URN etd-0407109-183701-40
Author Jhen-Huei Huang
Author's Email Address No Public.
Statistics This thesis had been viewed 59 times. Download 0 times.
Department
Year 2007
Semester 1
Degree Master
Type of Document Master's Thesis
Language English
Title A QUANTITATIVE ANALYSIS OF VOCABULARY IN THE FIRST VOLUMES OF TAIWANESE JUNIOR HIGH SCHOOL ENGLISH TEXTBOOKS
Date of Defense 0000-00-00
Page Count 90
Keyword
junior high school English textbook
new word
vocabulary

Abstract
This main focus of this study is to explore the quantitative aspects of vocabulary in the first volumes of Taiwan junior high school English textbooks by the use of the software, RANGE32, which was designed by Paul Nation (2005). The results and the findings are hoped to be served as reference for textbook selection as well as editing for editors, teachers, and students. The nine versions of textbooks used in this study include English by Her-sheng (合聲, HS), English Focus by Hess (何嘉仁, HEF), Reach Out by Hess (何嘉仁, HRO), Top Friends by Hess (何嘉仁, HTF), English by Nan-i (南一, NI), Go SuperTeens by Longman (朗文, LM), English by Kang-hsuan (康軒, KS), Hot English by Han-lin (翰林, HHE), and English by Han-lin (翰林, HSD). In addition, the basic 1,200 word list & 2,000 word list for junior high school students and the reference word list for the elementary level of GEPT are collected for further analysis to probe the following themes, namely, new word size, the consistency with 300 word list for elementary school students, word selection, word repetition, and connection with other word lists. The major findings are as follows:
1. NI (72.40%) has the highest percentage of new types to total types, where HSD (64.68%) has the lowest. Besides, if names are not categorized to new words, the percentages of new types to total types will decrease averagely for about 10 percent in the nine textbooks. The phenomenon that Type A new words averagely occupy only 35.34% of the new words reveals that type B words (unlisted new words) in the nine textbooks may cause great burdens for students.
2. Among the nine textbooks, HRO has the most 219 words that appear in the 300 words list where LM has the least 168 words. As to the average growth rate of new words from elementary school to junior high school, 146.74%, NI has 183.67% the highest where LM has 110.67% the lowest.
3. Among the 2,128 words of the nine textbooks, only 52 words are adopted by all the nine textbooks where up to 1,000 words are adopted by only one of the textbooks. This fact explains the great divergence of word selection by the nine textbooks.
4. As to the repetition times of total words, LM averagely has 13.02 times that apparently higher than other versions (6.59 to 9.70); as to the repetition times of new words, LM still has the most 7.04 times. With regard to one-timers, HS has the most 214 one-timers whereas LM has the least 100.
5. In the case of the connection with other word lists, averagely 63.56% of the words in the nine textbooks appear in the 1,200 word list, 67.44% in the 2,000 word list, and 66.69% in the reference word list for the elementary level of GEPT.
The results reveal the fact that the adoption of new words in junior high school English

textbooks is ought to be put into much more careful consideration. It is hoped that the findings of this study can be taken as useful reference for editors, teachers and students. Meanwhile, the continued progress of the quality of English textbooks is also expected in the future.
Key Words: junior high school English textbook, new words, vocabulary
Advisory Committee Chen, I-Chen - advisor

Files No Any Full Text File.
Date of Submission 2008-01-28