

# 2020년 EBS 연계교재와 대학수학능력시험의 듣기 및 읽기 어휘 분석

## Vocabulary Analysis of Listening and Reading Texts in 2020 EBS-linked Textbooks and CSAT

강동호

서울과학기술대학교

Dongho Kang(dh14kang@seoultech.ac.kr)

### 요약

본 연구의 목적은 BNC 어휘목록과 2015 교육부 기본 어휘를 중심으로 EBS 연계교재와 대학 수능시험의 어휘를 분석하고자 한다. 어휘점유율과 빈도를 분석하기 위해서 AntWordProfiler 어휘 분석프로그램이 사용되었다. 결과를 보면, 2020 EBS 수능 영어 듣기와 읽기 연계 교재는 각각 BNC 3,000 단어와 4,000 단어를 가지고 약 95%를 이해할 수 있다는 것을 보여준다. 그러나 EBS 듣기와 읽기 교재의 98%의 단어를 이해하기 위해서는 각각 4,000과 8,000 단어가 필요하다는 것을 알 수 있다. 다른 한편으로 2020 수능영어시험 듣기와 읽기의 95%를 이해하기 위해서는 각각 2,000과 4,000 단어가 요구되며, 98%의 경우에는 추가적으로 4,000과 7,000의 단어가 필요하다. 결과적으로 EBS 연계교재가 대입수능영어시험보다 더 많은 어휘의 양을 요구한다는 것을 알 수 있다.

■ 중심어 : | 어휘점유율 | BNC 어휘 목록 | 2015 기본 어휘 | EBS 연계 교재 | 듣기와 읽기 | AntWordProfiler 어휘 분석프로그램 | 2020 수능 |

### Abstract

The present study aims to investigate lexical coverage of BNC (British National Corpus) word lists and 2015 Basic Vocabulary of Ministry of Education in 2020 EBS-linked textbooks and CSAT. For the data analysis, *AntWordProfiler* was used to find lexical coverage and frequency. The findings showed that Students can understand 95% of the tokens with a vocabulary of BNC 3,000 and 4,000 word-families in 2020 EBS-linked listening and reading books respectively. 98% can be understood with 4,000 word-families in the EBS-linked listening book while the same lexical coverage can be covered with 8,000 word-families in the EBS-linked reading textbook. By the way, 95% of the tokens can be understood with 2,000 and 4,000 word-families in 2020 CSAT listening and reading tests respectively, while 98% requires 4,000 and 7,000 word-families in the 2020 listening and reading tests respectively. In summary, students should understand more words in 2020 EBS-linked textbooks than in 2020 CSAT tests confirming Kim's (2016) findings. In summary, students should understand more words in 2020 EBS-linked textbooks than in 2020 CSAT tests.

■ keyword : | Lexical coverage | BNC word lists | 2015 Basic Vocabulary | EBS-linked textbooks | Listening & Reading | AntWordProfiler | 2020 CSAT

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교신저자 : 강동호, e-mail : dh14kang@seoultech.ac.kr

## I. Introduction

Vocabulary plays a key role in college entrance exams or reading academic texts such as EBS (Educational Broadcasting System) textbooks or CSAT (College Scholastic Aptitude Test) in Korea. Students can infer those words from the text context or look up them in a dictionary when they find the unfamiliar words during. However, L2 learners could sometimes take the wrong cues from the contexts. In addition, the use of a dictionary by looking up a large number of words may consume too much time and interfere with reading fluency[1].

The lexical coverage needed for comprehension may be different depending on the text types, the degree of comprehension required, and modalities of the language. For example, it was reported that 4-5,000 and 8-9,000 words in BNC (British National Corpus) are needed for 95% and 98% coverage respectively in novels respectively[2] while 2,000 and 3,000 words in Graded reader[3]. As for the degree of comprehension, 95% coverage is necessary for reasonable comprehension of a text[4] and adequate understanding of television programs[5] while 98% coverage is needed for learners to read for pleasure[6] and adequate unassisted reading comprehension[2][7]. On the other hand, L2 learners might need 95%[8] and 98% coverage[2] for the spoken text.

On the other hand, the Ministry of Education (2015) in Korea stated a 70% linkage rate between CSAT and EBS-linked textbooks[9]. Comparing the vocabulary level between high school English textbooks and EBS-linked textbooks, Jo[10] found that the vocabulary level suggested by the EBS-linked textbooks was

much higher than the textbook vocabulary level. According to the recent research[11], students reported that the most difficult part in a CSAT English test is vocabulary in reading comprehension. He further found that the amount of vocabulary in EBS-linked reading textbook and CSAT reading tests have increased from 2015 to 2019. It is necessary to examine the vocabulary used in the EBS-linked textbooks and CSAT in 2020. Therefore, this study aims to investigate the lexical coverage of BNC word lists and the Basic Vocabulary of Ministry of Education (2015) in 2020 EBS-linked textbooks and CSAT tests.

