

# LEARN FREE MONGOLIAN VOCABULARY GENGO AUDIO FLASHCARDS 151

HENRY WIDDOWSON

📖 **TRANSNATIONAL NAZISM** Ricky W. Law, 2019-05-23 The first English-language study of German-Japanese interwar relations to employ sources in both languages.

📖 **THE SOCIAL LIFE OF THE JAPANESE LANGUAGE** Shigeko Okamoto, Janet S. Shibamoto-Smith, 2016-08-04 Why are different varieties of the Japanese language used differently in social interaction, and how are they perceived? How do honorifics operate to express diverse affective stances, such as politeness? Why have issues of gendered speech been so central in public discourse, and how are they reflected and refracted in language use as social practice? This book examines Japanese sociolinguistic phenomena from a fascinating new perspective, focusing on the historical construction of language norms and its relationship to actual language use in contemporary Japan. This socio-historically sensitive account stresses the different choices which have shaped Japanese and Western sociolinguistics and how varieties of Japanese, honorifics and politeness, and gendered language have emerged in response to the socio-political landscape in which a modernizing Japan found itself.

📖 **BILITERACY FROM THE START** Kathy Escamilla, 2014 Biliteracy from the Start: Literacy Squared in Action shows bilingual education teachers, administrators, and leadership teams how to plan, implement, monitor, and strengthen biliteracy instruction that builds on students’ linguistic resources in two languages, beginning in kindergarten. Escamilla and her team present a holistic biliteracy framework that is at the heart of their action-oriented Literacy Squared school-based project. Teachers learn to develop holistic biliteracy instruction units, lesson plans, and assessments that place Spanish and English side by side. Educators also learn to teach to students’ potential within empirically based, scaffolded, biliteracy zones and to support emerging bilinguals’ trajectories toward biliteracy. Foreword by Ofelia Garc a. A. Special Features Key terms and/or guiding questions introduce every chapter. Sample instruction units, lesson plans, student writing in Spanish and English, and paired writing rubrics make chapter content accessible and practical. Empirical evidence of students’ reading and writing development in Spanish and English grounds presentation of trajectories toward biliteracy and scaffolded biliteracy zones. Questions for reflection and action at the end of each chapter help biliteracy educators apply key concepts to their local district and school context.

📖 **ENGLISH LANGUAGE TEACHING TODAY** Willy A. Renandya, Handoyo Puji Widodo, 2016-08-22 English Language Teaching Today: Linking Theory and Practice provides an up-to-date account of current principles and practices for teaching English in the world today. The chapters, written by internationally recognized language teacher educators and TESOL specialists, introduce the reader to key language skill areas (i.e., listening, speaking, reading, writing, pronunciation, grammar and vocabulary) and explain how each skill area can be taught in a principled manner in diverse language learning contexts. Throughout the book, the link between theory and practice is explicitly highlighted and exemplified. This reader-friendly book is suitable for undergraduate and graduate students enrolled in TESOL and other second language education programmes as well as for TESOL professionals who wish to stay current with recent developments in ELT.

📖 **THE OXFORD HANDBOOK OF LANGUAGE AND SOCIETY** Ofelia Garc a, Nelson Flores (Linguist), Massimiliano Spotti, 2017 Contributors explore a range of sociolinguistic topics, including language variation, language ideologies, bi/multilingualism, language policy, linguistic landscapes, and multimodality. Each chapter provides a critical overview of the limitations of modernist positivist perspectives, replacing them with novel, up-to-date ways of theorizing and researching. [Publisher]

📖 **SIMPLE, POWERFUL STRATEGIES FOR STUDENT CENTERED LEARNING** George Martin Jacobs, Willy Ardian Renandya, Michael Power, 2016-03-29 This book reminds us teachers about all the little things we can do to be more student-centric. It shows teachers how to “walk the walk,” and shows teacher educators how to guide colleagues along a student-centered path. The book examines why we should and how we can promote student-student interaction to enable students to learn more and enjoy the process. It also offers simple but effective strategies for enhancing student motivation, a factor that many experts consider to be the most important determinant of success in educational endeavors. In addition, it examines diversity, particularly the many differences that exist among students, and explains simple, easy strategies for how this diversity can be not only taken into consideration, but actively celebrated.

