This is an annotated bibliography of basic tools of access for the study of the uncommonly taught languages of Eastern Asia. It is one of eight fascicles which constitute a revision of "A Provisional Survey of Materials for the Study of the Neglected Languages" (CAL 1969). The emphasis is on materials for the adult learner whose native language is English. Languages are grouped according to the following classifications: Chinese; Japanese; Korean; Mongolian; Tibetan. Under each language heading, the items are arranged as follows: (1) teaching materials; (2) readers; (3) grammars; and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, date, and pagination. Reprints have been noted, and accompanying tapes and records listed where known. (Author/CFM)
Languages of

EASTERN ASIA

A Survey of Materials for the Study of the Uncommonly Taught Languages
A Survey of Materials for the Study of the Uncommonly Taught Languages

Languages of

Eastern Asia

1 Western Europe
   Pidgins and Creoles (European Based)
2 Eastern Europe and the Soviet Union
3 The Middle East and North Africa
4 South Asia
5 Eastern Asia
6 Sub-Saharan Africa
7 Southeast Asia and the Pacific
8 North, Central, and South America

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William W. Gage
William F. Hanks
Elizabeth Kimmell
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CENTER FOR APPLIED LINGUISTICS
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Preface

This annotated bibliography of basic tools of access for the study of the uncommonly-taught languages is a revision of A Provisional Survey of Materials for the Study of the Neglected Languages which the Center for Applied Linguistics published in 1969. All modern languages except standard English, French, German, Italian, Russian, and Spanish have in principle been included whenever adequate materials for studying them could be located.

The present edition was compiled in response to a consensus reached at the Kittamaqundi Conference on the Uncommonly-Taught Languages convened by the U.S. Office of Education in Columbia, Maryland September 29 - October 2, 1974.* Area specialists participating in the conference felt that the quantity of materials published in all areas since the appearance of the 1969 survey warranted a complete update of that edition.

The current survey is being published in eight fascicles, utilizing the same arrangement of languages and language groups as the earlier one within the following divisions: Western Europe/Pidgins and Creoles (European-based); Eastern Europe and the Soviet Union; The Middle East and North Africa; South Asia; Eastern Asia; Sub-Saharan Africa; Southeast Asia and the Pacific; North, Central and South America.

The primary emphasis continues to be on materials designed for use by the adult learner whose native language is English, although some materials of interest mainly to the teacher, the specialist and/or the textbook writer have been incorporated. Under grammars, texts have been added which require knowledge of modern linguistic terminology. Books in print and available commercially are included, as well as those out of print, forthcoming or of limited accessibility. On the other hand, some of the publications of limited accessibility appearing in the 1969 survey have been dropped, especially when they have been superseded by later publications which are more readily available.

In the case of languages for which there appear to be no adequate or recent texts in English, entries include older books, technical studies, and books in foreign languages. For languages not appearing in the former survey, both recent works and older textbooks have been included to give a more comprehensive overview of information available. Pre-1940 bilingual dictionaries are listed when they apparently constitute the sole or major source for the language, or when they have appeared as reprints.

The present survey is the result of contributions from many individuals. Dr. David DeCamp, the Center's Associate Director for International Programs and Professor of Linguistics, English and Education at the University of Texas, served as project director until June 30, 1976, at which time Dr. Anthony Robson assumed this responsibility as head of the Center's International Programs.

Generous assistance was given by our colleagues at the Center, especially Begay

*Papers presented at this conference were published by the Center for Applied Linguistics (Material Development Needs in the Uncommonly-taught Languages: Priorities for the Seventies, 1975).
Atkinson, Publications Director, and Diane Bartosh of the publications staff; Alice Eppink, Librarian; and members of the staff of the ERIC Clearinghouse on Languages and Linguistics. We also wish to express our gratitude to those scholars who reviewed our preliminary draft and made many valuable suggestions. Their names are listed in the appropriate fascicles. Thanks are also due the Library of Congress, including many staff members in the specialized reference sections of the Library. The Library allowed us access to its stacks, which greatly facilitated our work.

Our very special thanks go to Wilma Chase, Jean Lewis and Sonia Kundert, who typed the manuscript for publication.

At the end of each fascicle we are providing our readers with a form which we hope they will use to send us information about published or upcoming basic tools of access which have not come to our attention and which may be included in a later edition of this collection.

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August 1976
Introduction

This annotated bibliography covers the geographical area traditionally designated Eastern Asia or the Far East. For linguistic purposes, all Mongolian dialects are grouped together here. These include Kalmyk and Buriat, spoken principally in the Soviet Union. Also included, where appropriate materials could be located, are those languages closely related to Tibetan which are spoken for the most part in South Asian countries.

Omitted from this volume are Uigur, which appears with other central Asian Turkic languages in the fascicle on Eastern Europe and the Soviet Union, and the Tibeto-Burman languages of the Yunnan border areas, spoken chiefly in Burma, which are included with the languages of Burma in the fascicle on Southeast Asia and the Pacific since most of the available works about them deal with languages spoken there. The scant information available about the aboriginal languages of Taiwan is also entered in that fascicle.

Because the proliferation of materials in Chinese and Japanese continues at a fairly rapid rate, selectivity was difficult, particularly in the case of Chinese textbooks. Many of those listed are designed as supplements to a few basic texts. Hence more material is included here for the intermediate/advanced student than is the case in other parts of this survey.

Since there is no satisfactory way to distinguish written Chinese oriented towards the spoken language from that oriented towards the classical form of the language, many courses try to cover a wide segment of this range. Therefore most of the Chinese readers have been included in the Written Chinese section with the exception of those clearly designated to accompany a specific audio-lingual textbook. A few readers dealing with classical Chinese are also included in this section. Similarly, some textbooks designed to teach the written and spoken forms of the language have been included in the Mandarin section.

Because of the great diversity of interests among those currently undertaking the study of Japanese, the decision was made to retain a wider variety of materials than for many other languages in the survey. Therefore the books included in the Japanese section range from the fairly sophisticated to the relatively unsophisticated.

Information on bibliographic sources not included in this fascicle may be found in Troike, Rudolph C. and Crawford Feagin Stone, Bibliography of Bibliographies of the Languages of the World. Arlington, VA: Center for Applied Linguistics (forthcoming).

Under each language heading, the items are arranged as follows:

Teaching Materials (basic, intermediate, and advanced courses, audio-visual courses, radio recordings, character texts, and introductions to the writing system). Information about intermediate and advanced materials is, in general, given when such materials are members of a series which contains a basic course.

Readers (general, literary, history, social science, folklore, newspaper and school readers).

Grammars (reference grammars, linguistic grammars, and partial descriptions).

Dictionaries (comprehensive, concise and student dictionaries and glossaries).
Annotations are descriptive, rather than critical, and follow a condensed format. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, publisher, date and pagination. Reprints have been noted, and accompanying tapes and records listed where known. Materials available through the ERIC Documentation Service are also included.

The reader should note that unless otherwise indicated:

1. Textbooks are for use with an instructor.
2. Textbooks are designed for the adult English speaker.
3. Standard or generally accepted dialects are used.
4. Standard orthography is utilized throughout.
5. Descriptive information about pronunciation is provided when skill emphasis indicates pronunciation drills.
6. Vocabulary lists are not noted if there is a cumulative glossary at the end of the book.
7. Dictionaries are intended for the speaker of English.

Abbreviations appearing in brackets after the annotations identify materials produced under U.S. Government auspices or by the American Council of Learned Societies.

Preliminary lists of a number of the languages were submitted to consultants for review, and their recommendations have for the most part been incorporated into the survey. The consultants were: Roy Andrew Miller -- Japanese; Fred Fang-yü Wang -- Chinese (Mandarin and written); and John Young -- Korean.

The files and preliminary drafts for this fascicle were prepared by Stephen Cahir, William Hanks, and Birgit Blass. Annotations and editing were done by Dora Johnson and Elizabeth Kimmell. William Gage served as advisor and source of information.
Abbreviations

ACLS American Council of Learned Societies. Books published under ACLS auspices are available through Spoken Language Services, P.O. Box 783, Ithaca, New York 14850, which is the sole distributor for these publications.


ED Educational Document. The numbers that follow refer to entries in Resources in Education (RIE), which is published monthly by the Educational Resources Information Center (ERIC). Documents may be ordered directly from:


Or for further information, contact:

The ERIC Clearinghouse on Languages and Linguistics 1611 North Kent Street Arlington, Virginia 22209.

ED numbers listed which do not have MF (microfiche only) or Resumé only (i.e. summary of document, cost, and where obtainable) are available in microfiche and hard copy.

FL Foreign Language. The number assigned by the Clearinghouse on Languages and Linguistics to the documents it enters into the ERIC system. Each document is assigned an ED number when it is published in RIE.


PC Peace Corps (now ACTION), Washington, D.C. 20525.

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**TEACHING MATERIALS**

**CHINESE, MANDARIN**


Designed to give speech practice. Introduction includes consonant and vowel charts and information on tone, stress and intonation. Grammar is explained in structural terms and illustrated in dialogues with dialogues and narratives which serve as a basis for structural terms and illustrated in dialogues without buildup and translated. Formal and informal styles of speech are illustrated. There are repetition, tone, substitution, response, matching, and translation drills. Formal and informal styles of speech are illustrated.


May be used for self-instructional purposes. Designed to give speech practice (Chinese material is in transiliteration). *Character Text* is designed to give reading and writing practice. Introductory section outlines history and dialects of Chinese, phonology, grammar, standard orthography, and method of study. Second section contains four pronunciation lessons, a checklist of points on pronunciation and pronunciation drills, including repetition, reading aloud, and writing tones, difficult sounds and tables of initials and finals. Third section (21 lessons) emphasizes acquisition of vocabulary and grammar, explained in structural terms and illustrated in dialogues without buildups. There are repetition, true-and-false, response, translation, transformation, and completion drills. Appendices include a Chinese-English glossary, index, and synopsis of tonal spelling.


Designed to give speech and reading practice. Each of the 15 units contains a brief explanation of the situation, a cue sheet, a dialogue, summary of the contents, the sounds, vocabulary, structural patterns, notes, repetition, substitution, replacement, response, and directed conversation drills, dialogue expansion, narration, rhyme and progress evaluation. (ENDEAJ)


Designed to give speech and reading practice. Assumes considerable training in spoken Mandarin Chinese and in the Chinese written language. The course consists of 162 tapes, each approximately 15 minutes long, and accompanying texts. Lessons concentrate on everyday spoken Mandarin. Grammar (no explanations) and vocabulary are illustrated in dialogues accompanied by questions. There are pronunciation and tone, substitution, response, expansion, and transformation drills. Book IV is a supplement on spoken and written military Chinese illustrated in dialogues with vocabulary introduced in lists. Yale romanization is also used for pronunciation drills. (EDLI)


For the advanced student. Twenty lessons of conversation on various topics related to current campus life. Also includes quizzes and translation exercises.


Designed to give speech, reading, and writing practice. In the 16 lessons of Vol. I, grammar is explained in structural terms and illustrated in dialogues and basic sentences which are diagrammed. There are pronunciation, repetition, completion, translation, sentence construction, true-false, comprehension, recognition, composition, replacement, and script drills and exercises. Lessons 1-7 utilize romanized transcription. Characters are gradually introduced. Chinese-English, English-Chinese vocabularies. Index. (Vol. II not seen.)


Intended for a college semester of intensive study or a year of semi-intensive high school study. Designed to give speech practice. In the 26 lessons, grammar is illustrated in dialogues, vocabulary lists, and sentence builds, and is explained in structural terms. Substitution tables are included. There are pronunciation (with emphasis on tone), substitution, translation, and response drills. Dialogues in English serve as a base for structured conversation. Usage is explained in notes and illustrated in sentences. Chinese material is in the Peking dialect and written in Pinyin transcription. Chinese characters briefly introduced in two chapters. Character Text is primarily intended for use by the native teacher and for further reading practice. Combined Pinyin glossary-index. (See also author's Index Volume and Selected memorization exercises.)


For use in high school or college and designed to give speech practice. The 24 lessons present dialogues on everyday topics followed by analysis of difficult features and numerous sentences illustrating the usage of all new words (approximately 1000 items) and grammar. Monologues and questions based on dialogues appear without translation for comprehension practice. Chinese material is in transcription with few diacritics. To be used in conjunction with a teacher's manual and Character Text which is designed for use by the native teacher and for further reading practice. Comparative transcription table and combined Pinyin glossary-index. (See also author's Index Volume.) (NDEAJ)

Advanced Chinese. (Yale Linguistic Series) New Haven, CT: Yale University Press, 1966. xvi, 575 pp. Tapes. Character Text for Advanced Chinese. 1966. [ED 019 702 Resume only] For use in high school or college. Designed to give speech practice. Assumptions of Beginning Chinese, Beginning Chinese Reader, and Lessons 1-6 of Intermediate Chinese Reader. Twenty-four units, including four review units. Dialogues, with new vocabulary and illustrative sentences interspersed, and lectures serve as a base for questions and summaries. Grammatical information is in structural terms. Chinese material is in transcription. The Character Text is for reading purposes. It includes Pinyin transcriptions of infrequently used characters whenever they occur. Appended are a comparative transcription table and combined Pinyin glossary and index. (See also author's Index Volume.) (NDEAJ)

Index Volume: Beginning, Intermediate and


A comprehensive index to the author's conversation and reading series. Contains the following indexes: 1. Pinyin Index including 11,000 entries with definitions and illustrative sentences; 2. Stroke and Radical Numbers of Characters. The approximately 1,700 characters which appear in the various texts are listed alphabetically by Pinyin transcription and their strokes and radical numbers are given in parentheses; 3. Radical-Stroke Index of Characters. Enables a student to locate a character in this list, find its pronunciation and then look up the item in the Pinyin index; 4. Stroke Index of Variant Forms. Variant form is followed by the regular form and its transcription.


