L2. The chapters introduce a wide range of tools that are innovative, reliable, and easy-to-use for the evaluation of learners' language level with respect to both productive and receptive skills and provide a variety of answers to the question of how to assess L2 proficiency in a valid, reliable and practical manner. The collection will therefore inspire language teachers, teacher trainers and language testing specialists and help them adapt their assessment practices when necessary, and will also be a valuable resource for postgraduate students and researchers.

The Routledge Handbook of Second Language Acquisition and Corpora is a state-of-the-art collection of cutting-edge scholarship at the intersection of second language acquisition and learner corpus research. It draws on data-driven, statistical analysis to outline the background, methods, and outcomes of language learning, with a range of global experts providing detailed guidelines and findings. The volume is organized into five sections: Methodological and theoretical contributions to the study of learner language using corpora – setting the scene Key aspects in corpus design, annotation, and analysis for SLA Corpora in SLA theory and practice SLA constructs and corpora Future directions This is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in second language acquisition, learner corpus research, and applied linguistics.

This textbook focuses on second language speech - how individuals perceive and produce the sounds of their second language.

A fresh, comprehensive perspective on L2 speech fluency, making cutting-edge research and methods approachable and useful in practice.

This volume explores several recurring topics in Romance phonetics and phonology, with a special focus on the segment, syllable, word, and phrase levels of analysis. An international team of experts and junior researchers present research that ranges from the low-level mechanical processes involved in speech production and perception to high-level representation and computation, based on data from across the Romance language family, including from varieties that are less widely studied. The book is divided into five parts. In the first, chapters present acoustic studies, examining topics such as Italian anaphonesis and voiceless fricative sibilants in Galician, while chapters in part two turn to articulatory studies of features including three-consonant onsets in Romanian and rhotic variation in Tuscan Italian. The focus of the third part is perception, and includes studies of perceived phras-

ing in French and perceptual cues for individual voice quality, while part four examines phonological issues such as Galician mid-vowel reduction and sibilant voicing in Spanish. Chapters in the final part of the volume look at the effects of production and perception on issues in language acquisition. The book draws on a range of experimental and methodological approaches and will be of interest not only to scholars of Romance linguistics but also to all those working in phonetics and phonology from graduate level upwards.

While the literature on second language acquisition and use is overwhelmingly rich with respect to initial and intermediate stages of development, present knowledge of levels of ultimate attainment that are equal or close to that of native speakers has so far not been presented in a coherent manner. This is what the present volume aims to achieve. In addition to chapters that summarize what is currently known about the grammatical, lexical, and discourse features that continue to exhibit instability at the most advanced levels of second language development, the volume presents overviews of the incipient research on two unique learner populations, polyglots and employees in international call centres. Polyglots, defined as language users who are proficient in six or more second languages, may be considered second language learners par excellence. Call centre employees in economically less developed parts of the world are intriguing in how they cope with the high language proficiency requirements of their job. In conclusion, this book is relevant for all readers - both professionals and students - interested in the development of second language theory. For language teachers, the book provides insights that are profitable in classrooms for advanced learners.

This book is intended for researchers and students in the field of second language (L2) acquisition. As its title suggests, the book discusses L2 vocabulary acquisition, knowledge and use, and examines them from the perspectives of assessment and corpus analysis. The chapters also address some additional central research issues: the role of word frequency in the input, the difference between single words and multi-word units, and the distinction between vocabulary of oral and written language. The first three chapters of the book present critical reviews of different aspects of vocabulary acquisition. The other four chapters contain empirical studies that relate to the central themes of the book. The data in the studies draw on a variety of source and target languages: English, French, Italian, Swedish, Hebrew and Japanese. The book offers some new insights into the field of vocabulary and suggests avenues of research.

The aim of this book is to present a comprehensive picture of the current state of Spanish learner corpus research (SLCR), which makes it unique, since no other monograph has focused on collecting research dealing with learner corpora of any language other than English. In addition to an introductory appraisal of current SLCR, as well as a wake-up call reminding us that learner corpus design still needs to be improved, this volume features a selection of original studies ranging from general issues concerning learner corpora compilation to more specific aspects such as phonetic, lexical, grammatical and pragmatic features of the interlanguage of learners of Spanish, as reflected in corpus data. This volume will undoubtedly be of significant interest to researchers involved in corpus linguistics, second language acquisition research, as well as to professionals in the field of Spanish as a second language, including teachers, and creators and publishers of teaching materials.