📖 **THE U.S. FOREIGN LANGUAGE DEFICIT** Kathleen Stein-Smith, 2016-08-24 This volume explores why Americans are among the least likely in the world to speak another language and how this U.S. foreign language deficit negatively impacts national and economic security, business and career prospects. Stein-Smith exposes how individuals are disadvantaged through their inability to effectively navigate the global workplace and multicultural communities, how their career options are limited by the foreign language deficit, and even how their ability to enjoy travel abroad and cultural pursuits is diminished. Through exploring the impact of the U.S. foreign language deficit, the author speaks to the stakeholders and partners in the campaign for foreign languages, offering guidance on what can and should be done to address it. She examines the next steps needed to develop specific career pathways that will meet the current and future needs of government, business, and industry, and empower foreign language learners through curriculum and career preparation.

📖 **LEARNING FRENCH FROM SPANISH AND SPANISH FROM FRENCH** Patricia V. Lunn, Anita Jon Alkhas, 2017-06-01 Learning French from Spanish and Spanish from French provides adult English speakers who have learned either Spanish or French as a second language with the tools to learn the other as a third language. Research in the growing fields of third-language acquisition and multilingualism documents how successful language learners intuitively build on their existing knowledge as they learn a new language. In this vein, Learning French from Spanish and Spanish from French takes advantage of the fact that learners with intermediate proficiency in a second language are used to thinking consciously about language, know themselves as language learners, and can capitalize on what they know about one language to understand the other. With chapters conveniently organized by grammatical concept and including supplementary resources such as exercises, parallel reading texts, and audio files, this book will benefit students, travelers, and budding multilinguals alike.

📖 **JUNTOS** Clorinda Donato, Cedric Joseph Oliva, Manuel Romero, Daniela Zappador Guerra, 2020-11-18 Juntos: Italian for Speakers of English and Spanish, Third Edition, is the first comprehensive textbook for the teaching of Italian to students who already possess knowledge of Spanish, whether as L1 Spanish speakers, heritage speakers, or L2 Spanish learners. Suitable for students at the high school and college levels, Juntos is also the first textbook to cultivate interlinguistic awareness through intercomprehension, developing bridges that foster the recognition and use of students’ bilingual repertoire as a tool for learning Italian and acquiring other Romance languages. Features: Networked approach that motivates learners to draw on their multilingual language repertoire to acquire reading, writing, speaking, and listening skills in Italian Innovative activities that encourage multilingual, multicultural, and metalinguistic thinking and analysis Readings and translation activities that promote and develop translanguaging—the practice of drawing from one’s multilingual linguistic repertoire as a whole when thinking, speaking, and writing Instruction that reinforces learners’ knowledge of English and Spanish, while building understanding of the links and interactions between global Romance languages and cultures Inclusive readings on topics of transnational interest that invite students to reflect on the interconnectedness of cultures around the world Companion website (available on the book title page on www.hackettpublishing.com) with audio files and supplemental web-based activities that reinforce students’ intercultural awareness and literacy Full-color interior, with illustrations and easy-to-read, color-coded language recognition system

📖 **MAKING CLASSROOMS BETTER: 50 PRACTICAL APPLICATIONS OF MIND, BRAIN, AND EDUCATION SCIENCE** Tracey Tokuhama-Espinosa, 2014-04-28 This book goes beyond neuroscience explanations of learning to demonstrate exactly what works in the classroom and why. Lessons from mind, brain, and education science are put into practice using students as a “lab” to test these theories. Strategies and approaches for doing so and a general list of “best practices” will guide and serve teachers, administrators, and parents.

📖 **DEFINING ISSUES IN ENGLISH LANGUAGE TEACHING** Henry Widdowson, 2003 This text goes back to basics by investigating fundamental assumptions about the way English should be defined and taught as a foreign language. It looks at different attitudes to English teaching, and critically examines proposals for course content.

