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Nota di contenuto	Writing and Literacy in Chinese, Korean and Japanese; Editorial page; Title page; LCC data; About the authors; Preface; Acknowledgements; 1. Introduction; How many Chinese, Koreans, and Japanese? ; How are the three peoples related? ; Languages of the world ; Phoneme, syllable, onset-rime, and body-coda ; Morpheme and word ; Types of writing systems ; Writing systems, their development and interrelations ; Scripts and literacy: A preview ; Chinese, Korean, and Japanese in Roman letters ; A few words about experiments on reading ; How the book is organized ; Part I. Chinese China and Chinese Standard language and "dialects" ; 2. Spoken Chinese; Sound system ; Morphemes: Words or word parts ; Constructing two-morpheme words ; Why compound words? ; Foreign loan words ; Full words, empty words, and classifiers ; Sentence

structures ; 3. Chinese characters: Hanzi; Beginning of characters ; Evolution of characters' styles ; Chinese calligraphy ; Six categories of characters ; Number of characters ; Strokes and shapes of characters ; Complex vs simple characters ; 4. Meaning representation in characters; Pictographs and indicators ; Radicals and semantic radicals Characters tell stories Compound words and idioms ; Characters for abbreviations ; Chinese numerals ; Chinese personal names ; Magical quality of characters ; Characters understood across times and places ; A character's sound ; 5. Sound representation by characters; Phonetic radicals ; Polyphonic, unpronounced, or homophonic characters ; Phonetic loans and Fanqie ; Phonetic scripts for Chinese ; 6. History of education and literacy in China; Confucianism and Confucian classics ; The civil-service examination system ; Chinese world views ; Invention of paper and printing
Books and publications Traditional and pre-1949 education ; In women ignorance was virtue ; History and degrees of literacy ; 7. Reforming spoken and written Chinese; Mandarin and Putonghua (common speech) ; Literary vs vernacular language ; Rationalizing the Chinese writing system ; How characters are simplified ; Romanization, Zhuyin Fuhao, and Pinyin ; Computerizing Chinese characters ; Keep or abandon characters? ; 8. School, and learning to read in Chinese; Primary and secondary schools: Growing, if unequally ; Tertiary education ; Should preschoolers be taught to read?
How Hanzi are taught to preschoolers Teaching Hanzi (and English) in Chinese-speaking regions ; How Hanzi are taught in school in China ; Semantic radicals and phonetic radicals ; Phonological awareness ; Morphological (and phonological) awareness ; Visual and orthographic processing ; Developmental dyslexia or reading difficulty ; Summary and conclusions; Part II. Korean; Korea and Koreans; 9. Korean language; Speech sounds and syllables ; Korean native words ; Sino-Korean (S-K)words ; Native words vs Sino-Korean words ; European (and Japanese) loan words ; Numerals and classifiers
Content words, grammatical morphemes, and sentences

Sommario/riassunto

The book describes how the three East Asian writing systems-Chinese, Korean, and Japanese- originated, developed, and are used today. Uniquely, this book: (1) examines the three East Asian scripts (and English) together in relation to each other, and (2) discusses how these scripts are, and historically have been, used in literacy and how they are learned, written, read, and processed by the eyes, the brain, and the mind. In this second edition, the authors have included recent research findings on the uses of the scripts, added several new sections, and rewritten several other sections. They
