Materials for the Study of Modern Uyghur
Published in China

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I. Dictionaries

1. Dictionaries Intended Primarily for Language Students


Just recently published, Daniel St. John’s A Uighur-English Dictionary contains approximately 12,500 ‘high-frequency’ words from ‘literary’ and ‘spoken’ Uyghur. In addition, there are three sizeable appendices on morphology (totalling 130 pp.) compiled by Paul Dickenson.

The dictionary was compiled in Urumqi and Qashqar between 1987 and 1989. The author had native speakers select high-frequency words from the 1986 Pronunciation Dictionary (see below) and then combining these with his own word list, he filled in the English glosses. Example sentences were mostly taken from the 1982 Wei-Han Cidian [Uyghur-Chinese Dictionary] or composed by the author and his assistants.

The entries are arranged alphabetically according to the Arabic-based Uyghur script. Each entry is followed by a rather distracting period. Verbs are listed first as a hyphenated stem, followed by the conventionally-used nominal suffix -maQ, eg. yighla-
yighlimaq. This double-entry system, though redundant, follows the precedent of the *Pronunciation Dictionary*.

Each item is followed by its word class (e.g., ـق = noun) followed by a square-bracketed quasi-transcription. The publishers, apparently lacking an I.P.A. character set, unfortunately substituted the romanized Uyghur script. The result is a transliteration of the Arabic-script Uyghur, with vowel length usually but inconsistently indicated, e.g. [dunya] ‘world’ but [dunya:wi] ‘earthly’. These length ‘transcriptions’ (including primary long vowels in Arabic-Persian loans and secondary long vowels in Turkic words) have been taken directly from the *Pronunciation Dictionary*. With the exception of secondary vocalic lengthening, other phonological rules are not reflected in the transliteration.

Glosses are brief, and polysemous glosses are only separated by commas, which can lead to confusion.

The appendices (“Word-building suffixes/Derivative Affixes”; “Inflecting suffixes”; “Verb Tables”), though lengthy, do not contain any semantic information. The Verb Tables, in particular, list but do not distinguish between the past tenses.

The dictionary is quite adequate for beginning and intermediate students of Uyghur.

Due to some unfortunate formatting decisions at the publishing house, the dictionary is not the easiest to use. Each page has been divided into 3 columns, with the result that each entry and even most words have been broken up or hyphenated. In addition, since main headings and subheadings are formatted identically, it is hard to find items.

Anwar Feyzulla’s *English-Uighur Dictionary* contains approximately 7200 ‘high-frequency’ lexical items. The English word list was compiled by the ‘short-cut’ method typical in China: the author referred to an English-Chinese dictionary (in this case Gao Mingkai, Liu Jingyan et al.’s *Dictionary of High-Frequency English Words*) and simply translated the Chinese into Uyghur. When uncertain, Feyzulla often referred to Russian-English or Uzbek-English dictionaries. The author was assisted by Abalahat Ibrahim.

The dictionary contains appendices of English verbs and of common place names.

This dictionary was designed for Uyghurs learning English. The Uyghur glosses lack disambiguating example sentences, leaving

the beginning student of Uyghur at a loss. As such, it must be used with great care, if it is to be used at all.

Xinjiang People’s Publishing House is currently preparing a comprehensive English-Uyghur dictionary, which may be published in 1994.

2. Other Useful Dictionaries


This dictionary, containing 25,000 entries, begins with a rather detailed introduction to Uyghur phonology and phonological rules. With numerous examples, vocalic rules such as compensatory lengthening, devoicing, weakening, and deletion are described; consonantal rules such as the devoicing of final stops, weakening, deaffricativization, and liquid deletion are also described. Certain syllabic rules and loan phonemes are also listed.

The second section of the dictionary lists unglossed words in two columns: once in the Arabic-based Uyghur script, and once in the romanized Uyghur script. The latter is intended to be a broad transcription, illustrating the operation of the aforementioned rules, such as vowel devoicing (waqît [waqit] ‘time’), vowel weakening (alma/ + /-/sil/ → [almisi] ‘his apple’), liquid-deletion (/bar/- → /-Gan/ → [ba: ghan] ‘went’), and consonant spirantization (q→X/ → C e.g. aqla-[aXla-] ‘to step across’). Vowel spirantization (/uk’a/ → /-/m/ → [uXkam] ‘my younger brother’) is not indicated.

The appendix contains a detailed list of environments where liquid-deletion occurs.


This orthographic dictionary, though unexciting, is an extremely helpful quick reference work for doing any kind of writing in
Uyghur. Those of us wrestling with the complex and often counter-intuitive new orthographic rules can flip quickly through this dictionary to check spelling.

It also includes a preface which describes which phonological rules are reflected in the current orthographic system. In addition, the preface contains information on the spelling of non-native names.


II. Textbooks


These textbooks are designed for Chinese students of Uyghur. Vocabulary and grammatical explanations are provided in Chinese. Both are updated versions of mimeographed teaching materials used by these two institutions (Xinjiang University and the Central Minorities Institute) in the late 70's and early 80's.

The Xinjiang University textbooks have 70 lessons and introduce 3400 vocabulary items. The texts are primarily intended for reading practice; even when in dialogue form the language of some of the early texts is rather stiff. (The final Nasridin Ependi texts are fine examples of colloquial Uyghur, however.) Nonetheless, the texts provide both vocabulary and structures for communication, as well as a variety of cultural information. Exercises are extensive [and force the student to compare new structures to those already learned].

The main shortcoming of these books is an almost total lack of grammatical explanation. Each chapter includes a grammar section introducing word classes or linguistic concepts, yet there is no development of these concepts throughout the book.

These textbooks can be used for a two-year course or an accelerated one-year course.

*Jichu Weiwueryu* has 68 lessons and includes 1600 vocabulary items. Its strengths are the Xinjiang University textbooks' weaknesses: the grammatical explanations are relatively systematic, clear, and extensive, but the texts contain less cultural information and more political jargon.