📖 **FOREIGN LANGUAGE EDUCATION IN JAPAN** Sachiko Horiguchi, Yuki Imoto, Gregory S. Poole, 2015-12-23 Language education is a highly contested arena within any nation and one that arouses an array of sentiments and identity conflicts. What languages, or what varieties of a language, are to be taught and learned, and how? By whom, for whom, for what purposes and in what contexts? Such questions concern not only policy makers but also teachers, parents, students, as well as businesspeople, politicians, and other social actors. For Japan, a nation state with ideologies of national identity strongly tied to language, these issues have long been of particular concern. This volume presents the cacophony of voices in the field of language education in contemporary Japan, with its focus on English language education. It explores the complex and intricate relationships between the “local” and the “global,” and more specifically the links between the levels of policy, educational institutions, classrooms, and the individual. In the much-contested field of foreign language teaching in Japan, this book takes the reader directly to the places that really matter. With the help of expert guides in the fields of anthropology, sociology and linguistics, we are invited to join a vital discussion about the potentially revolutionary implications of the Japanese government’s policy of teaching Japanese citizens to not only passively engage with written English texts but to actually use English as a means of global communication.” – Robert Aspinall, PhD (Oxford), Professor, Faculty of Economics, Department of Social Systems, Shiga University, Japan This insightful book about language education involves different disciplines using ethnographic methods. Both ‘native’ and ‘non-native’ speakers of Japanese (or English) collaboratively examine two different types of qualitative approaches in Japan – the positivistic and the processual. This is a must-have book for researchers and educators of language who are interested in not only Japan but also language education generally.” – Shinji Sato, PhD (Columbia), Director of the Japanese Language Program, Department of East Asian Studies, Princeton University, USA.

📖 **JAPANESE DEMYSTIFIED** Eriko Sato, 2010-06-15 Say sayonara to your fears of speaking Japanese! Interested in learning to speak Japanese but feel intimidated by the complex characters and pronunciations? No need to worry! Even if your only experience is ordering sushi, Japanese Demystified will have you saying konnichiwa to your new language skills in no time. Beginning with a review of Japanese writing systems, basic pronunciation, and everyday expressions, this book covers key grammar fundamentals such as particles, nouns, verb forms, and honorifics. You’ll build your Japanese vocabulary with essential words and phrases and quickly master this challenging language. Test yourself at the end of every chapter for reinforcement that you’re fast on your way to speaking, writing, and understanding Japanese. This fast and easy guide features: Clear and straightforward explanations of Japanese grammar fundamentals Numerous examples of simple and complex sentence structures Japanese hiragana, katakana, and kanji with phonetic transliterations for all Japanese words Helpful writing and speaking exercises that bring the Japanese language to life Coverage of everyday topics as well as conversational expressions Quizzes at the end of each chapter to reinforce new material Simple

ENOUGH FOR A BEGINNER, BUT CHALLENGING ENOUGH FOR A MORE EXPERIENCED STUDENT, JAPANESE DEMYSTIFIED IS YOUR SHORTCUT TO MASTERING THIS COMPLEX LANGUAGE.

📖 **USING THE EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES** DAVID NEWBY, ANNE-BRIT FENNER, BARRY JONES, EUROPEAN CENTRE FOR MODERN LANGUAGES, COUNCIL OF EUROPE, 2011-01-01 THE EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES IS A TOOL FOR REFLECTION AND SELF-ASSESSMENT OF THE DIDACTIC KNOWLEDGE AND SKILLS NECESSARY TO TEACH LANGUAGES. IT BUILDS ON INSIGHTS FROM THE COMMON EUROPEAN FRAMEWORK OF REFERENCE AND THE EUROPEAN LANGUAGE PORTFOLIO AS WELL AS THE EUROPEAN PROFILE FOR LANGUAGE TEACHER EDUCATION. FOUR YEARS AFTER ITS INITIAL PUBLICATION IT HAS BEEN TRANSLATED INTO TWELVE EUROPEAN AND ASIAN LANGUAGES. TO MEET WIDESPREAD DEMAND THIS ECML PUBLICATION PROVIDES MATERIALS WHICH SUPPORT ITS IMPLEMENTATION IN TEACHER EDUCATION. THE BOOK ENTITLED USING THE EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES PRESENTS EXAMPLES, DISCUSSIONS AND RESEARCH FINDINGS OF HOW THE EPOSTL IS USED IN INITIAL TEACHER EDUCATION COURSES, IN BI-LATERAL TEACHER EDUCATION PROGRAMS AND IN TEACHING PRACTICE. THE ACCOMPANYING FOLDER AND FLYER FEATURE, AMONGST OTHER THINGS, GUIDELINES FOR STRATEGIC MEASURES FOR INTRODUCING THE EPOSTL IN A PARTICULAR INSTITUTION.