This book provides a one-volume overview of psychology's globalization, and will serve as a handbook for psychology professors around the globe wanting to internationalize and diversify their courses and curricula and seeking innovative ideas to enrich their

teaching. Topics covered include practical tips to diversify specific courses, such as abnormal psychology, lifespan development, and psychotherapy, and innovative methods of assessment of student learning. Additionally, a number of chapters focus on describing the training of psychologists and the history and future of psychology education in various nations and regions. Co-edited by six distinguished, international academics, the thirty-three chapters represent each major geographic region around the world, with authors based in nations in Africa, Asia, Australia, Europe, Latin America, and North America. Instructors of cross cultural, cultural, and international psychology and of multicultural education will be especially interested in the book, as will program evaluators, policy makers, and university administrators.

A conversation between two people can only take place if the words intended by each speaker are successfully recognized. Spoken word recognition is at the heart of language comprehension. This automatic and smooth process remains a challenge for models of spoken word recognition. Both the process of mapping the speech signal onto stored representations for words, and the format of the representation themselves are subject to debate. So far, existing research on the nature of spoken word representations has focused mainly on native speakers. The picture becomes even more complex when looking at spoken word recognition in a second language. Given that most of the world's speakers know and use more than one language, it is crucial to reach a more precise understanding of how bilingual and multilingual individuals encode spoken words in the mental lexicon, and why spoken word recognition is more difficult in a second language than in the native language. Current models of native spoken word recognition operate under two assumptions: (i) that listeners' perception of the incoming speech signal is optimal; and (ii) that listeners' lexical representations are accurate. As a result, lexical representations are easily activated, and intended words are successfully recognized. However, these assumptions are compromised when applied to a later-learned second language. For a variety of reasons (e.g., phonetic/phonological, orthographic), second language users may not perceive the speech signal optimally, and they may still be refining the motor routines needed for articulation. Accordingly, their lexical representations may differ from those of native speakers, which may in turn inhibit their selection of the intended word forms. Second language users also have to solve a larger selection challenge—having words in more than one language to choose from. Thus, for second language users, the links between perception, lexical representations, orthography, and production are all but clear. Even for simultaneous bilinguals, important questions remain about the specificity and interdependence of their lexical representations and the factors influencing cross-language word activation. This *Frontiers Research Topic* seeks to further our understanding of the factors that determine how multilinguals recognize and encode spoken words in the mental lexicon, with a focus on the mapping between the input and lexical representations, and on the quality of lexical representations.

Anglophone students abroad: Identity, social relationships and language learning presents the findings of a major study of British students of French and Spanish undertaking residence abroad. The new dataset presented here provides both quantitative and qualitative information on language learning, social networking and integration and identity development during residence abroad. The book tracks in detail the language development of participants and relates this systematically to individual participants' social and linguistic experiences and evolving relationship. It shows that language learning is increasingly dependent on students' own agency and skill and the negotiation of identity in mul-

tilingual and lingua franca environments.

A comprehensive, current review of the research and approaches to advanced proficiency in second language acquisition *The Handbook of Advanced Proficiency in Second Language Acquisition* offers an overview of the most recent and scientific-based research concerning higher proficiency in second language acquisition (SLA). With contributions from an international team of experts in the field, the Handbook presents several theoretical approaches to SLA and offers an examination of advanced proficiency from the viewpoint of various contexts and dimensions of second language performance. The authors also review linguistic phenomena among advanced learners through the lens of phonology and grammar development. Comprehensive in scope, this book provides an overview of advanced proficiency grounded in socially-relevant domains of second language acquisition including discourse, reading, genre-based writing, and pragmatic competence. The authoritative volume brings together the theoretical accounts of advanced language use combined with solid empirical research. Includes contributions from an international collection of noted scholars in the field of second language acquisition Offers a variety of theoretical approaches to SLA Contains information on the most recent empirical research that contributes to an understanding of SLA Describes performance phenomena according to multiple approaches to SLA Written for scholars, students and linguists, *The Handbook of Advanced Proficiency in Second Language Acquisition* is a comprehensive text that offers the most recent developments in the study of advanced proficiency in the acquisition of a second language.

This volume bridges the gap between the rapidly advancing fields of Learner Corpus Research and Second Language Acquisition.