To accompany author's Beginning Chinese.


Designed to give speech practice. A set of translation exercises prepared for use as a topical review of the basic structural patterns presented in M.G. Tewksbury's Speak Chinese and in the notes of Fred Wang's Chinese Dialogues.

and M. Gardner Tewksbury. Speak Mandarin: A Beginning Text in Spoken Chinese. (Yale Linguistic Series) New Haven, CT: Yale University Press, 1967. 3 vols. Tapes. [ED 016 227/228/229 Resume only] A revision of Speak Chinese (1948). Designed to give speech practice. For reading and writing practice, the student is referred to Read Chinese, Book I, which assumes a knowledge of the vocabulary of the first half of Speak Mandarin. Twenty lessons, each in four parts: dialogues (without builds) or a narrative, vocabulary, sentence patterns, and notes. Grammatical patterns are explained deductively: sample sentences are presented and a pattern or principle is derived from them. Yale romanization system used throughout. Vocabulary is limited to 600 items presented in lists. An outline of the phonology appears in an introductory section. The Manual contains exercise material and suggestions for classroom activity including structured conversations. The Work- book, functioning as a directive to the student, contains transformation, completion, repetition, response, sentence construction, and (written) translation exercises and some grammatical information as well as four review lessons. Index. (NDEAJ)


Designed to give speech practice. The materials...
are based on contrastive analysis. Basic patterns are presented with examples, briefly explained in structural terms, and practiced in repetition, response, and substitution drills. Pronunciation lessons, with repetition drills, alternate with grammar lessons. Vocabulary lists at the end of grammar lessons. Chinese material is in transcription with tones marked. Glossary including both transcription and standard orthography in each volume.


Part of a projected 12-volume series. Designed to give speech, reading, and writing practice. In the 28 units, grammar is explained in outline form and diagrams, and illustrated in dialogues which are given in Chinese characters, Pinyin, and Yale Romanization. There are repetition, substitution, translation, response, question and answer, and expansion drills and exercises. Lessons also include vocabularies, guided conversations, notes and writing Chinese characters. Early lessons contain introduction to pronunciation and the national phonetic alphabet.


Part of a projected 12-volume series. Designed to give speech, reading, and writing practice.


Designed to be used with Speak Chinese (by Tewksbury) or possibly with other introductory textbooks. In the 40 lessons, the Chinese material is in the Yale romanization. The phonology is explained in articulatory terms. There are repetition and contrastive drills on tones and sounds.


For use in high school and designed to give speech, reading, and writing practice. Partly designed for self-instructional purposes. Each volume contains 15 lessons except for Vol. III which has 20. Dialogues without buildups, accompanied by illustrations, serve as a base for structured conversation. Narratives serve as a base for comprehension practice. Grammar is explained in structural terms. There are expansion, repetition, substitution, replacement, response, reading, and writing drills. Cultural information. Pronunciation information in Lessons 1-4 (Vol. I). Appended to each volume is a section on writing Chinese script to be used concurrently with the lessons. Chinese material is in transliteration accompanied by Chinese script from Vol. II. Appended to all volumes are structural patterns and Chinese-English glossaries, to Vols. II and III an index of characters, and to Vol. III common variant forms of characters. ([NEAJ]


Provides exercises, reviews, structural and lexical analyses to supplement Elementary Chinese. Parts I & II.


Drills to be used as supplementary material for Modern Chinese Reader and Elementary Chinese.


May be used for self-instructional purposes and designed to give speech, reading, and writing practice. In Lessons 13-72, grammar is illustrated in sentences and narratives and explained in traditional terms. There are response, completion, translation, sentence construction, and transformation drills. Vocabulary (586 items) is introduced in lists. Lessons 1-12 include extensive pronunciation information and repetition drills. The Chinese script is used, supplemented by transcription. The stroke order is indicated for all characters. There are exercises in transcribing and in writing Chinese characters. Appended are tables of simplified characters, and Chinese characters and their combinations, a general review of grammar, and a Chinese-English glossary.

Designed to give speech, reading, and writing practice. Each volume contains a voicing script and a student workbook to be used in conjunction with tapes. The course consists of four tasks. In Task I, concentration is on pronunciation and includes drills, in Task II, on numbers, in Task III, on syntax, and in Task IV, on structural patterns and vocabulary. Grammar is explained in structural terms. There are repetition, response, and translation drills. In Vol. III, character writing practice is given in frames where the order of the strokes are indicated by color and by numbers. For oral production work, a "response" learning mode is used which allows the student to hear and judge responses immediately. The Chinese script is used throughout, except in Vol. I, where it is supplemented by the Yale romanization. [NDFA] New gateway to Chinese. New York, NY: China Books and Periodicals, 1973. 41 pp. Records.


Companion to \textit{Speak Chinese}. The sentences to be translated, introduced by illustrative frames and grammatical explanations in structural terms, are arranged in groups exhibiting similar grammatical constructions.


with restricted vocabulary in dialogues, narratives, and pattern sentences and explained in structural terms. There are fluency drills and some structured conversations. An introductory section outlines the phonology. The Chinese material is in romanization with indicated diacritics in Lessons 1-10. Appended are a grammatical index and a Chinese-English glossary.

\[Rev. ed. New Haven, CT: Yale University, Institute of Far Eastern Languages, 1995. 90 pp.\]

Like *Speak Chinese* with additional substitution, response and translation drills all of which are provided in tables.


For the intermediate student. A series of 36 stories which review the vocabulary and structural patterns of *Chinese Dialogues* and include student question sheets to test listening comprehension.


Designed to give speech practice. Assumes mastery of *Speak Chinese* or its equivalent. In the 24 lessons, grammar is illustrated in dialogues and explained in structural terms. There are translation, sentence construction, and response drills. Information about the usage of the 800 new vocabulary items introduced. Pronunciation drills on sentences. The Chinese material is in romanization. Instructions to the teacher in the introduction. Vocabulary index.


Assumes a knowledge of modern spoken Chinese. Vol. I contains literary texts with notes. Vol. II contains the same texts found in Vol. I, but with the grammatical transfers to contemporary Chinese. There are notes, transformational patterns, vocabulary explanations, and exercises. (NDEA)


Designed to give speech, reading, and some writing practice in Mandarin Chinese. Part of a projected four volume course. Each book contains 20 lessons and four reviews. Grammar is illustrated in dialogues. There are pronunciation, repetition, substitution, response, completion, and translation drills and exercises. Vol. II has four lessons on writing: pictorial characters, ideographs, characters of combined ideas, and phonetic compounds. The order of strokes is indicated. Vol. III introduces simple short stories with comprehension questions. Half the lessons are in Chinese characters; Yale romanization used elsewhere. English-Chinese, Chinese-English glossaries in each volume.


Designed to supplement a basic course in spoken Chinese. In the 24 lessons, there are basic pattern sentences and repetition, transformation, replacement, rejoiner, integration, contraction, substitution and expansion drills and exercises. Romanized transcription used throughout.


A phonology workbook to accompany author's textbooks. Provides illustrations of *t;* articulation of the sounds, with drills and exercises for practicing each sound.

READERS


Thirty-four lessons designed to accompany *Elementary Chinese, Parts I & II. Vocabulary.*


New Haven, CT: Far Eastern Publications. (Also by Yin-lien Chin. Poughkeepsie, NY: Vassar College) [CED 016 700 Vol. I, Resumé only]

Designed to give reading and some writing practice. Closely correlated with the author's *Beginning Chinese and Character Text for Beginning Chinese.* The charac-
ter study should not begin until the related material has been learned in transcription. Forty-eight lessons, including eight reviews, and 44 supplementary lessons on simplified characters. Characters are presented in three styles: Sung Dynasty style in the main lessons; Ming Dynasty style in the supplementary lessons; hand-written form in the stroke-order chart. Dialogues, narratives, and various other forms of written Chinese (poems, correspondence, excerpts from actual publications) illustrate the 10 new characters of each lesson. They are preceded by the introduction of the new characters (pronunciation indicated in Pinyin transcription) and the special combinations in which they occur; buildups (units 1-4) and suspicious pairs clarifying structural patterns; and illustrative sentences. Appended are a stroke-order chart, six summary charts on characters, and a Pinyin index. (See also author's Index Volume.) [NDEA]

Lessons 1-6 assume mastery of Beginning Chinese and Beginning Chinese Reader. Lessons 7-30 are correlated with the first nine lessons of Advanced Chinese and Character Text for Advanced Chinese. Five reviews and 30 supplementary lessons on simplified characters. Four hundred new characters, and some 2500 compounds illustrated in sentences, narratives, and dialogues. Sixteen new characters accompanied by transcription are introduced by transcription in each lesson. Appended to Part II are a stroke-order chart, five summary charts on characters, and a Pinyin index. (See also author's Index Volume.) [NDEA]

Twenty-five lessons with vocabulary lists (also in romanized transcription) and illustrative sentences. Lessons 1-30 are correlated with Lessons 10-20 of Advanced Chinese and its companion volume, Character Text for Advanced Chinese. Includes supplementary lessons on simplified characters, stroke-order chart, character summary chart arranged by lesson, number of strokes, radicals, comparison of Sung and Ming type faces, comparison of regular and simplified characters, and variant forms of character. Chinese-English glossary. (See also author's Index Volume.) [NDEA]

Designed to give speech and reading practice. Assumes mastery of Fewkesbury's Speak Chinese and Fred Wang's Chinese Dialogues or the equivalent. Each lecture appears in transcription and in the Chinese script and is accompanied by a vocabulary list. Can be covered in four classroom hours. Approximately 1070 new vocabulary items are introduced. Chinese-English glossary. Vol. II, the exercise book, contains translation drills, comprehension questions, and questions leading to structured conversation. [NDEA]

Grammars

Gives the characteristic traits of the five systems of transcription (Wade-Giles, Simplified Wade-Giles, Gwoyeu Romatzyh, P' in-yan and Yale). A register of characters listed in all five transcription systems.

A descriptive grammar written for the linguist and the specialist in Chinese. Assumes familiarity with written Chinese. The grammar is intended to be a description of all spoken Chinese, hence Standard Mandarin is de-emphasized. The dialect used, in general, however, is the informal style used in Peking. Grammatical forms covered are the morpheme and the sentence in spoken Chinese and their various types, and the relation of these types to other parts of speech such as the substantives. The approach in general uses the IC method, and transformation and rules of generation where deemed useful. Each form described is followed by examples given in Chinese characters and in transcription and followed by an English gloss. Several kinds of transcription are used: Gwoyeu Romatzyh, and a modified IPA for Mandarin, P' in-yan, and Yale.

Each form described is followed by examples given in Chinese characters and in transcription and followed by an English gloss. Several kinds of transcription are used: Gwoyeu Romatzyh, and a modified IPA for Mandarin, P' in-yan, and Yale. Tables, select bibliography. [NDEA]

Phonological description of modern standard Chinese designed to enable the teaching and learning pronunciation of the language. Phonemes are described in articulatory and experimental terms with occasional contrastive information provided. Appendices also deal with sounds difficult for English and Chinese speakers. Bibliography.

Structural in approach. Includes a select bibliography.

A companion to R.H. Mathews' Chinese-English Dictionary. Based on phonetic and contrastive methods. Each Mandarin sound is represented by the IPA symbol, the commonly used Chinese characters, the Chinese phonetic sign and by eight different types of romanization.


Also includes an introduction to the pronunciation and romanization invented by J.-A. Lundell. Brief discussion of Pekingese qualitative phonetics. Detailed treatment of prosody.


Conversion tables of currently used international and European systems with comparative tables of initials and finals.


A linguistic description and grammar. After a critical review of previous analyses of Chinese, the author presents a grammatical structure analysis based on the theories of Trager and Smith. Covers the morphemic and syntactic aspects of the language. Bibliography. Phonetic transcription used.


Includes exercises with answers.

DICTIONARIES


Intended for the speaker of Chinese. Concentrates on modern spoken Chinese. The approximately 8000 entries are followed by abbreviations indicating the parts of speech and the Chinese gloss in the Wade-Giles transliteration with numerals indicating tones. Illustrative sentences. Standard Peking pronunciation is represented.


This dictionary is arranged according to the Chinese radical system but has an alphabetic index to the characters, and conversion tables from Wade-Giles to National Romanization. A system of annotation of entries gives data on grammatical function, stylistic class, and the pronunciation in non-Mandarin dialects. There is an introduction to Chinese National Romanization and the pronunciation of Chinese.


A concise dictionary containing 15,000 words. Entries in English are followed by the Chinese character or characters, together with Chinese phonetics, the romanization in Mandarin with tone signs, and the romanization in Cantonese with tone signs. Also included are appendices of religious words and military terms, a list of simplified Chinese characters, a numerical list of radicals, a chart of Chinese dynasties, and information concerning Chinese family names and relationships.


Parts of speech, levels of meaning and occasionally illustrative phrases provided. Tone indicated.


A translation of a Chinese-German dictionary prepared in 1959 by the German Department of the Peking Institute of Foreign Languages. Arranged according to the Pinyin system of romanization, but appends an index arranged according to radicals and strokes and includes a chronological table of the Chinese dynasties, a list of the transliterations of non-Chinese place names, a table of chemical elements, and a comprehensive conversion table for the Wade-Giles system.