📖 **THE ROUTLEDGE HANDBOOK OF ENGLISH LANGUAGE STUDIES** PHILIP SEARGEANT, ANN HEWINGS, STEPHEN PIHLAJA, 2018-07-06 THE ROUTLEDGE HANDBOOK OF ENGLISH LANGUAGE STUDIES PROVIDES A COMPREHENSIVE OVERVIEW OF ENGLISH LANGUAGE STUDIES. THE BOOK TAKES A THREE-PRONGED APPROACH TO EXAMINE WHAT CONSTITUTES THE PHENOMENON OF THE ENGLISH LANGUAGE; WHY AND IN WHAT CONTEXTS IT IS AN IMPORTANT SUBJECT TO STUDY; AND WHAT THE CHIEF METHODOLOGIES ARE THAT ARE USED TO STUDY IT. IN 30 CHAPTERS WRITTEN BY LEADING SCHOLARS FROM AROUND THE WORLD, THIS HANDBOOK COVERS AND CRITICALLY EXAMINES: ENGLISH LANGUAGE STUDIES AS A DISCIPLINE THAT IS CHANGING AND EVOLVING IN RESPONSE TO LOCAL AND GLOBAL PRESSURES; DEFINITIONS OF ENGLISH, INCLUDING WORLD ENGLISHES, CONTACT ENGLISHES, AND HISTORICAL AND COLONIAL PERSPECTIVES; THE RELEVANCE OF ENGLISH IN AREAS SUCH AS TEACHING, POLITICS AND THE MEDIA; ANALYSIS OF ENGLISH SITUATED IN WIDER LINGUISTICS CONTEXTS, INCLUDING PSYCHOLINGUISTICS, SOCIOLINGUISTICS AND LINGUISTIC ETHNOGRAPHY. THE ROUTLEDGE HANDBOOK OF ENGLISH LANGUAGE STUDIES IS ESSENTIAL READING FOR RESEARCHERS AND STUDENTS WORKING IN FIELDS RELATED TO THE TEACHING AND STUDY OF THE ENGLISH LANGUAGE IN ANY CONTEXT.

📖 **MIND, BRAIN, AND EDUCATION SCIENCE: A COMPREHENSIVE GUIDE TO THE NEW BRAIN-BASED TEACHING** TRACEY TOKUHAMA-ESPINOSA, 2010-12-20 ESTABLISHING THE PARAMETERS AND GOALS OF THE NEW FIELD OF MIND, BRAIN, AND EDUCATION SCIENCE. A GROUNDBREAKING WORK, MIND, BRAIN, AND EDUCATION SCIENCE EXPLAINS THE NEW TRANSDISCIPLINARY ACADEMIC FIELD THAT HAS GROWN OUT OF THE INTERSECTION OF NEUROSCIENCE, EDUCATION, AND PSYCHOLOGY. THE TREND IN “BRAIN-BASED TEACHING” HAS BEEN GROWING FOR THE PAST TWENTY YEARS AND HAS EXPLODED IN THE PAST FIVE TO BECOME THE MOST AUTHORITATIVE PEDAGOGY FOR BEST LEARNING RESULTS. AIMED AT TEACHERS, TEACHER TRAINERS AND POLICY MAKERS, AND ANYONE INTERESTED IN THE FUTURE OF EDUCATION IN AMERICA AND BEYOND, MIND, BRAIN, AND EDUCATION SCIENCE RESPONDS TO THE CLAMOR FOR HELP IN IDENTIFYING WHAT INFORMATION COULD AND SHOULD APPLY IN CLASSROOMS WITH CONFIDENCE, AND WHAT INFORMATION IS SIMPLY COMMERCIAL HYPE. COMBINING AN EXHAUSTIVE REVIEW OF THE LITERATURE, AS WELL AS INTERVIEWS WITH OVER TWENTY THOUGHT LEADERS IN THE FIELD FROM SIX DIFFERENT COUNTRIES, THIS BOOK DESCRIBES THE BIRTH AND FUTURE OF THIS NEW AND GROUNDBREAKING DISCIPLINE. MIND, BRAIN, AND EDUCATION SCIENCE LOOKS AT THE FOUNDATIONS, STANDARDS, AND HISTORY OF THE FIELD, OUTLINING THE WAYS THAT NEW INFORMATION SHOULD BE JUDGED. WELL-ESTABLISHED INFORMATION IS ELEGANTLY SEPARATED FROM “NEUROMYTHS” TO HELP TEACHERS SPLIT THE WHEAT FROM THE CHAFF IN CLASSROOM PLANNING, INSTRUCTION AND TEACHING METHODOLOGY.