Major advances in creating linear measures in education and the social sciences, particularly in regard to Rasch measurement, have occurred in the past 15 years, along with major advances in computer power. These have been combined so that the Rasch Unidimensional Measurement Model (RUMM) and the WINSTEPS computer programs now do statistical calculations and produce graphical outputs with very fast switching times. These programs help researchers produce unidimensional, linear scales from which valid inferences can be made by calculating person measures and item difficulties on the same linear scale, with supporting evidence. These computer programs are now available to all Learning Environment researchers. This book includes 13 Learning Environment research papers using Rasch measurement applied at the forefront of education with an international flavour. The contents of the papers relate to: (1) high stakes numeracy testing in Western Australia; (2) early English literacy in New South Wales; (3) the Indonesian Scholastic Aptitude Test; (4) validity in Learning Environment investigations; (5) factors influencing the take-up of Physics in Singapore; (6) state-wide authentic assessment for Years 11-12; (7) talented and gifted student perceptions of the learning environment; (8) disorganisation in the classroom; (9) psychological services in learning environments; (10) English teaching assistant roles in Hong Kong; (11) learning Japanese as a second language; (12) engagement in classroom learning; and (13) early cognitive development in children. This book would be of interest to all educators and educational administrators, to Learning Environment researchers and PhD students, and should be available in all university libraries where the universities have education schools or faculties. -Russell Waugh-

In this volume, language learning and professionalization are explored by addressing the existing gap between pressing needs for enhanced soft skills in work environments wherein technology-mediated, multilingual communication is increasingly the norm, and current foreign language teaching and learning offerings in

higher education. Considering theoretical, methodological, and pedagogical perspectives for preparing language learners and teachers in/for the 21st century, this volume's eight chapters underscore that research findings should inform the design of learning experiences so that people's communication needs in fast-changing work environments are met and the link between language education and professionalization, within a lifelong learning perspective, is sustained.

Fluency and disfluency are characteristic of online language production and may be signalled by markers such as filled and unfilled pauses, discourse markers, repeats or self-repairs, which can be said to reflect ongoing mechanisms of processing and monitoring. The Fluency & Disfluency across Languages and Language Varieties conference held at the University of Louvain in February 2017 marked the closing of a five-year research project dedicated to the multimodal and contrastive investigation of fluency and disfluency in (L1 and L2) English, French and French Belgian sign language, with a focus on variation according to language, speaker and genre. The closing conference was intended as an opportunity to further expand the range of languages, language varieties and genres studied from the (dis)fluency perspective. The selection of papers in this volume reflects the diversity of approaches aiming to uncover the ways in which fluency and disfluency are conceived in language production and comprehension and how they are signalled. Topics include methodological challenges in cross-linguistic (dis)fluency research, the role of contextual features in professional and non-professional settings, and the characteristics of fluency and disfluency in second language speech. Of particular importance in all contributions is the ambivalent role of pauses, discourse markers, repeats and other markers, which can be both a symptom of encoding difficulties and a sign that the speaker is trying to help the hearer decode the message. They should thus be interpreted in context to identify their contribution to fluency and/or disfluency, which can be viewed as two sides of the same coin.

This book explores second language (L2) learning, teaching and assessment from a comprehensible input (CI) perspective. This focus on the role of input is important for deepening our understanding of interactions between the learner, teacher and the environment as well as of the nature of the learning, teaching and assessment processes. The book takes a blended approach that promotes the intertwining of theory, research and practice in L2 ped-

agogy and assessment and aims to address the commonly used concept of CI and its role in L2 education. Content includes a comprehensive discussion of the conceptual foundation of CI; a multimodal and dynamic interpretation of CI from numerous perspectives; a critical discussion of well-known L2 acquisition theories and research; a practical examination of the role of multimodal forms of CI in L2 pedagogy; an analytical review of factors to be considered when modifying CI for pedagogical purposes in different settings and an overview of CI in L2 assessment. It will be of interest to students in the fields of L2 learning, teaching and assessment, teachers in second/foreign language settings and researchers of SLA and teacher education.

Study abroad research has become an established area of inquiry with theoretical impact and methodological sophistication. The field has incorporated the different approaches and methodological changes that have characterized SLA scholarship, including technological advances and new designs. The present volume contributes an update on and a systematic critical appraisal of the methods employed in study abroad research to identify strengths and weaknesses and to look ahead and point towards new directions. The volume is organized around different areas - approaches, instruments, linguistic levels, and learners and their context-, each one including a number of chapters authored by outstanding experts in the field.

This book offers a comprehensive and systematic review of multilingual L2 learners' spoken Chinese, focusing on the dual dimensions of speech competence and speech performance. Specifically, by adopting a mixed-methods approach, it explores the cognitive, affective, and socio-cultural differences between intermediate and advanced multilingual learners' L2 Chinese speech competence and speech performance. Drawing on a theoretical framework underpinned by the affective filter hypothesis, L2 willingness to communicate model, L2 motivational self-system, and L2 speech production models, this book not only contributes to our theoretical understanding of the roles of various factors in L2 Chinese speech competence and speech performance, but also offers practical insights into the implications for both teachers and learners in terms of how to minimize the gap between these two dimensions among L2 Chinese learners. It concludes with a discussion on the limitations of L2 Chinese speech and on future directions for the field.