The authorized revision and expansion of the 1945 War Department Dictionary. Intended for use by intermediate students of colloquial Mandarin. A lexical and grammatical guide with two parts, Chinese-English and English-Chinese. It stresses identification of the grammatical and syntactic functions of the words listed, which it indicates both with identifying symbols and sentence-length examples. The approximately 10,000 entries include romanization and Chinese characters. The Yale romanization is used with cross-reference making it possible also to locate forms directly using the official Mainland romanization. The introduction includes phonological and grammatical outlines. [NDEAJ]


An encyclopedic dictionary arranged alphabetically according to the Wade-Giles romanization, for which it is the standard. Translations which are considered standard for diplomatic terms for the Ch'ing period are included. Gives a variety of botanical names, rhyme characters and information on non-Mandarin pronunciation. Appendices include family names, tables of the Chinese dynasties (with reign titles), calendrical tables, and a radical index.


Concentration is on the modern colloquial language. The head words are numbered and arranged according to the phonetic spelling in the Pin-yin alphabet adopted by the People's Republic of China. Tones are indicated by diacritics. The combinations under each head word are arranged according to the initial stroke in the character immediately following the head word. Contains 4500 characters and approximately 28,000 compounds,
A dictionary of the spoken language intended for the speaker of English. The 6000 entries, representing basic vocabulary, are alphabetically arranged according to the Pinyin romanization. The Chinese script accompanies the romanization. Abbreviations indicate the parts of speech. Illustrative sentences. Particular emphasis has been given to syntactical structure, functional elements such as particles, and idiomatic expressions. Included are a brief outline of the Chinese parts of speech, a comparative table of romanization systems, and a character index.


Chinese-English dictionary. Entries include parts of speech, levels of usage, grammatical information, and illustrative phrases and sentences. Chinese entries are entered alphabetically. Under each letter the characters are arranged according to the four Mandarin tones. Under each tone they are on the whole arranged according to the number of strokes. Characters having two or more readings are defined under only one entry.


Emphasis is on the spoken language. Part I contains the 13,000 English entries of common words and expressions in arts, education, science, sports and music, as well as basic terminology in military and other fields, consecutively numbered, followed by an abbreviation indicating the parts of speech and by the Chinese gloss in romanization. Part II contains the Chinese glosses, in numerical order, in the Chinese script. Uses Yale romanization; a conversion table for the other romanization system is provided.

Entries include conversion of traditional to simplified Chinese, a character index which lists the characters in their simplified forms.


Designed to give writing practice. A companion to the DLI Chinese-Mandarin Basic Course. Consists of step-by-step illustrations for copying 825 characters. [DLI]


An introductory description of Chinese writing, which illustrates the historical evolution of Chinese characters, the structural form of Chinese sentences, and the relation of Chinese writing to the ancient Chinese culture.


An effort to adapt the Chinese characters to the mechanical operations of the computer. Designed to assemble all the Chinese characters in modern use, to clarify relationships between characters, and to serve as a focal point for cross-reference between several different systems currently used in arranging Chinese characters. Vol. I is a telegraphic code index, Vol. II a romanization index, Vol. III a radical index, Vol. IV a total stroke count index, and Vol. V a four corner system index.


Intended as an aid to learning characters by comparative study. Two hundred and seventy-six groups of two to seven similar characters are listed. Each character is transliterated, according to the Wade-Giles system and the Yale system, its radical is identified and numbered, and finally its number in Mathews' Chinese-English Dictionary is given.


Designed to give reading practice. Following a general introduction to the history of the Chinese script, the Chinese characters are presented with their radical number, the modern standard handwritten form (or occasionally the printed form), the seal and the archaic form. In Chapter II, 192 radicals are introduced, and in Chapter VIII, 22 radicals which have a purely formal function. Seven chapters treat compounds of radicals and phonetics in order of increasing complexity. Chapter IX treats characters arranged according to stroke number, Chapter XI treats characters whose archaic form is unknown, Chapter XIII demonstrates the sound variation inside the phonetic series, Chapter XV the remaining unexplained characters, and Chapter XVI the simplified character.


For self-instructional purposes. Designed to teach the student how characters are put together, how to tell one character from another, and how to analyze new characters into appropriate constituents for purposes of dictionary search. The materials are based on an immediate constituent analysis of the characters into recurring partials and are organized into units containing explanations and drills.


Complementary volume to author's 1200 Chinese Basic Characters.


Self-instructional textbook designed to give writing practice. Chapter 1 illustrates and describes characters in pictorial form, usually exaggerated to enable the student to see relationships. Chapter 2 illustrates characters but without the pictorial forms. Chapter 3 is on phonetic characters containing an index of the characters in the progressive order of their strokes in print style, brush style, modern standard (kaisho), and ancient (tenso) forms.


In the 20 lessons, the first 300 characters introduced in Read Chinese, written in cursive form, have been analysed and presented systematically to teach the student an approach which may be applied to other characters. Two-color process makes the key components of the cursive character stand out. Flash cards give the standard form on one side of the card and the cursive on the other. Appendices cover basic script elements and their uses, cursive forms easily confused, and an index of characters.


Analyzes and explains 1000 characters. Student is expected to master each of the characters.


READERS

Chao, Shu-Li. The Tale of Li Youcai's Rhymes. Ed. by

For the advanced student. Contains an introduction on background, explanations, and text with English annotations. The rhymes are imitations of verse chanted by amateur or professional entertainers, and reflect a style in Chinese popular literature. Bibliography. Map.


For the intermediate-advanced student. Contains 21 lessons with notes and translations of difficult passages. Texts reproduced as in original publications are from official documents and journal articles. Introduction in English given for each reading. Appended are two comprehensive glossaries, one in romanized alphabetical order, the other arranged by Chinese radical.

Characters appear in the simplified forms (chien-t'i) in the text and vocabulary but are represented by their complicated forms (fan-t'i) in the glossaries. Conversion tables of Wade-Giles, National Romanization, Yale, and the Pin-yin systems also included. Finally, a comprehensive tabulation of the Communist government's officially adopted simplified characters arranged by Pin-yin system, number of strokes in the simplified character, and number of strokes in the conventional character.


For the intermediate-advanced student. Fifteen selections from published documents arranged in chronological order, relating to some of the major events in Communist China in its first decade. A brief introduction to each lesson explains the significance and background of the subject concerned. Vocabulary lists composed mainly of compounds, supplemented by four-character idioms, technical terms and quotations. A conversion table from Wade-Giles to both National Romanization and the Yale system is appended. Includes two glossaries, one arranged alphabetically in Wade-Giles romanization, the other arranged by Chinese character radicals.


For the intermediate-advanced student. A sequel to Readings in Chinese Communist Documents. Ten lessons, designed to exemplify the major expressions of Communist Chinese ideology, from 1930 to present. Lesson One, consisting of 12 selections, is an attempt to give a comprehensive summary of the basic "thought of Mao Tse-tung." Each lesson has an explanatory introduction in English. Appended are two comprehensive glossaries, one in romanized alphabetical order, the other by Chinese radical, a conversion table for Wade-Giles, National Romanization, and the Pin-yin systems, and a comprehensive tabulation of the officially adopted simplified characters arranged by Pin-yin system, number of strokes in the simplified characters, and number of strokes in the conventional characters.


Assumes mastery of the author's A Primer of Newspaper Chinese and familiarity with approximately 1500 single characters. The annotated readings are editorials, official reports, and the like. The first eight selections, taken from Communist newspapers, are in a style close to the spoken colloquial while the last four selections, taken from Nationalist newspapers, are in the traditional newspaper style. Chinese-English glossary.


Assumes familiarity with approximately 800 characters. The selections, all of which are news stories, illustrate the traditional style and the more colloquial style. Accompanying each reading is a vocabulary list and structural analysis. Appended are a bibliography, lists of common Chinese surnames, Chinese transliteration of foreign names, organization of the Central Government of the People's Republic of China, literary-vernacular comparative lists, 800 basic characters, exercises, and an index.


Designed to give reading practice. A biography of the Chinese painter written in simple colloquial Chinese accompanied by vocabulary lists. The Chinese material is in the Chinese script and is accompanied by a transcription in the vocabularies. The 600 basic characters which appear in Read Chinese, Books I and II are used, supplemented by a minimum of new characters. Included are a list of the 600 characters and a comparative table of romanization tables.


Brief passages with vocabulary, notes and exercises. Traditional grammar textbook.


Includes vocabulary.


May be used for self-instructional purposes. Forty newspaper selections with notes, in characters and transliteration, and exercise sentences. Also includes indexes of first and final occurrences of characters and compound expressions, and a general index.


Contains original text with Pinyin romanization in facing columns. Following the main text are vocabulary, notes, stroke index of variant forms, and Pinyin
index. Introduces 460 characters and 1400 compounds.


Intended as a supplementary reader for students who have mastered Read Chinese, Books I-III. Each of the 12 lessons contains 3000 characters and may be read in an hour. The readings cover Chinese social structure, language and linguistics, economics, government and politics, history and literature. Vocabulary list in each lesson.


A third level text designed to give speech and possibly reading practice. The texts provide a transition from the vernacular to the modern literary language. The romanized text includes response and translation drills, supplementary vocabulary lists, suggested topics for outside reading and composition writing, comparative tables of romanization systems, and a Chinese-English glossary.


Intended as a supplementary reader for students familiar with Speak Chinese and Read Chinese, Books I and II. Each of the 20 lessons is an adapted story in simple colloquial Chinese, in the Chinese script. The limited number of new characters and compounds are explained in footnotes. The Chinese-English glossary, in the Chinese script and in transliteration, is arranged according to stroke count and stroke order.


The 20 stories appear in the Chinese script accompanied by a transcription in the notes. Each selection is preceded by notes for rarer items. Appended is a list of the more frequent characters.


The 11 selections are representative of Communist literature on political, social, economic, military, and ideological problems. Expressions not easily found in dictionaries have all been annotated. The Chinese material is in the Chinese script accompanied by a transliteration in the notes. Appended are a list of simplified characters, a comparative table of romanization systems, and an index to the notes.


Vol. I includes 20 articles taken from newspapers with topics ranging from ping pong to politics. Vol. II is a glossary arranged according to Standard Telegraphic Code group order. It is recommended that technical dictionaries be used which are listed in the preface.

CDLT


An elementary grammar of Baihwa with practice in the recognition of 100 characters.


 Assumes mastery of Read Chinese, Book I. A supplementary reader designed for the student who is interested in reading Chinese newspapers, magazines, etc. The 20 lessons describe Chinese culture and customs. Three hundred new characters are introduced. All unrequired characters appear in romanization in the text and in the character form in the notes which follow each lesson. [See also GRAMMARS, Sobelman and Ho]

Texts include translations, vocabulary, and notes.

CDLT


For the advanced student. Chinese texts with English introduction and notes.


For the intermediate or advanced student. Six selections in simplified characters with vocabulary and notes in transcription and English. Traditional forms also given.


An introduction to the style of modern Chinese expository prose which is based on the vernacular. Assumes mastery of a first-year course, the basic vocabulary of 1010 characters plus compounds introduced in Read Chinese, Books I-III, and Read about China. The 23 selections appearing in Vol. I introduce 1000 additional characters. Vols. II and III contain reading notes, structure notes, list of new characters with transliteration, translation and grammatical identification. Appended in Vol. I are character index, radical index, index to the structure notes, and a Chinese-English glossary. (MDEAJ)


Vocabulary and notes.


Intended for the intermediate-advanced student. Designed to introduce the student to classical and modern Chinese literature. All the volumes contain notes, brief biographical data, literary information, and references for further study. Vol. I has 15 selections from ancient literary (prose and poetry), historical, and philosophical works. Vol. II contains 14 selections from the Sung, Yüan, Ming, Ch'ing, and Republican periods; vernacular literature is excluded. Vol. III includes 11 selections, primarily essays and stories representing a wide range of styles. Also included are selections intended to illustrate grammatical points. Vol. IV presents prose essays selected from classical writings.


Designed to give reading practice. In 50 lessons, conversational and narrative prose are presented in the Chinese script, in Quoyou Romatzyh romanization, and in English. Appended are comparative romanization tables.


Vocabulary, notes, and translation.


For the advanced student. Sixteen lessons with texts presenting important 20th century essays in the vernacular on Chinese history from the ancient period to early 20th century. Included are a syllabary chart, simplified character chart, and index. Glossary and discussion topics supplement lessons. National phonetic alphabet used. (MDEAJ)


A folk tale retold within the limits of a 300-character vocabulary. To be used after Lesson 15 or following the completion of Read Chinese, Book I. Forty-eight line drawings illustrate the story. Appended is a list of new characters and expressions not included in Read Chinese.


To be used concurrently with Speak Chinese after the first 12 lessons have been mastered. In the 20 lessons of Book I, the characters are introduced gradually; later lessons contain no romanization. In the 15 lessons of Book II, an additional 300 characters are used in narratives. In the 20 lessons of Book III, an additional 400 basic characters and about 500 new words and combinations are included in adapted plays, short stories, diaries, speeches, essays, and travelogues. Notes accompany each lesson. Appended are lists of characters, and in Book I, a stroke order list and a Chinese-English glossary. (See also DICTIONARIES, Stimson.)


In two parts: Part I is a list of basic vocabulary items arranged according to the Yale romanization. Part II consists of selected readings which include fables, drama, biography, a song, a poem, stories and jokes. Texts in romanization and Chinese characters.