📖 **ENGLISH LANGUAGE TEACHING** TRICIA HEDGE, NICK ANDON, MARTIN DEWEY, 2009

📖 **SECOND LANGUAGE ACQUISITION MYTHS** STEVEN BROWN, JENIFER LARSON-HALL, 2012-03-15 THIS VOLUME WAS CONCEIVED AS A FIRST BOOK IN SLA FOR ADVANCED UNDERGRADUATE OR INTRODUCTORY MASTER’S COURSES THAT INCLUDE EDUCATION MAJORS, FOREIGN LANGUAGE EDUCATION MAJORS, AND ENGLISH MAJORS. IT’S ALSO AN EXCELLENT RESOURCE FOR PRACTICING TEACHERS. BOTH THE RESEARCH AND PEDAGOGY IN THIS BOOK ARE BASED ON THE NEWEST RESEARCH IN THE FIELD OF SECOND LANGUAGE ACQUISITION. IT IS NOT THE GOAL OF THIS BOOK TO ADDRESS EVERY SLA THEORY OR TEACH RESEARCH METHODOLOGY. IT DOES HOWEVER ADDRESS THE MYTHS AND QUESTIONS THAT NON-SPECIALIST TEACHER CANDIDATES HAVE ABOUT LANGUAGE LEARNING. STEVEN BROWN IS THE CO-AUTHOR OF THE INTRODUCTORY APPLIED LINGUISTICS TEXTBOOK UNDERSTANDING LANGUAGE STRUCTURE, INTERACTION, AND VARIATION TEXTBOOK (AND WORKBOOK). THE MYTHS CHALLENGED IN THIS BOOK ARE: § CHILDREN LEARN LANGUAGES QUICKLY AND EASILY WHILE ADULTS ARE INEFFECTIVE IN COMPARISON. § A TRUE BILINGUAL IS SOMEONE WHO SPEAKS TWO LANGUAGES PERFECTLY. § YOU CAN ACQUIRE A LANGUAGE SIMPLY THROUGH LISTENING OR READING. § PRACTICE MAKES PERFECT. § LANGUAGE STUDENTS LEARN (AND RETAIN) WHAT THEY ARE TAUGHT. § LANGUAGE LEARNERS ALWAYS BENEFIT FROM CORRECTION. § INDIVIDUAL DIFFERENCES ARE A MAJOR, PERHAPS THE MAJOR, FACTOR IN SLA. § LANGUAGE ACQUISITION IS THE INDIVIDUAL ACQUISITION OF GRAMMAR.