## II. Literature Review

Knowledge of vocabulary plays a major role in language learning, especially reading and listening. The previous study about lexical coverage of reading texts showed that 95% of lexical coverage was the lexical threshold[4]. Hu and Nation further examined the effect of the degree of unknown vocabulary on reading comprehension[7]. They found that no one gained adequate comprehension with a text coverage of 80%. At 90% and 95% coverage, a small minority or a few more gained adequate comprehension. They concluded that 98% text coverage would be needed for most learners to gain adequate comprehension. Laufer and Ravenhorst-Kalovski support this finding[12]. They found that 95% and 98% text coverages led to acceptable and successful comprehension respectively. They suggested two thresholds: an optimal one, which is the knowledge of 8,000 word families yielding the coverage of 98% (including proper nouns) and a minimal one,

which is 4,000-5,000 word families resulting in the coverage of 95% (including proper nouns). A recent study about academic text coverage by Schmitt, Jiang, and Grabe also supported this argument[13]. They suggested 98% as the optimal text coverage for readers of academic texts.

On the other hand, Bonk addressed the lexical coverage in relation to L2 listening comprehension[14]. He found a moderate correlation of 0.45 between their dictation scores and lexical coverage. He reported that the participants with lexical coverage scores above 95% showed good comprehension. van Zeeland and Schmitt supported this argument by recommending that non-native L2 users would need to know between 2,000 and 3,000 word families for adequate listening comprehension with a 95% lexical coverage [8]. However, Nation suggested a little higher lexical coverage (98% with 6,000 to 7,000 word-families) for the listening comprehension [2].

In connection with the words in the listening comprehension, Webb and Rodgers studied the lexical coverage of movies[5] and TV shows [15]. They found that the knowledge of the most frequent 3,000 and 6,000 word families plus proper nouns and marginal words provided 95.76% and 98.15% coverage of movies respectively, while 3,000 and 7,000 word families provided 95.45% and 98.27% coverage of TV shows respectively. Tegge showed that 3,000 and 6,000 word families provided 95.1% and 98.2% coverage of tokens in the popular songs[16].

In Korean EFL contexts, the Ministry of Education has tried to reduce the students' learning burden and to learn the target language more systematically between school grades by controlling the number of vocabulary in L2[9]. Historically, the number of the Basic

Vocabulary was 2,067 in 1997[17], 2,315 in 2007 [18], and 2,988 in 2009[19]. In 2015 Revised English Course Curriculum, the basic vocabulary list consists of 3,000 words: 800 primary vocabulary words, 1800 secondary vocabulary words, and 400 advanced vocabulary words [9]. Foreign and exception vocabulary (229) and proper nouns (12,289) were added to the word list later.

Kim[20] examined a comparative analysis of lexical difficulty in the English test for CSAT (College Scholastic Ability Test) (2014-2016) and EBS-linked English textbooks using three corpora: the 2009 Basic Vocabulary of Ministry of Education, GSL (General Service List)[21], and AWL (Academic Word List)[22]. The results showed that CSAT covered higher lexical coverage of the 2009 Basic Vocabulary than EBS-linked textbooks while EBS-linked textbooks contained the higher percentage of AWL than CSAT. In addition, the assessment of the word lists by BNC (British National Corpus) [2] revealed that the words of EBS-linked English textbooks were much higher than those in CSAT: Lexical coverage was 18,800 and 17,300 words in EBS English textbooks and CSAT respectively. These results indicate that the vocabulary in EBS-linked English textbooks is more difficult than that in CSAT.

Recently, Choi investigated the lexical coverage of the 2009 and 2015 Basic Vocabulary of Ministry of Education in CSAT, and EBS-linked textbooks [11]. He found that the amount of vocabulary in EBS-linked reading textbook has increased from 2015 to 2018 (39,305 to 40,377 tokens); the words not in the list from 2,833 (7.21%) in 2015 to 2,968 (9.16%) tokens in 2018. Similarly, it also showed that the words in CSAT reading tests have increased

from 3,761 in 2016 to 3,796 tokens in 2019; the words not in the list from 290 in 2016 to 343 tokens in 2019. This study aims to examine the lexical coverage of BNC word lists and 2015 Basic Vocabulary of Ministry of Education in both 2020 CSAT and EBS-linked textbooks.

### III. Method

#### 1. Research Questions

(1) What is the lexical coverage of BNC word lists in 2020 EBS-linked textbooks and CSAT tests?

(2) What is the lexical coverage of the Basic Vocabulary of Ministry of Education (2015) in 2020 EBS-linked textbooks and CSAT tests?