Presupposes the equivalent of a one-year intensive course in Chinese. Consists primarily of selections on such topics as Chinese cultural history, historiography, and philosophy. Texts entirely in Chinese characters, and a few notes provided at the beginning.

GRAMMARS


Short introduction to the rudiments of classical grammar, designed for students beginning the study of literary Chinese.


For the elementary and intermediate level student. Designed to supplement Lee's Read about China. Provides explanations of problematic constructions with exercises.

DICTIONARIES


Groups of characters and all of the single characters for each division are listed on an individual summary sheet, so it is necessary to scan only one page to locate either a character or a group factor.


Intended for the speaker of Chinese. Usage dictionary with simplified characters. Entries include illustrative phrases and sentences.


A comprehensive dictionary intended for the speaker of Chinese. The entries are in the standard orthography modified to indicate stress supplemented by a transcription and followed by abbreviations indicating the parts of speech and the Chinese gloss in the Chinese script.


Uses Wade-Giles romanization.


Intended for speakers of both languages. Entries are listed under their main character with romanization provided. Parts of speech and levels of usage indicated. Chinese and romanized indices are appended.


Expressions occurring most frequently in contemporary Chinese newspapers and magazines.


Designed to give the student a quick access to the pronunciation and tone of a given character. Classified are 94,114 characters arranged in two columns. Those in the center, between the columns, are accepted variations. Each character has a brief Chinese definition and an English definition. Above these appears the number by which the character is catalogued, and the pronunciation. English-Chinese index, and alphabetical index.


Forms used widely in popular and technical literature. Characters arranged under the conventional system of radicals, the corresponding original form, the pronunciation (according to the Wade-Giles system), and the meaning.


Chinese-English glossary, in the Chinese script (and in Yale romanization) arranged according to stroke count and stroke order. The 17 appendices are specific guides to the reading of Chinese newspapers.


Intended for the speaker of Chinese. Pronunciation differences noted in phonetic transcription. Levels of usage and illustrative phrases and sentences provided.


Approximately 80,000 entries.


This dictionary is arranged according to the traditional radical system. Entries for both single characters and phrases are full, but written in a semi-literary style. Citation and quotation of sources are provided.


The 1000 characters of Wang and Chang Read Chinese. Books I-III are given definitions according to literary usage, mostly following Bernhard Karlgren. Arrangement is by number of strokes. An entry consists of the character, the reading in three different romanizations, and the gloss.


A comprehensive dictionary intended for the speaker of Chinese. The arrangement is that of a standard Chinese dictionary. The entries are in the Chinese script, supplemented by a transliteration. Index arranged according to romanization.


Intended for the speaker of Chinese. The approximately 30,000 English entries are in the standard orthography modified to indicate stress and occasionally followed by a transcription. Abbreviations indicate the parts of speech. The Chinese glosses are in the Chinese script.


A compact dictionary of characters and phrases arranged according to the Four-Corner system developed by Mr. Wang. Pronunciation is indicated in the National Romanization, in the National Phonetic Script, and by the inclusion of an homonymous character. For users not familiar with the Four-Corner system, there is an index at the back arranged according to total stroke count.

CHINESE, AMOY

TEACHING MATERIALS


Design to give speech practice. Vol. I contains 24 lessons, Vol. II contains 17 lessons, English-Amoy, Amoy-English glossaries, a list of common verbs, and corrections to Vol. I. In the first 29 lessons, grammar is illustrated in dialogues with buildups and explained in structural terms. There are substitution, translation, and sentence construction drills. The last 12 lessons of Vol. II contain dialogues and notes on grammar and vocabulary. The Amoy material is in transliteration. [ACLIS]


Designed to give speech practice. Six dialogues followed by comprehension questions and vocabulary lists. The romanization, with tones indicated by numbers, is supplemented by the Chinese script in the vocabularies.

Carroll, Thomas D. Some Practical Notes on the Pronunciation of Taiwanese: A Pedagogical Treatment of Sounds of the Amo Dialects Spoken in Taiwan. T'ai-chung, Taiwan: Maryknoll Language School, n.d. 64 pp.

Designed to give pronunciation practice. Includes an outline of the phonology. In the 12 lessons, the tones and sounds are described in detail in articulatory terms and illustrated in charts and diagrams. Lessons 1-10 include repetition drills on syllables, Lessons 11 and 12 on words, phrases, and sentences. Chinese material is in transcription with tones marked by numbers.


Intended for intermediate students. Designed to give speech practice. In the 24 lessons, grammar is illustrated in dialogues accompanied by comprehension questions. Vocabulary list in each lesson. The transcription indicates tones.


Designed to give speech practice. Primarily intended for American Catholic priests. Thirty-three lessons and supplementary vocabularies. Grammar is explained in structural terms and illustrated in dialogues. There are repetition, response, substitution, expansion, and translation into Taiwanese drills. Contains an outline of phonology, with tones indicated on a musical scale, and repetition drills. Taiwanese material is in transcription with tones indicated by numbers. Appended to Vol. I and II is a glossary of Taiwanese in transcription and in Taiwanese script.


Designed to give speech and reading practice. Pronunciation Drills contains 24 lessons with explanatory notes and is designed for use prior to Parts I and II. Thirty lessons follow. Grammar is explained in structural terms, and illustrated in dialogues (to be memorized) which serve as a base for structured conversation. There are substitution, repetition, question and answer, transformation, and translation drills and exercises. Introductory section contains an outline of word classes. Vol. III contains narratives with vocabularies and comprehension exercises. Romanized transcription used throughout. Chinese-English vocab-
Diagnosis

Wordl a.

Vernacular


Designed to give speech practice. In the 40 lessons, grammar is explained in traditional terms. There are translation and completion exercises. Suggested conversations in Lessons 1h-40 are outlined in English. Includes an outline of the phonology. Chinese material is in transliteration with tones marked and accompanied by the standard orthography in the last two glossaries. Appended are special topical vocabularies and a list of classifiers. Chinese-English, English-Chinese glossaries.


An outline of phonology, with reading and repetition drills. The Amoy material is in transliteration. Appended are vowel, consonant, and syllable charts.

READERS


Modern and traditional selection in romanized colloquial Taiwanese.


In the ten lessons, the Taiwanese material is in transliteration, and in the vocabulary lists, supplemented by the Chinese script.


Designed to prepare advanced students for Chinese college courses. Assumes familiarity with Speak Chinese and Chinese Dialogues. Each of the 12 units includes an introductory dialogue, a lecture, and a review dialogue. Each part of the unit is accompanied by a vocabulary list in which the romanization is supplemented by the Chinese script. The topics covered are sociology, language, economics, government, history, and literature.


Supplementary reading material for self-instructional purposes. Assumes mastery of a basic course. A Chinese folktale retold in colloquial Taiwanese. Each of the six chapters includes comprehension questions.

GRAMMAR


A summary of the dialect, phonology, vocabulary and grammar of Amoy. Additional material with comments on Fukien, Kwangtung (except Hainan), Hainana and Chekiang.


Contains an introduction in English. Description in Chinese. Charts.


DICTIONARIES

Campbell, W. A Dictionary of the Amoy Vernacular Spoken Throughout the Prefectures of Chin-Chi, Chiang-Chiu, and Formosa. Tainan, Taiwan: Ho Tai Hong Print Factory, 1913. 11, 113th pp.


Arranged alphabetically in romanized Amoy pronunciation. Reading and colloquial pronunciations as well as dialectal variations are given for each entry. Barclay's Supplement adds modern vocabulary and also gives the Chinese characters for the entries.

CHINESE, CANTONESE

TEACHING MATERIALS


Designed to give speech practice. For use in intensive courses. Each of the 30 lessons is divided into five sections: dialogues, with buildups; to be memorized; culture and structural grammar notes; substitution, expansion, response, transformation, alteration, combination, and conversation drills; Conversations for Listening; and Say it in Cantonese, English to Cantonese practice, primarily in conversational question-answer form. Earlier sections contain pronunciation drills. Vocabulary limited to approximately 950 words. Huang-Kok Yale romanization used throughout; Chinese characters also provided in vocabulary indexes. Appended to each volume are the texts of the Conversations for Listening, a grammatical index, and a cumulative Cantonese-English vocabulary list. [F/S/ NNEA3]


Designed to give speech and possibly reading practice. In the 24 lessons, grammar is illustrated in dialogues without buildups and narratives and explained in structural terms. There are pronunciation, dictation, response, translation, transformation, completion, and sentence construction drills. Introductory chapters contain phonological and grammatical outlines and

Chinese-Cantonese Basic Course. Monterey, CA: Defense Language Institute, 1965. 9 vols. Tapes. EDD 022 1791. Intended for 47 weeks of intensive instruction. Designed to give speech, reading, and writing practice. Vol. I introduces the pronunciation with emphasis on the tone system, the basic aspects of grammar explained primarily in structural terms, the DLI romanization system, and the Chinese script. The initial drills on sounds and tones are followed by regular lesson units. Lessons consist of structural patterns presented orally, dialogues, translation and recombination exercises, word lists, and reading and writing material. Vol. IX is a character text. Primarily oriented towards military subjects. (DLI)

Chinese-Cantonese (Toishan) Basic Course. Monterey, CA: Defense Language Institute, 1962-64. 7 vols. EDD 022 176 MF only. Designed to give speech, reading, and writing practice. Beginning lessons present the tone and sound system in romanized transcription. Chinese characters are introduced in fourth lesson. For a fuller presentation of the tone and writing systems for beginning students, the reader is referred to Chinese-Cantonese Basic Course. Lesson units consist of oral materials (basic structures presented in both transcription and characters), reading and writing materials, vocabulary lists, and recombination and translation exercises (last four vols.). Vol. VII contains appended glossaries of terms of special interest to American military personnel in China. (DLI)

Chinese-Cantonese, Refresher Course: Instructional Units 1-140. Monterey, CA: Defense Language Institute, 1966. 5 vols. Tapes. EDD 022 1781. For the intermediate-advanced student. Designed to give speech and reading practice. Follows the general format of the DLI Chinese-Cantonese Basic Course. Each unit is in four parts: oral material, in romanization and Chinese characters, which introduces new elements for review and study; reading material, in Chinese script, which gradually progresses from conversational to literary style; questions for general comprehension; and vocabulary and notes. Cultural content designed for the special interests of U.S. military personnel. (DLI)


...Speak Cantonese, Book III. (Mirror Series A, No. 56) New Haven, CT: Yale University, Far Eastern Publications, 1967. iii, 305 pp. For use with an instructor and designed to give speech practice. In the 24 lessons emphasis is on introducing idiomatic expressions. Each lesson consists of a short story in which dialogue predominates, and a vocabulary list including some illustrative sentences. Approximately 2000 new vocabulary items. Cantonese material is in the Yale romanization. Chinese-English glossary.
EASTERN ASIA


Designed to give speech practice. In the 20 lessons, grammar is explained in traditional terms and illustrated in notes, tables, diagrams, and pattern practice exercises. Lessons contain dialogues and conversations which introduce a limited number of patterns. There are vocabulary, pronunciation (including tone), substitution, comprehension, translation, transformation, and response drills and exercises. Vocabulary at the end of each lesson. Introduction to Cantonese sound system. Roman transcription also used throughout.


To follow author's *Elementary Cantonese*; lessons numbered continuously (21-40). Same basic format. Entries in Supplement are listed alphabetically. Also included are reference to texts, parts of speech, and grammatical information.


Constitutes lessons 41-56 of the author's elementary and intermediate textbooks. Designed to give structured and supervised conversation practice. Lessons consist of dialogues and narratives arranged to introduce the student to Cantonese culture.


Designed to give speech practice. Divided into four sections: 42 lessons, readings, conversation and idioms and notes. Grammar is explained in traditional terms. Vocabulary lists. Pronunciation is outlined in an introductory section. The Cantonese material is in the Chinese script supplemented by a transliteration.


Also used for self-instructional purposes. Designed to give speech practice. The book consists of 50 speech patterns, each introducing one structural feature, arranged alphabetically according to the English heading. Usually 15 sentences are given to illustrate each pattern. Cantonese material is in transcription. An introductory chapter outlines the phonology with particular attention to the transcription. Grammar index.


For self-instructional purposes. Designed to give speech practice. In the 32 lessons, the Cantonese material is in Chinese script accompanied by a transcription. In Lessons 1-18, grammar is illustrated in unrelated sentences and in dialogues without buildups. No grammatical explanations. Lessons 19-32 contain topically arranged vocabulary lists. Colloquial Cantonese is represented.

**GRAMMAR**


A summary of the dialects, phonology, vocabulary and grammar of Cantonese. Bibliography with comments.


Full-length linguistic study of the syllable in standard Cantonese. Revision of the author's thesis.


Contains an introduction dealing with aspects of Cantonese phonology.


A descriptive analysis of the most important dialect of the Sau-i group of Cantonese. Includes literary examples in Chinese with English translations.

**DICTIONARIES**


See entry under CHINESE, MANDARIN for annotation.


A comprehensive dictionary intended for the speaker of Cantonese. The Cantonese material is in the Chinese script.


