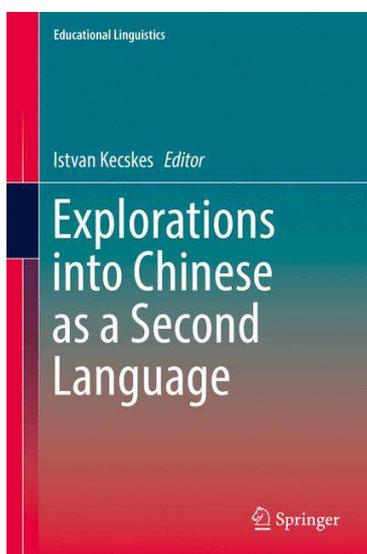**Třísková, Hana.** Acquiring and teaching Chinese pronunciation. In: Istvan Kecskes ed., *Explorations into Chinese as a Second Language*. Cham: Springer, Educational Linguistics series, 2016. pp. 3–30.

Abstract: The author explores the specifics, goals and methods of learning / teaching Standard Chinese (SC) pronunciation. The topic is treated within the broader context of L2 pronunciation learning / teaching as such. The ways in which research findings in Chinese phonetics and phonology might facilitate the acquisition of SC pronunciation by adult learners are investigated. An overview is provided of the textbooks as well as linguistic literature dealing with SC pronunciation. The usefulness of metalinguistic instruction is discussed. The following topics, among others, are addressed: the SC syllable structure, two types of diphthongs, the third tone, disyllables, acoustic correlates of stress, the importance of unstressed function words in speech rhythm, and sentence iontonation

Kecskes, Istvan ed. *Explorations into Chinese as a Second Language*. Cham: Springer, Educational Linguistics series, 2016.

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Description: The volume *Explorations into Chinese as a Second Language* explores how linguistic research can support the teaching and learning of Chinese as a second language. It responds to a rapidly growing interest in the Chinese language all over the world, and answers the need for a strong research background for the discipline. Without that, Chinese language learning remains only a unique experience and/or a useful education challenge. The first section explores crucial issues about the structure and use of Chinese as a Second Language such as word-order, noun-noun compounds, meaning-making in writing, pronunciation and stress and tone. The second section explores the learning of Chinese by seeking answer to questions about difficulties, expectations, beliefs, use of corpus and learning how to express necessity. The authors coming from eight different countries demonstrate how existing knowledge has been generated, bring together different lines of research, point out tendencies in the field, demonstrate and explain what tools and methods researchers can use to address major issues in the field, and give direction to what future research should focus on.