📖 **ENGLISH MADRIGAL VERSE, 1588-1632** EDMUND H. FELLOWES, 1920

📖 **HANDBOOK OF JAPANESE SOCIOLINGUISTICS** YOSHIYUKI ASAHI, MAYUMI USAMI, FUMIO INOUE, 2022-04-04 THIS VOLUME IS THE FIRST COMPREHENSIVE SURVEY OF THE SOCIOLINGUISTIC STUDIES ON JAPANESE. JAPANESE, LIKE OTHER LANGUAGES, HAS DEVELOPED A HIGHLY DIVERSE LINGUISTIC SYSTEM THAT IS REALIZED AS VARIATION SHAPED BY INTERACTIONS OF LINGUISTIC AND SOCIAL FACTORS. THIS VOLUME PRIMARILY FOCUSES ON BOTH CLASSIC AND CURRENT TOPICS OF SOCIOLINGUISTICS THAT WERE FIRST STUDIED IN WESTERN LANGUAGES, AND THEN SUBSEQUENTLY EXAMINED IN THE JAPANESE LANGUAGE. THE TOPICS IN THIS VOLUME COVER MAJOR ISSUES IN SOCIOLINGUISTICS THAT ALSO CHARACTERIZE SOCIOLINGUISTIC FEATURES OF JAPANESE. SUCH TOPICS AS GENDER, HONORIFICS, AND POLITENESS ARE PARTICULARLY PERTINENT TO JAPANESE, AS IS WELL-KNOWN IN GENERAL SOCIOLINGUISTICS. AT THE SAME TIME, THIS VOLUME INCLUDES STUDIES ON OTHER TOPICS SUCH AS SOCIAL STRATIFICATION, DISCOURSE, CONTACT, AND LANGUAGE POLICY, WHICH HAVE BEEN WIDELY CONDUCTED IN THE JAPANESE CONTEXT. IN ADDITION, THIS VOLUME INTRODUCES DOMESTIC APPROACHES TO SOCIOLINGUISTICS DEVELOPED IN JAPAN. THEY EMERGED A FEW DECADES BEFORE THE DEVELOPMENT OF THE SO-CALLED LABOVIAN AND HYMESIAN SOCIOLINGUISTICS IN THE US, AND THEY HAVE SHAPED A UNIQUE DEVELOPMENT OF SOCIOLINGUISTIC STUDIES IN JAPAN. CONTENTS PART I: HISTORY CHAPTER 1: RESEARCH METHODOLOGY FLORIAN COULMAS CHAPTER 2: JAPAN AND THE INTERNATIONAL SOCIOLINGUISTIC COMMUNITY YOSHIYUKI ASAHI AND J.K. CHAMBERS CHAPTER 3: LANGUAGE LIFE TAKEHIRO SHIODA PART II: SOCIOLINGUISTIC PATTERNS CHAPTER 4: STYLE, PRESTIGE, AND SALIENCE IN LANGUAGE CHANGE IN PROGRESS FUMIO INOUE CHAPTER 5: GROUP LANGUAGE (SH☞ DANGO) TARO NAKANISHI CHAPTER 6: MALE-FEMALE DIFFERENCES IN JAPANESE YOSHIMITSU OZAKI PART III: LANGUAGE AND GENDER CHAPTER 7: HISTORICAL OVERVIEW OF LANGUAGE AND GENDER STUDIES: FROM PAST TO FUTURE ORIE ENDO AND HIDEKO ABE CHAPTER 8: GENDERIZATION IN JAPANESE: A TYPOLOGICAL VIEW KATSUE A. REYNOLDS CHAPTER 9: FEMINIST APPROACHES TO JAPANESE LANGUAGE, GENDER, AND SEXUALITY MOMOKO NAKAMURA PART IV: HONORIFICS AND POLITENESS CHAPTER 10: JAPANESE HONORIFICS TAKASHI NAGATA CHAPTER 11: INTERSECTION OF TRADITIONAL JAPANESE HONORIFIC THEORIES AND WESTERN POLITENESS THEORIES MASATO TAKIURA CHAPTER 12: INTERSECTION OF DISCOURSE POLITENESS THEORY AND INTERPERSONAL COMMUNICATION MAYUMI USAMI PART V: CULTURE AND DISCOURSE PHENOMENA CHAPTER 13: SUBJECTIVE EXPRESSION AND ITS ROLES IN JAPANESE DISCOURSE: ITS DEVELOPMENT IN JAPANESE AND IMPACT ON GENERAL LINGUISTICS YOKO UJIE CHAPTER 14: STYLE, CHARACTER, AND CREATIVITY IN THE DISCOURSE OF JAPANESE POPULAR CULTURE: FOCUSING ON LIGHT NOVELS AND KEITAI NOVELS SENKO K. MAYNARD CHAPTER 15: SOCIOPRAGMATICS OF POLITICAL DISCOURSE SHOJI AZUMA PART VI: LANGUAGE CONTACT CHAPTER 16: CONTACT DIALECTS OF JAPANESE YOSHIYUKI ASAHI CHAPTER 17: JAPANESE LOANWORDS AND LENDWORDS FRANK E. DAULTON CHAPTER 18: JAPANESE LANGUAGE VARIETIES OUTSIDE JAPAN MIE HIRAMOTO CHAPTER 19: LANGUAGE CONTACT AND CONTACT LANGUAGES IN JAPAN DANIEL LONG PART VII: LANGUAGE POLICY CHAPTER 20: CHINESE CHARACTERS: VARIATION, POLICY, AND LANDSCAPE HIROYUKI SASAHARA CHAPTER 21: LANGUAGE, ECONOMY, AND NATION KATSUMI SHIBUYA

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