Contains 1500 selected Chinese-Cantonese characters and more than 6000 selected Chinese-Cantonese terms.
The characters are arranged alphabetically according to the English system of romanization, and designed to accompany Chinese-Cantonese Basic Course and the Chinese-Cantonese Refresher Course. Entries include character number, character reading, English equivalents, use of character in common terms or syntactical words, and various forms and styles of the character. (CLI1)


Cowles, Roy T. The Cantonese-Speaker's Dictionary. Hong Kong: Hong Kong University Press, 1965. 1571 pp. Contains over 133,000 entries. Arrangement strictly according to the spoken word; specific instructions on arrangement in introduction. Tones indicated, with levels of usage, grammatical and etymological information also provided. Includes a character code book and radical index. Utilizes Standard Romanization.


Huang, Parker Po-fei. Cantonese dictionary: Cantonese-English, English-Cantonese. (Yale linguisic series) New Haven, CT: Yale University, Institute of Far Eastern Languages, 1970. xxii, 489 pp. Approximately 20,000 entries and sub-entries. Emphasis is on the use of idiomatic expressions and the structure of the spoken language. Also contains an introduction to the phonetic and structural systems of Cantonese, a character index, a list of geographical names and common Chinese surnames, and a comparative chart of Yale, Meyer-Wemple and IPA romanizations.


TEACHING MATERIALS


Chen, Leo and Jerry Norman. Introduction to the Foochow Dialect. San Francisco, CA: San Francisco State College, 1965. 388 pp. (ED 018 440) Chinese version. 79 pp. (ED 010 342) Designed to give speech practice. In the 15 lessons and four narratives, grammar is illustrated in dialogue without buildups and explained in structural terms. There are pronunciation, rewrite, translation, response, transformation, and sentence construction drills and exercises. Vocabulary is introduced in lists and usage is explained in notes. Lesson One introduces the phonology with tables and a discussion of initials, finals, tones, and stress. Tone sandhi is discussed in other lessons. Chinese material is in transliteration. (ED 018 440)

GRAMMARS


A summary of the phonology and main features of the grammar of Foochow. Bibliography.

TEACHING MATERIALS


Includes all the words from An Introduction to the Foochow Dialect as well as those from Maclay's Dictionary of the Foochow Dialect which are actually used in speech. The 12,006 entries, alphabetically arranged according to the transliteration, also appear in the Chinese script. Entries are in the form which is most commonly used in speech. References are made to the lessons of the course. (ED 010 341)


Entries include parts of speech and level of usage. Chinese section arranged alphabetically by romanized transcription. Chinese script also used throughout. Introduction includes discussion of the Foochow phonological system. (ED 019 348)

CHINESE, FOOCHOW

TEACHING MATERIALS


An adaptation of First Year Cantonese by Thomas O'Neill (1938). Designed to give speech practice. Preceding the 62 lessons is a section containing tonal information and drills. Grammar is illustrated in unrelat ted sentences and explained in traditional terms, briefly in the lessons and in more detail in the appended reference grammar. There are translation and sentence construction drills. Vocabulary items, limited to 10 in a lesson, are introduced in lists. Kaying Hakka is represented. The romanization is that used in Dictionnaire Chinois-Français Dialecte Hac-Ka.
Appendix are lists of classifiers, quantitative nouns, weights and measures, and a grammatical index.

Liu, Fu-pen, ed. Speak Hakkanese: Book I. Taipei, Taiwan: Taipei Language Institute, 1967. 182 pp. Designed to give speech practice. In the 24 lessons, dialogues and narratives serve as a base for structured conversation. Grammar is explained in structural terms. There are pronunciation, substitution, fluency, translation, and expansion drills. The introduction lists sounds and tones. The language represented in this manual is the Szu-hsien dialect which prevails in Miaoli. The cultural setting is Taiwan. Chinese material is in transcription. Hakkanese-English glossary.

READERS

The New Hakka Reader, Books I & II. Hsinchu, Taiwan: Chabanel Language Institute, 1962. 4 vol2. (2 vols. are the romanized edition.) Forty-five lessons of conversations and texts. No translations, no notes or vocabularies provided.

GRAMMARS


For the specialist. The second in a series of dialect studies. A comprehensive synchronic and diachronic analysis of the Hakka dialects, transformational in approach. Includes 20 dialects, with extensive grammatical notes and glossary. Phonetic and phonemic transcriptions also used throughout. Bibliography.

Map. [LD2A3]


Dictionaries


Japanese

TEACHING MATERIALS

Akyama, Mibuo and Carol S. Flamm. Situational Reinforcement Nucleus Course in Japanese. Silver Spring, MD: Institute of Modern Languages, 1970. 2 vols. Tapes (ED 040 383/1) Twenty lessons organized according to situations, each including presentation of subject and grammatical explanations, question and answer and response exercises, sentences for repetition and reading exercises with comprehension questions. Vol. 2 is a laboratory manual which includes additional exercises to be used with tapes.


There are pronunciation, repetition, matching, completion, true and false, response, combination, sentence construction, and transformation drills. Lesson Five includes essentially the plain form of speech. The
transliteration used is a modification of the spelling system adopted by the Japanese Government (Kokutai Romanji). Appended to Vol. II are notes on the spelling used and a summary of inflected forms, and to both volumes a key to the exercises, grammar index and English-Japanese, Japanese-English glossaries. Guide's Manual (in Japanese).


May be used for self-instructional purposes. Assumes mastery of the hiragana and katakana syllabaries as well as a basic knowledge of Japanese grammar. Designed to give speech and reading and writing practice on the 881 essential characters. In Vol. II, new characters are listed with numbers indicating the listing in A Guide to Reading and Writing Japanese by Florence Sakade. Vol. I contains an introduction to the Japanese script, romanized versions, and translation of the text lessons and the drill sentences as well as notes on vocabulary and grammar. Appended is a key to kana practice. In each of the 35 text lessons of Vol. II, about 25 characters are introduced and illustrated in dialogues, narratives, and drill sentences. Vol. III contains information about each character and includes kanji lists for the 35 lessons and kanji indices. (NOEAA)


Designed to give speech practice. Designed to follow introductory courses such as Spoken Japanese by Bloch and Jorden, or Beginning Japanese by Jorden and Chaplin. The text consists of three scenarios with dialogues without buildups, vocabulary lists, and drill sentences, representing a variety of realistic situations. All material appears in romanized form, with the accent marked according to the usage on the tapes. (NOEAA)


Designed to give speech practice. The 30 lessons contain three sections each: grammar, a vocabulary list, and a translation exercise. Grammar is explained in structural terms. The introduction contains an outline of the phonology. The hiragana romanization (of 1937) used throughout. Appendices cover: respect language, conversations (to be used with the Lingaphone Japanese records), numerals and units, romanization, key to exercises, and grammar index. Japanese-English glossary.


Designed to give reading, writing, and conversation practice. Vol. I contains texts in Japanese script, writing charts and 26 lessons in character writing. Vol. III contains 75 texts in romanji script. The 75 lessons of Vol. II include 26 lessons with vocabulary lists, traditional grammatical explanations and translation exercises, 33 lessons with lists and notes on grammar and lexicon, four lessons on classical grammar with lists and explanations, and 12 lessons of which the last eight are on colloquial style, with lists and notes. Sixty sets of pattern sentences for memorization follow. The phonology is not presented. A chart comparing classical and colloquial verb forms, and indices to vocabulary and to notes and explanations, are included.


Assumes familiarity with the Yale romanization system and mastery of the first half of Bloch and Jorden's Spoken Japanese or the equivalent. Presents kana tables, stroke order charts, exercises, and information on the new spelling which resulted from the spelling reform of the Japanese Ministry of Education. A sketch of old kana usage with exercises is included.


Four-leveled sequenced program from grades 3-6. Designed to give speech and reading practice. Most of the material for classroom use is in the Teacher Textbooks. Grammar is explained in structural terms and illustrated in dialogues, narratives, and songs. Exercises and drills include pronunciation, recognition, repetition, response, imitation, substitution, expansion, chain, transformation, dialogue memorization, identification, auditory discrimination, sentence completion, free conversation, story telling, and role playing. Also included are review lessons, culture notes, songs, and games. Appended are the musical arrangements to the songs. Student Textbook, Book I, is designed for Level III, with dialogues in romaji corresponding to Vols. V and VI. Pictures for each dialogue, and questions are included. Book II corresponds to Vols. VII and VIII. Dialogues are written in hiragana. The Testbook consists of tapescripts, visuals, assembled tests, sample answer sheets, and answer keys. There are pretest, retention, unit and speaking tests. (NOEAA)


May be used for self-instructional purposes. Designed to give speech, reading, and writing practice. In the 32 lessons, grammar is explained in structural terms and illustrated in dialogues and narratives. There are sound discrimination, pronunciation, comprehension, translation, and completion exercises. Lessons include cultural notes. Japanese material is in polite style. First half of book utilizes a transcription system based on the Hepburn Romanization. Appendices include Hiragana and Katakana syllabaries, Kanji, verb list, and Japanese-English glossary. Grammar index.


For self-instructional purposes. Designed to give speech practice. The text is divided into two parts. The first contains basic sentences and dialogues, arranged according to their grammatical construction and later by topic, while the second part is a reference grammar in structural terms. An introductory chapter includes an outline of the phonology, with intonation indicated graphically and with the Japanese syllabary arranged in tables. Japanese material is in transliteration accompanied by Japanese script in the first part of the text and in the appended Japanese-English, English-Japanese glossaries.


Intended as a comprehensive course for college students. May be used for self-instructional purposes.


May be used for self-instructional purposes. Designed to give speech, reading, and writing practice in spoken and written modern Japanese. Vols. I and II contain 50 lessons, each lesson containing key sentences and index to new words, expressions, and patterns, dialogues, grammar drills, and pronunciation drills (Lessons 1-20). Dialogues are written in Hiragana, Katakana, or combinations of the two plus Chinese characters.

Vol. III contains an outline of Japanese grammar, notes to the lessons, 20 tests, and a grammar index. Also included are instructions on how to read and write the Kana syllabaries and Chinese characters. Presents 302 Chinese characters. The texts and the reading and writing sections are in workbook style. Vol. IV is a workbook designed to practice writing the Kana letters and Chinese characters shown in Vol. III. Vol. V is a Japanese-English glossary. References to lessons, grammatical information provided.


Assumes a basic knowledge of Japanese. May be used for self-instructional purposes. Part I contains a general introduction to the Japanese writing system. Part II lists 400 of the commonest Chinese characters with notes and texts also in romanized transcription and English translation.

Japanese: 12-week course. Tallahassee, FL: Florida State University, Educational Systems Development Center, 1965. 5 vols. [ED 034 974/975/976]

Intended primarily for military personnel. Designed to give speech practice. In the 55 lessons grammar is explained in structural notes and illustrated in dialogues based on social and military situations. There are perception, translation, comprehension, transformation, and conversation drills and exercises. Introduction to Japanese phonology. Vol. V is a comprehensive glossary. Japanese material is in romanized transcription. [EDL]


Designed to give speech, reading, and writing practice. The student is introduced to the sounds of Japanese speech and the Hiragana, Kanji, and Katakana writing systems. In the 151 lessons, grammar and vocabulary are illustrated in sentences, narratives and dialogues and are explained in structural terms. The oral and written exercises include: perception, repetition, response, pronunciation, translation, transformation, and guides for free conversation. An exercise book in Kanji script deals with grammatical items, idioms and expressions, proverbs, polite expressions, and other cultural matters. A reference book on the Kanji writing system is also included. [EDL]


An intermediate course which may be used for self-instructional purposes. Designed to give speech, reading, and writing practice. Grammar is explained in structural terms and illustrated in dialogues and reading passages. There are translation and comprehension drills.


Designed to give speech practice. In the 35 lessons, grammar is illustrated in dialogues with buildups and explained in structural terms. Structured conversations, outlined in English, are based on these dialogues. Vocabulary usage is explained in notes. There are pronunciation, substitution, transformation, response, and expansion drills. Japanese material is in a transliteration which is a modification of the Shin-kunrei-shiki "New Official System", with intonation and levels of style indicated by diacritics. Appended to
both volumes are a grammar index and a Japanese-English glossary. Appended to Vol. II are summaries of verbs, adjectivals, the copula da, na nominals, counters, and a list of time expressions. (See also authors' Reading Japanese.)


Designed to give speech practice. In the 5th lessons, grammatical constructions are illustrated in model sentences and explained in structural terms. New vocabulary items are listed and included in substitution drills. Only one style of speech is illustrated: colloquial, but not too colloquial for foreigners. Japanese material is in the Hepburn system of romanization. Appended are a section on Japanese writing and pronunciation, a list of foreign words in Japanese, and Japanese-English, English-Japanese glossaries.


Intended as part of a series designed for students who wish to study Japanese for a short period of time. Designed to give a rudimentary speaking knowledge of the language, and to introduce the student to the fundamental mechanics of communication in the language.


Textbooks for advanced Japanese courses training students' listening comprehension skills. Emphasis is on the use of language redundancies in developing comprehension skills in second language instruction.


A brief guide to colloquial Japanese. The style used is abrupt, but not rude. Each lesson introduces a few of the most common features of the language in short sentences. Lessons 1-33 (Part 1) contain phrases of a word or two. Parts II and III introduce variety. Each lesson contains phrases and then practice materials based on these phrases, with a key to the practice session at the end. Part IV is a list of 3000 useful Japanese words. Part V consists of charts which give the essentials of kana spelling. Japanese material is introduced in lists. There are transliteration, completion, transformation, and parsing drills. Key differences between American and Japanese pronunciation habits in Unit 1. Japanese material is in transliteration. Appendices cover: index to structure notes, key to exercises, and styles of speech. References.


Designed to give speech practice. In the eight lessons, grammar is explained in traditional terms. Vocabulary is introduced in lists. There are translation exercises. An introductory chapter summarizes pronunciation. Appended are a brief reference grammar, supplementary two-way translation exercises, and a Japanese-English glossary.


Designed to give speech practice. In the 50 lessons, grammar and vocabulary are introduced in sentences, dialogues, and narratives. Grammatical explanations are in structural terms. There are repetition, translation, response, transformation, and parsing drills. Guide to pronunciation. The Japanese material is in Nyojun-shiki romanization with stress indicated. Emphasis is on the colloquial language. Appended are a key to exercises, counting, transitive and intransitive verbs, and a Japanese-English glossary.


Designed to give speech practice. In the 30 lessons, grammar is explained in structural terms and illustrated in dialogue and pattern practice sentences, which serve as the base for structured conversation. There are comprehension, translation, and transformation exercises. Roman transcription used throughout. Japanese-English, English-Japanese word lists. Indices.


Intended primarily for high-school students. Allows for variable rates of student achievement. Four units consist of 30 lessons. Each unit concentrates on a particular aspect of Japanese grammar: 1) semi-formal level verbs and copula; 2) verbal adjectives; 3) complex verb forms and conjunctions; 4) polite and honorific language. Grammar is explained in structural terms. There are repetition, response, substitution, completion, transformation, structured conversation, and comprehension exercises. Romanized transcription used throughout. All material is culturally oriented. The Workbook contains 30 lessons in three parts. Part I should be used with Unit 2. Part II introduces simple passages to be studied with Unit 3; writing exercises introduced at this level. Part II contains difficult prose passages. The text introduces the hiragana, a few katakana symbols and 88 characters. Vol. II has vocabulary index by lesson, an alphabetical vocabulary index, and a grammar index.


Self-instructional text designed to give reading and writing practice. Assumes a speaking knowledge of Japanese. Introduces Hiragana in naturally occurring sequences; characters ordered so student can see the relationship between them. Emphasis on reading in
phrases. The writing system is that prescribed by the Japanese Ministry of Education.

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Designed to give speech practice. For reading practice the student is referred to Modern Japanese: A Basic Reader by Hibbett and Itasaka. In most of the 24 lessons, grammar is illustrated in dialogues and narratives which later serve as a base for comprehension practice and as a base for giving information in Japanese (outlined in English). Grammar is explained in structural terms. There are repetition, substitution, response, expansion, transformation, completion, and combination drills. An introductory chapter includes a chart of the 15 consonants that may precede and form syllable combinations with the five vowels, and repetition drills. Japanese material is mostly in the polite style, levels of politeness are discussed in Lessons 21 and 22. Japanese material is in a modified Hepburn system of transliteration with pitch indicated by diacritics and intonation by punctuation. Appendices cover: translations of the comprehension passages, vocabulary index, and grammar index.


For self-instructional purposes. Designed to give reading and writing practice. May be covered in approximately 15 hours. The main part of the text contains a section on hiragana and one on katakana, and two tests. Each kana is introduced in copying frames and then included in a number of combinations. An average of 10 frames is devoted to each kana on its first appearance. One handwritten form is used throughout. Appendices are a review, a final test, tables of hiragana and katakana signs, and the printed forms of kana.


Intended for students familiar with modern colloquial Japanese and aimed at providing an understanding of how respect language works, and an ability to identify its forms when they are met in conversation or reading. This course is both descriptive and prescriptive, and its stated goals are restricted to recognition of forms. Basically a constructed response programming format. Answers are presented one frame out of phase with the text, i.e. answer to frame 45 will follow frame 46. Instructions call for written responses. Final test is provided. There is internal cross-referencing in the text so that erroneous responses to critical frames are corrected by referring the student back to previous teaching frames. Summary tables of verbs and adjectival forms as well as a list of polite and respectful words are provided in the appendices.


For self-instructional purposes. Presupposes good command of modern colloquial Japanese. Designed to enable students to recognize and identify grammatical forms peculiar to literary-style Japanese (bungotai), and then to translate correctly straightforward passages in that style of language. Most examples are quotations from works covering all periods of literary-style Japanese and the practice passages are taken from works covering the 14th to 19th centuries. Exercises in recognition and identification are included in the Practice Texts; translation of key items is required in the other Practice Texts, where incomplete translations are given, and in the Post Test, where the only help given is in the form of vocabulary items. Post Test consists of two stories from the Isoho Monogatari (1593). Linear program of approximately 1,300 frames, supplemented by eight passages of practical materials. Appendices include prenouns and related works, adjectival forms, verb conjugations and forms, index of selected verbs, endings, suffixes, etc. Romanized transcription used throughout.

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For self-instructional purposes. Designed to give speech practice. Divided into three parts. Part I contains grammatical explanations in traditional terms, vocabulary lists, illustrative sentences with their English translation, and references to Part II which is a reference grammar. Part III is a Japanese-English glossary with illustrative sentences.


For self-instructional purposes. Designed to give speech and reading practice. The text contains tables introducing "kana" script, followed by vocabularies, a grammatical section in traditional terms, illustrative sentences and dialogues. Japanese material is in kana and Romaji transliteration. Append are tables of verbs and an index of vocabulary.

Each of the 10 lessons contains important conversational points such as women’s speech, speech style and level, as well as sentence patterns and structure, dialogues, vocabulary usage and phrases with simple sentences, useful expressions, pronunciation practice and exercises. The special linguistic environment in Hawaii taken into consideration. Style presented is a slightly altered form of the formal style of Japanese.


Designed to give reading and speech practice. Part I contains 26 lessons and sentence patterns, followed by pattern practice and repetition drills. Part II is a reference grammar. Describes phonology, orthography, and grammar. Part II contains vocabularies and indices. The 470 kanji are printed where they first occur. Lessons are also in romanized script on facing pages.


Designed to give speech, reading, and writing practice. Part I contains 66 lessons. Grammar is explained in structural terms and illustrated in sentences and dialogues. There are translation exercises. Vocabulary introduced in lists. Script and transliteration used throughout. Part II consists of reading exercises, the first section being in romanized transcription with explanatory notes, and the second in Japanese script with and without furigana. Part III is on accentuation in Japanese. Index contains 410 prefixes and suffixes listed in alphabetical order, with notes and examples.

Standard Kanji: an easy method to learn the 1900 Chinese-Japanese characters prescribed by the Ministry of Education. . . . for use in newspapers and magazines. Rev. & enl. ed. Tokyo, Japan: Vaccari’s Language Institute, 1969. 480 pp. (Clat pub. 1953)

Symbols are given in brush and printed style on left side of each page. They are also listed in Roman letters, their corresponding Japanese transliteration, their Chinese pronunciation, and the English translation of both single kanji and compound character words.


Intended for pedagogical as well as reference purposes, this book is an attempt to describe the chief features of standard spoken Japanese. Part I is a brief description of the pronunciation of the language. Part II gives an overall view of the grammar. The major portion of the book (Part III) is devoted to the patterns of Japanese speech, with those of highest frequency being described first. Numerous examples with transliterations follow each item described. Roman transcription used throughout. Index.


Designed to give reading practice. Assumes mastery of a basic course in spoken Japanese and some reading proficiency. The explanation and illustration largely centers on inflected forms and some of the particles. The reading selections are in the Japanese script. A transliteration supplements the script in the explanatory sections.


May be used for self-instructional purposes. Designed to give speech, reading, and writing practice. In the 30 lessons, grammar is explained in structural terms and illustrated in basic sentences, dialogues with buildups, and narratives which serve as a base for structured conversation. There are comprehension, completion, transformation, translation, combination and pattern practice exercises. Japanese material in Hyojunshiki romanization system. Japanese material on the whole given in polite style except in monologues where plain style is used. Appendices include conjugation tables of verbs, auxiliaries, adjectives, copula, numerals and counting system, and education system of Japan. Index gives each entry first in romanized and then in Japanese script as it is commonly written.

Verbs and other words which change with use are given in their dictionary forms.


Revised version of the authors’ Learn Japanese: Pattern Approach (1956). Designed to give hearing, speaking, reading, and writing practice. Each volume contains 15 lessons. Included in lessons are dialogues, grammatical explanations in structural terms and numerous drills. Vols. II and III kana and kanji are used for Japanese materials with such Japanese materials with romaji being restricted to a minimum. Vol. IV introduces more kanji characters with additional readings. Kanji with ”furigana” readings attached are introduced for passive learning. Appendices in each volume include sentence structure, relational, conjugation table, English equivalent and romanized transcription of presentations and dialogues, Japanese-English glossary, and an index to notes.
EASTERN ASIA


Designed to give beginning students reading practice. Sixteen readings, each transcribed in Katakana, are presented. [CDLI]

Self-instructional introductory reading text designed to accompany the authors' Beginning Japanese starting with Lesson 11. The 25 lessons each contain graded exercises leading to unassisted reading of passages in discourse style. Katakana and hiragana are utilized. There are 425 characters; printed, handwritten, and cursive styles utilized. There are grammar notes, and new vocabulary items (not found in Beginning Japanese) are glossed.

May be used for self-instructional purposes. Designed to give reading practice. Assumes mastery of basic spoken Japanese. Lessons 1-17 introduce the essential features of the modern Japanese writing system. Lessons 18-30 consist of a partial revision and rewriting in Japanese characters of the basic sentences from Essential Japanese by Martin. Lessons 31-74 are graded reading selections on a variety of topics. Lesson 75 is a review. The Japanese material is in modern kana orthography, except in Lessons 51-59, where the old-fashioned kana orthography is used accompanied by the Hepburn romanization system. Vocabulary lists and information about usage are included from Lesson 13 on. Appended are lists of kanji and of the dates of the chief periods of Japanese history, equivalents between the new and the old-fashioned kanji forms, notes on reading Japanese names, a bibliography, and a grammatical index.


For self-instructional purposes. Part I is in three sections: preliminary readings which present words in katakana and hiragana, elementary readings, rewritten in smaller type with side kata as used in Japanese newspapers, and readings with kanji. In Part II, the Chinese-Japanese characters are introduced gradually in small numbers and progressively according to the number of strokes and complexity of formation. 1900 characters are used. Appended are translations of readings in Part I, a section showing the order of strokes in writing kanji and kanji characters, Japanese language reforms, and orthography and pronunciation.

(This annotation represents, in general, the contents of the following readers by the same author.) Pre-supposes two or three years of study. May be used for self-instructional purposes. Vol. I, Selections, contains extracts from full scale works as well as from professional journal articles which introduce the student to contemporary terminology and trends in the field. Vol. II, Annotations, permits increased comprehension of the language and deeper insight into modern Japanese scholarship. The annotations begin with the bibliographical reference for each selection and a brief discussion of the author. Vocabulary and grammar notes are self-contained within each selection. Japanese material is given in kanji and kana as they appear in the original text. Romanized material in either modified Hepburn or phonemic transcription. [NDDEA]

See author's Readings in Japanese History.

See author's Readings in Japanese History.

See author's Readings in Japanese History.

See author's Readings in Japanese History.

GRAMMARS

A pedagogical grammar. Structural in approach. Assumes mastery of a basic course. The examples, in transliteration, are followed by a literal and a free translation. The colloquial language is described. Appended are a guide to pronunciation, a glossary of grammatical terms, and a grammatical index.


A reference manual aimed primarily at helping students determine correct usage of the 500 most used Chinese characters in Japanese. Characters are arranged in order of frequency of occurrence.

May be used for self-instructional purposes. An elementary survey of the essentials of the literary style for students who have a basic knowledge of standard colloquial Japanese. Emphasis is on the system of inflected forms of verbs and adjectives. Each form discussed, in structural terms, is illustrated in an accompanying exercise, and notes call attention to syntactical items as they occur. The illustrations are from the New Testament and popular sayings. Appended are summary reference tables.


A reference grammar intended for the intermediate level student. After giving brief introductory remarks on nomenclature, syntax, verbs, adjectives and foreign words, the author lists in dictionary form particles, suffixes, and other connectives in Japanese. Arranged alphabetically, such items are treated separately with examples (with translations) following each item discussed. Examples are given mainly in two categories: colloquial (kёgo) and literary (bungo). A modified form of the Hepburn romanization system is used throughout.


A descriptive study, intended for the specialist. Generative in approach. Emphasizes the relationships between the particles and the predicate in Japanese. The seven chapters include discussion of phrase structure, simple, conjoining and final simple transformations. Appendices include morphophonemic rules, non-terminal symbols, examples of phrase structure presentations, terminology, and examples of sentence generation. Examples with translations follow items described. Phonemic transcription used throughout. Bibliography.


A reference manual to be used with Basic Course in Japanese. Forty-six particles are listed, with varying numbers of different usages explained and illustrated by examples. Roman transcription used throughout.

LDLJ


Descriptive grammar, intended for the specialist. An attempt to restate the phonology, morphemics and syntax of modern standard Japanese on a phonological basis. Numerous examples with translations follow items described. Phonetic and phonemic transcriptions used throughout. Bibliography.


A linguistic description, intended for the specialist. Chapters 1-3 contain a review of previous works on Japanese and discussion of the theoretical framework for analysis. Chapters 4-6 are on the type of material analyzed, the procedure used and the types of sequences isolated from the corpus. Chapter 5 contains forty texts analyzed according to the system described, with interlinear translations. Appendices include summary of lexeme classes and summary of constituent types. A modified form of Kunrei-siki-Romaji (Official Romanization) used throughout. Short bibliography.


Intended for the specialist or student of linguistics who wishes to gain some knowledge of Japanese. Transformational in approach. Deals primarily with problematic aspects of Japanese syntax.


For reference purposes. Japanese pronunciation, and romanization are explained, as well as Japanese speech levels. Reference aids include a table of Japanese verbal inflection and derivation, sample conjugations of class I and class II verbs and an English-Japanese index.


A comprehensive discussion of Japanese grammar, focused on the organization of sentences and the parts composing them. Also extensive information about usage. Romanized transcription used throughout. Bibliography.


A transformational description intended for the specialist. Deals with generative phonological theory, segmental phonology of Japanese, and accent. Appendices include word lists (a list of elements which yield unaccented compounds when used as final element and a list of elements for which compounds ending in them have an accent on the final syllable of the first member) and a discussion of accent in Japanese dialects. Modified Bloch-Jorden romanization used throughout.


Brings together Bernard Bloch's scattered articles on modern spoken Japanese, thus providing, in effect, a comprehensive descriptive grammar of the language. Also contains an introduction and a complete index of grammatical terms.
A handbook and general introduction to the cultural setting, history, and structure of Japanese. Can be used as a reference or supplementary reading by the student. Aside from the phonology and syntax, the author also includes discussions on the history and dialect situation of Japanese. Extensive bibliography and indices.


A transformational analysis intended for the specialist.

Vaccari, Oreste ar. Enko Elisa Vaccari. Complete Course of Japanese Conversation-Grammar. New York, NY: Frederick Ungar Publishing Co., 1957. 508 pp. A pedagogical grammar, containing 60 graded lessons. Japanese material is given in romanization, with the kana beneath, following Western order from left to right. Each lesson contains new phrases, vocabulary and exercises. The introduction discusses orthography and pronunciation, and gives instructions on writing kana characters. Reading exercises at the end of the book are selected to demonstrate the variety of styles encountered in written Japanese, and are followed by the kanjï transcriptions in Japanese order.

A traditional pedagogical grammar designed to give reading and writing practice. Numerous examples (with translations) follow brief grammatical explanations. Illustrations use the kana syllabary and pronunciation is illustrated by the use of romaji (Hepburn). Index.

DICTATORIES

Concentration is on the written language. Arrangement is according to total stroke count order. Contains a section of common words and phrases in hiragana, and a section of common words of foreign origin in katakana. The Japanese script, handwritten, is supplemented by a transliteration. Includes a concise grammar of Japanese and location charts for kanji, hiragana, and katakana.

Approximately 20,000 entries. Pocket format. Levels of usage provided in many instances.

A comprehensive dictionary. Covers both the modern spoken and the literary language. The arrangement is according to the transliteration. The entries include a presentation of the Japanese item in the Japanese script, abbreviations indicating the parts of speech, illustrative phrases and sentences, and occasional illustrations.


A pedagogical monolingual dictionary intended for the non-Japanese. Assumes the equivalent of 500 hours of instruction. Grammatical information, levels of usage, and illustrative phrases and sentences provided. Brief reference grammar included.


Comprehensive dictionary. In the Japanese-English section entries are in romanized transcription, Japanese script, and Chinese characters. Variant forms are listed separately. Levels of usage, parts of speech and illustrative phrases provided. The English-Japanese section contains 1-3 word definitions although longer ones are occasionally included.


Should be used in conjunction with Journalistic Japanese by Toyoaki Uehara. The list represents the core vocabulary which a student needs to read Japanese newspapers. The character compounds are accompanied by a transliteration and translation.

Japanese-English dictionary. Entries are listed in
romanized transcription and Japanese script. Entries include parts of speech, levels of usage, grammatical information, and illustrative phrases. Brief grammatical outline.


Concentrates on modern common usage and older words still encountered in modern literature. Presents 4775 characters and 671 variants arranged according to the radicals. The Japanese entries are in the Japanese script and in transliteration. Appendices contain instructions on the use of the dictionary and the Japanese script and lists of geographical names and of toyo kanji.


Concentration is on approximately 15,000 basic terms. The entries include illustrative sentences and, in the English-Japanese section, abbreviations which indicate parts of speech and levels of style. Appended is a list of geographical names.


Concentrates on the colloquial language. The Japanese material is in romanization and in the Japanese script. Part I contains 10,000 entries and Part II, 50,000. Illustrative sentences and (in Part I) abbreviations indicating the parts of speech.


A comprehensive dictionary. The Japanese material is in toyo kanji and in transliteration with stress indicated. Entries include illustrative sentences and abbreviations indicating parts of speech and levels of usage.

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Korean

TEACHING MATERIALS


Designed to give speech and reading practice. In the 20 units, grammar is explained in structural terms and illustrated in dialogues with buildup and model sentences. Vocabulary lists at the end of each unit.


Designed to give speech and reading practice. Assumes mastery of a basic course. In the 18 lessons, the Korean material is in the Hangul script. Translation drills. Vocabulary includes terms related to military topics, geography, and socio-economic-cultural topics.


For self-instructional purposes. Designed to give speech practice. Part I contains an outline of grammar, in structural terms, with numerous examples and a set of translation drills. Part II consists of dialogues. All Korean examples are translated into Japanese, and comparisons are made of Korean and Japanese syntactical constructions. The Korean material is in transcription. Appended are a fable and the Korean and Japanese alphabets.


Designed to introduce the student to Hangul script. Utilizes the McCune-Reischauer romanization system. (FC)


Designed to give speech, reading, and writing practice. For use in an intensive course. Grammar is explained in structural terms. In the 136 lessons, there are dialogues, narrations with comprehension questions, grammar perception, structure, and recombination drills, and script exercises. The McCune-Reischauer romanization system and the Hangul script used in the texts are formally introduced in Vol. II. Hanja characters are introduced in Vol. III. A cumulative Hanja vocabulary listing for Vols. III-XI appears in Vol. XI. (DLI)


May be used for self-instructional purposes. An Intermediate-Advanced course which contains 140 units dealing with pertinent aspects of Korean culture, economy, history, geography, and politics. Lessons include dialogues with translations, reading texts, oral drills, translation and interpretation exercises, grammar notes and word lists. Korean appears in Hangul script, with some Hanja characters introduced in later units. (DLI)

Lee, Chang Hei. A First Course in the Korean Language.

Designed to give speech and reading practice. In the 43 lessons, grammar is illustrated in basic sentences or in dialogues, and explained in structural terms. An introductory section lists the sounds. Korean material is also in transcription in Lessons 1-16. In Lessons 16-41, colloquial forms with various distinctions of politeness are given. The dialect used is a representative form taken from different dialects. Supplementary vocabulary. Korean-English glossary.


—. *An Introduction to Korean Writing in Mixed Script*. Seattle, WA: University of Washington, Dept. of Asian Languages and Literature, 1971. (Manuscript available from author.)


May be used for self-instructional purposes. Designed to give speech practice. In the 30 units, grammar is explained in structural terms and illustrated in dialogues with builds and narratives (in later lessons) which serve as a base for structured conversations outlined in English. There are pronunciation, repetition, multiple choice, transformation, completion, translations, response, and substitution drills and exercises. Korean material is in Roman transcription with intonation indicated by punctuation. Culture notes included. Korean-English, English-Korean glossaries. (USAFI/ACLS)


This self-instructional book for foreign service men and civilians in Korea is designed to give speech practice. In the 30 lessons, Korean material is in the McCune-Reischauer Romanization, with linking of words indicated in the first half of the book. Grammar is explained in structural terms with numerous examples which are conversationally applicable. Most sentences are given in the polite style. The different styles are briefly discussed in Lesson 10. No drills. Some vocabulary lists. Lessons 1-3 contain an outline of the phonology and repetition drills. Romanization table is appended.


Designed to give speech practice. In the 30 lessons, grammar is explained in structural terms and illustrated in basic sentences with builds which are to be memorized. Introductory chapter outlines Korean phonology. There are conversation, comprehension, combination, identification, substitution, translation and vocabulary drills and exercises. Yale Romanization used throughout. Appendices include Korean-English, English-Korean vocabularies, and a table of Romanization systems. (NDEA/ACLS)


Designed to give speech, reading, and writing practice. Vol. I contains 30 units. Grammar is explained in structural terms and illustrated in dialogues with builds and basic sentences. There are pronunciation, repetition, substitution, completion, response, translation, and sentence construction drills and exercises. Phonemic transcription also used throughout. Vol. II entirely in Korean. Contains narratives, dialogues, and conversations.


For the intermediate-advanced student. Lessons include selections from Korean school textbooks, articles covering a variety of subjects, and short stories. Annotations for half the lessons. Vocabulary. (NDEA)


Intended as a general introduction. Designed to give speech practice, and some grammatical information about the basic elements of Korean. Part I is a grammatical outline with examples, followed by exercises. Part II contains topically oriented conversations. Part III is an English-Korean vocabulary. Definitions include grammatical information and illustrative phrases and sentences. Appendices also contain a Korean fable, and the Korean alphabet.


Designed to give speech, and some reading and writing
practice. In the 30 lessons, grammar is explained in structural terms and illustrated in dialogues with buildups. There are pronunciation, repetition, substitution, expansion, transformation, and response drills and exercises. Vol. II introduces the Chinese script (Hantcha). Appendixes include Korean sounds and Hangul alphabet, sound changes, translations of dialogues, pattern sentences, style chart, conjugation table, and Korean-English glossary. Vols. III and IV are designed to teach reading and writing. (The authors' first edition is still available.)

READERS


For use after completion of a basic reading course in the Korean written language. The 12 lessons contain selections from readers used in the Korean elementary schools. They emphasize cultural, social, and political subjects. Korean-English glossary.


An introductory text on Korean newspaper reading containing 20 selections of varied content. Selections are arranged in graded order and accompanied by explanatory notes and vocabulary. The appendices cover such topics as Korean publications, geographical names, governmental structure, etc. Korean-English glossary.


For the intermediate student. Eleven selections adapted from modern authors and textbooks. Entirely in Korean script. Korean-English vocabulary.

Lukoff, Fred. A Reader in the Writings of North Korea. Seattle, WA: University of Washington, Department of Asian Languages and Literature, 1971. (Manuscript available from author)


Intended for the beginning or intermediate student. The 19 folktales, all presented with an English version, are written in the Korean script and in transcription (same as that used by S. Martin) with pitch indicated by diacritics. Culture notes. Bibliography. [NDEA/ACIS]


Designed to facilitate the reading of original texts of Korean literature, prose and poetry, in the Hangul script, from the earlier days of the Korean people up to 1945. Glossaries accompany each work and include rather than translations of words, their explanation and interpretation. Where appropriate, grammatical clarifications are presented. [NDEA]

GRAMMARS


A pedagogical grammar, intended for the beginner. On the whole, traditional in approach, but utilizing some modern linguistic principles. The student is introduced to the Korean script at the beginning, and all exercises to be translated are given in it. The rules governing the parts of speech are outlined, followed by numerous examples with translations and romanization, the latter being for pronunciation purposes. The final chapter deals with the sentence in Korean.


A descriptive and reference grammar, intended for the specialist. On the whole, structural in approach. Part I of the grammar is a systematic survey of Korean structure. The 12 chapters deal with the problems of orthography and grammar, and outline a system of the parts of speech. Extensive lists of examples, with translations, follow each part discussed. Part II is a grammatical lexicon - an alphabetically arranged list of particles, endings, affixes, auxiliary verbs and other grammatical elements. Modified Roman alphabet used throughout. [NDEA/ACIS]


A descriptive grammar, structural in approach. The chapters deal with phonology; morphology; word formation and a brief chapter discussion of syntax. Examples, with translations, given in phonemic transcription follow items described. The appendix includes a series of texts (songs and biblical selections). Paragraphs numbered continuously with some cross-referencing.

DICTIONARIES


For the speaker of Korean. Entries include levels of usage and illustrative phrases and sentences.


Pocket format. Levels of usage and numerous illustrative phrases and sentences provided. Korean-English vocabulary.


Contains all lexical items in Korean Basic Course. Arranged in the traditional dictionary order (explained
in the forward) and indexed according to the lesson unit in which they appeared. Second half of the volume contains charts illustrating military ranks and insignia, various romanizations, verb forms, and lists of written characters. [DLI]


A comprehensive dictionary. Entries include illustrative sentences. The Korean material is in transliteration. [NDEA/ACLS]


Emphasis is on basic native Korean vocabulary with only the more commonly useful Chinese loanwords listed. Some encyclopedic and etymological information. The grammatical analysis underlying this dictionary is that of S. Martin's Korean Reference Grammar. The entries in the Hangul script, accompanied by the Yale romanization and by a symbol indicating the part of speech, are arranged in the alphabetical order found in Khun sacen, of the Korean Language Society. The spelling conventions of the "unified system" of that Society (1958) were strictly followed. Most inflected forms of one or two syllables are listed as entries. Illustrative sentences. Special notes describe the pronunciation when this is not predictable from the morphophonemic spelling. Pronunciation rules are listed in an introductory section. [NDEA]


Concise dictionary. Entries in Korean script and occasionally in Chinese characters. Levels of usage include parts of speech. Illustrative phrases and sentences occasionally provided.


Mongolian

TEACHING MATERIALS


READERS

Boisson, James E. Burjat Reader. Supervised and ed. by Nicholas Poppe. (Uralic and Altaic Series, Vol. 8) Bloomington, IN: Indiana University, 1962. ix, 249 pp. [ED 016 067 Resume only]

Intended for the student with some previous knowledge of Mongolian or to be used in conjunction with its companion volume, Burjat Grammar. Lessons 1-15 include a grammatical outline, a reading selection, and a vocabulary list. Lessons 16-38 contain reading selections. The Burjat material is in the Cyrillic script, in Lessons 1-10 accompanied by a transliteration. The Burjat orthography is outlined in an introductory chapter. Bibliography. Appended are an index of suffixes and particles and a Burjat-English glossary. [NDEA/ACLS]

GRAMMARS


For the specialist. Designed as a descriptive grammar of literary or standard Burjat, and may be used for teaching purposes. Material covers the phonology, inflection, form and functional classes, word-formation, phrase-structure and clause-structure. Much attention has been paid to morphophonemic analysis. Examples follow items described. Phonemic transcription used throughout. [NDEA]

DICTIONARIES


Entries include parts of speech, levels of usage, grammatical information, and illustrative phrases.


A concise Russian-Burjat dictionary. Approximately 13,500 entries. Variants, parts of speech, and occasionally levels of usage indicated.


This dictionary, which contains 40,000 entries, is intended for Mongolian students of Russian, translators, and propagandists. Homonyms are listed separately.
The main entries include information on parts of speech, illustrative phrases, and examples of usage. Uigur entries are in the modified Russian alphabet used in the contemporary Uigur literary language. A list of geographical names is appended.

A comprehensive dictionary intended for speakers of both languages. Contains 22,000 entries with homonyms listed separately. Grammatical information is provided, and subentries are arranged by meaning. Illustrative phrases and sentences.

Dictionaries

Contains over 8000 entries, all of which are representative of modern Kalmyk as written and spoken in the Kalmyk Autonomous Soviet Socialist Republic of the Soviet Union. Russian loanwords and grammatical terms are excluded. Parts of speech are indicated as are plural noun suffixes. (NDEA/ACLS)

May be used for self-instructional purposes. Designed to give reading practice. The 30 lessons contain annotated reading selections from folktales, short stories, and historical essays, and a few from political material. Lessons 1-15 include grammatical explanations in structural terms. The Mongolian reflected in the lessons is the official written language of the Mongolian People's Republic in the standard orthography. An outline of the phonology and the Cyrillic orthography is appended in an introductory chapter. Index of suffixes and particles appended. Mongolian-English glossary. (NDEA/ACLS)

Kotvič, V.L. Opyt grammatiky kalmyckogo rasgovornoj jazyka. Izd. II. Räevnice u Pragi, 1929.

The 30 lessons contain annotated reading selections from folktales, short stories, and historical essays, and a few from political material. Lessons 1-15 include grammatical explanations in structural terms. The Mongolian reflected in the lessons is the official written language of the Mongolian People's Republic in the standard orthography. An outline of the phonology and the Cyrillic orthography is appended in an introductory chapter. Index of suffixes and particles appended. Mongolian-English glossary. (NDEA/ACLS)

A linguistic grammar intended for the specialist. Structural in approach. The four chapters deal with outlines of the phonology, morphophonemics, and syntax and morphology of Kalmyk. Examples follow brief descriptions. Analysis is based on the speech of one informant, a Bazawa Kalmyk. Phonemic transcription used throughout. (NDEA/ACLS)
supplementary vocabulary, additional suffixes, and an index of suffixes and particles. Mongolian-English glossary. Bibliography. [NDEA/ACLS]


Continued from the Hangin and Krueger Basic Course in Mongolian. Thirty lessons with glossary.


Designed to give speech and reading practice. Thirty-seven lessons, each containing conversations and narratives. Grammatical explanations are in structural terms. There are completion, translation, transformation, and question and answer exercises. Mongolian-German, German-Mongolian glossaries.


READERS


Designed as a second-year course to follow a first-year course in spoken Mongolian or for use by those who desire a knowledge of modern written Mongol only. Consists of 30 units each with a reading passage and a vocabulary list. Some reading passages are extracts from literary works and others were written for the present work. A grammatical outline is given in Units 1-9. The Mongolian material is in the Cyrillic script, in the text of Units 1-6 and in all the vocabulary lists accompanied by a morphophonemic transcription. Mongolian-English glossary. [NDEA/ACLS]


Assumes mastery of the basic vocabulary and sentence structure of written Mongolian. The purpose of this book is to introduce students to modern written Mongolian and to samples of works of modern Mongolian writers in Mongolian-English glossary. Bibliography. [NDEA/ACLS]


Montgomery, David C. Mongolian Newspaper Reader.

Selections from Öhen. (Uralic and Altaic Series, Vol. 102) Bloomington, IN: Indiana University, 1970. xiii, 203 pp. [ED 042 161 Resumè only]

Twenty selections from modern Mongolian newspapers, with English translations, notes, and glossary.


Selections of poetry and prose preceded by brief biographical sketches. Mongolian-German glossary.

GRAMMARS


Traditional in approach. Deals with phonetics, script, derivation, accent (nominal and verbal) and syntax. Index.


Intended as an introduction to Mongolian. Designed to give essential information about the language. A descriptive grammar, structural in approach. Chapter 1 deals with the language situation; Chapters 2-4, phonology, morphology, and syntax; Chapter 5 provides a survey of Mongolian literature. Select bibliographies.


A traditional outline of the structure of modern Mongolian (phonetics, morphology, syntax and vocabulary). Special attention to growth and development of Mongolian vocabulary. Text with a lexical and grammatical commentary is appended.


A structural grammar intended for the specialist.
Utilizes various linguistic methodologies, but primarily transformational in approach. Both written and spoken Khalkha are the subject of analysis. Chapters 2, 3, and 5 deal with the graphemes and morphographemes of Cyrillic Khalkha, the material being collected primarily from Ťųเนn (1960-61), the official daily newspaper of the Mongolian Peoples Republic. Chapter 4 is an analysis of the phonological system of spoken Khalkha. Chapter 5 is a brief discussion of the most important correlations between the letters of Cyrillic Khalkha and the phonemes of spoken Khalkha. Chapters 6 and 7 deal with the morphological and syntactic elements of the language. Numerous examples follow items described, given on the whole in Cyrillic alphabet (with translations); phonemic transcription used where deemed pertinent to the discussion. Bibliographical information in Chapters 1 and 4 as well as at the end of the book. Index of suffixes and particles and general index. (NDEA/ACLS)

**DICTIONARIES**


A comprehensive dictionary. Arrangement of the approximately 18,000 entries is according to the Mongolian alphabet. Abbreviations indicate the parts of speech. An introductory section contains a sketch of Mongolian grammar. Vol. III is an English-Mongolian dictionary and a partial index to Vols. I and II.


Intended for the Mongolian speaker. Approximately 30,000 entries. Parts of speech, levels of usage, grammatical information and illustrative phrases provided. Homonyms are listed separately. A list of geographic names is appended.


Levels of usage, illustrative phrases and sentences, and occasionally parts of speech provided. Cyrillic script used throughout. This is a revision of the author's English-Mongolian Student Dictionary (1964). (NDEA/ACLS)


A comprehensive dictionary. The arrangement is alphabetical according to the transliteration of the literary forms of the entries. The Mongolian entries are also written in the Cyrillic script and in the old Mongolian script form. Entries include parts of speech, illustrative phrases and sentences, and cross-references. Bibliography. Appended are a Cyrillic index, an index of ambiguous readings, and Mongolian Buddhist terms and phrases. (NDEA/ACLS)


Approximately 18,000 words.

**GRAMMARS**


A descriptive grammar. The three chapters deal with the categories of noun, verb, and particles. Each chapter is composed of several sections describing the various functions of the three grammatical categories. Numerous examples with translations follow items described. Monguor-French vocabulary. Paragraphs continuously numbered and cross-referenced. Index. Bibliography.


**DICTIONARIES**


Entries include cross-references, illustrative phrases and sentences, levels of usage, and grammatical information. Phonetic transcription used throughout. Index includes lists of written Mongolian words and ancient citations.

**READERS**


Folklore texts of riddles, children's songs, insults, magical formulas and benedictions in Mongolian, with brief notes. Also includes some historical information, and an index of suffixes. Extensive French-Ordos glossary.

**GRAMMARS**

Mostaert, A. "Le dialecte des mongols urdu (sud)." *Anthropos* 21-22 (1926-27).


Traditional grammatical sketch. Script and transliteration used throughout.

**DICTIONARIES**

Mostaert, A. *Dictionnaire ordos; A-Z, tables alpha-
TIBETAN

TEACHING MATERIALS


Designed to give speech practice. In the majority of the 11 lessons, grammar is illustrated in dialogues, some of which serve as a base for structured conversation, and explained in structural terms. There are response, translation, expansion, sentence construction, and transformation drills. Vocabulary is introduced in lists. Lesson 1 contains repetition drills on sounds and stress. Tibetan material is in transcription with tones and stress indicated by diacritics. In the vocabulary lists, transcription is accompanied by the standard orthography. An appendix presents the written counterparts of the spoken forms.


Designed to give speech practice. Part I consists of 20 graded lessons, each with grammatical notes and a vocabulary list. There are memorization, lexical, and translation exercises. Part II presents a series of Tibetan stories, dialogues, and conversations, with accompanying notes. Phonetic transcription used throughout. Part III is an English-Tibetan, Tibetan-English glossary, with grammatical notations. Glossaries include written Tibetan equivalents of the spoken forms with references to the text where their explanation can be found.


Designed to give reading practice. The phonemes, and the symbols used to represent them in the Tibetan script, are described in articulatory terms with the aid of a transcription. The basic principles of spelling and irregular spellings are outlined and illustrated in a table written in the Tibetan script and in transcription.


Designed to give speech and reading practice. In three parts: I. Grammar, in traditional terms; II. Conversational exercises, question and answer topical conversations moving to narratives; III. Vocabulary, Tibetan-English. Phonetic transcription and Tibetan script used throughout. Appendices on the various styles of Tibetan writing, and a list of newly coined Tibetan political terms.


READERS


Simple texts and selected Tibetan-English vocabulary. No notes.


Vol I contains 65 articles, transliterated and translated, from the Tibetan text of the pictorial Rön-Min Hü-Hào (Jen-min hua-pao). Assumes mastery of a basic course of Spoken or Literary Tibetan. Includes short grammatical notes and Tibetan texts written in the Dhu-Can script. Vol. II is a Tibetan-English glossary containing approximately 15,000 words and phrases.

GRAMMARS


Pedagogical grammar intended as an introduction to the basic elements of Tibetan. Brief grammatical notes with exercises. Tibetan-English vocabulary.


Assumes some knowledge of Tibetan. Descriptive and
reference grammar. Parts of speech explained and illustrated in numerous examples often in table form (conjugations). Over half the book contains samples of texts. No notes.

Hannah, Herbert B. Grammar of the Tibetan language, literary and colloquial; with copious illustrations, and treating fully of spelling, pronunciation, and the construction of the verb, and including appendices of the various forms of the verb. Delhi, India: Cosmo Publications, 1973. xx, 396 pp. [List pub. 1912]

In three parts: Part I, phonology, the spelling system and the parts of speech; Part II, functions of the parts of speech; Part III deals briefly with syntax and has appendices on conjugation. Examples in literary and colloquial forms.


Deals with phonology, etymology (morphology), and syntax. Appendix includes a collection of phrases from daily life. Reading selections contain notes. Tibetan-English vocabulary arranged according to Tibetan alphabet.


Romanization system for the transliteration of Tibetan. Also includes information on the pronunciation of Tibetan.


This grammar is in romanized script. Part I presents the grammar by part of speech and is traditional in its approach. Part II is intended to give the student a working knowledge of the most common verbs and expressions. Some conversational exercises are included. An English-Balti vocabulary follows. Appended is a section on time, seasons, weights, and measures.

DICTIONARIES


Basically a word list, with parts of speech occasionally listed. Identifies honorific words. Roman transcription also used throughout. Introduction to the important rules of writing and reading Tibetan.


Entries include levels of usage, grammatical information, illustrative phrases, common synonyms, Chinese or Mongol loan words, and cross-references. Concentrates on vocabulary used in current publications and newspapers. Gives special attention to the technical vocabularies of Buddhism, mythology, and astrology. Supplement consists of new technical terms and Communist jargon. Also included is a brief sketch of the Tibetan language and a history of Tibetan lexicography.


Entries also in roman transcription, and include grammatical information, levels of usage, literary references, and illustrative phrases.


Primarily for use with literary texts.


Primarily intended for the speaker of Tibetan. Useful for advanced conversation and translation. Approximately 40,000 entries.


Intended for beginning students of Tibetan. Arranged in Tibetan alphabetical order. Each syllable is given a key number. In the first line of the entry, syllables are dealt with singly; the arrangement is key number, phonetic rendering, the syllable in Tibetan characters, a letter by letter transcription of the Tibetan characters, and a catch meaning. In the subsequent line, which contains words and phrases in which the syllable occurs, the arrangement is the word or phrase in Tibetan characters, the key numbers of the syllables in the word or phrase, the meaning in English, and a phonetic rendering of the word or phrase.


Comprehensive dictionary. Entries also in Roman transcription.


Entries also in romanized transcription. On the whole, 1-3 word definitions. Parts of speech indicated, and occasionally levels of usage.

READERS

EASTERN ASIA

Two texts with interlinear and approximate translations. Grammatical key to abbreviations. [NDEA]

GRAMMARS


DICTIONARIES

Vocabulary of the dialect spoken north of the eastern extreme of the Nepal-Tibet border. Entries in Roman transcription. Hindi and Nepali loan words indicated.

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