#### 2. Data Collection and Instrument

For this study, four corpora were compiled. The first two corpora came from the EBS-linked listening and reading books (2020 CSAT English Listening and 2020 CSAT English Listening Reading) and the other two corpora were made from 2020 CSAT Listening and Reading test items. *AntWordProfiler* was used for the purpose of data analysis, which was developed by Laurence Anthony, the Director of the Center for English Language Education on Waseda University (Japan). The researcher calculated the lexical coverage of the corpus data (EBS and CSAT) in Nation's[2] ten BNC word lists. The BNC word lists were developed according to their frequency in the BNC corpus data. In addition, the basic vocabulary lists of Ministry of Education [9] were used to find out the frequency and distribution of the words in the four corpus data.

### IV. Results

#### 1. Lexical Coverage of BNC Word Lists in 2020 EBS textbooks and CSAT

[Table 1] showed that the 2020 EBS listening textbook is 45,683 tokens, 3,717 word types, and 2,357 word families long. The words are mainly spread over the three most frequent 1,000 word-families of the BNC. Each additional 1,000 word-family provides only a small increase in coverage from the fifth 1,000 words onwards. The column on the right in [Table 1] gives cumulative coverage percentage for the tokens in the EBS listening book. Students can understand 95.01% of the tokens in the listening book with a vocabulary of 3,000 word-families excluding proper nouns. With a vocabulary of 10,000 words, students can understand 97.27% of the tokens in the book. However, they are likely to understand about 98% of the running words with 4,000 word-families in the book (approximately 96.01% plus 2.72%=98.73%), given that most of the words not in the lists (2.72%) are technology-based such as *blog*, *upload*, *podcast*, *smartphone*, etc.

Table 1. Lexical Coverage in EBS Listening

Word List (1,000)	Tokens N(%)	Types N(%)	Families N	Cum*(%)
1	39742(87)	1780(47.89)	876	87
2	2635(5.77)	903(24.29)	580	92.77
3	1023(2.24)	458(12.32)	341	95.01
4	459(1.00)	214(5.76)	180	96.01
5	266(0.58)	122(3.28)	106	96.59
6	162(0.35)	77(2.07)	68	96.94
7	51(0.11)	26(0.69)	23	97.05
8	51(0.11)	24(0.65)	23	97.16
9	32(0.07)	17(0.46)	14	97.23
10	18(0.04)	8(0.22)	8	97.27
No List	1244(2.72)	88(2.37)	88	
Total	45683(100)	3717(100)	2357	100

Note: Cum\* indicates Cumulative Coverage without Proper Nouns.

According to [Table 2], the 2020 EBS reading book consists of 45,383 tokens, 6,808 word types, and 3,809 word families. The cumulative coverage percentage for the tokens in the EBS reading book showed that 95.17% of the tokens in the book would be familiar with Korean students with a vocabulary of 4,000 word-families. This figure indicates that the reading book requires more words than the listening book (95.01% with 3,000 word-families). Students can understand 98.15% of the tokens with knowledge of 8,000 words excluding proper nouns.

**Table 2. Lexical Coverage in EBS Reading**

Word List (1,000)	Tokens N(%)	Types N(%)	Families N	Cum* (%)
1	35920(79.15)	2529(37.15)	945	79.15
2	4735(10.43)	1595(23.43)	785	89.58
3	1441(3.18)	726(10.66)	486	92.76
4	1095(2.41)	567(8.33)	382	95.17
5	587(1.29)	326(4.79)	248	96.46
6	357(0.75)	226(3.32)	179	97.25
7	233(0.51)	157(2.31)	134	97.76
8	175(0.39)	104(1.53)	94	98.15
9	138(0.30)	97(1.42)	81	98.45
10	132(0.29)	79(1.16)	73	98.74
No List	570(1.26)	402(5.90)	402	
Total	45383(100)	6808(100)	3809	100

[Table 3] below showed that the 2020 CSAT listening test consists of 2,094 tokens, 634 word types, and 518 word families. According to the cumulative coverage percentage in Table 3, the 2,000 word-families excluding proper nouns account for 95.08% of the tokens in 2020 CSAT listening test. This figure indicates that the 2020 EBS listening book (95.01% of the tokens with 3,000 word-families in [Table 1]) requires more words than the CSAT listening test. In addition, students can understand 98.61% of the tokens in the CSAT listening test with knowledge of 4,000 word-families without proper nouns.

**Table 3. Lexical Coverage in CSAT Listening**

Word List (1,000)	Tokens N(%)	Types N(%)	Families N	Cum* (%)
1	1863(88.97)	470(74.13)	367	88.97
2	128(6.11)	97(15.30)	87	95.08
3	56(2.67)	35(5.52)	33	97.75
4	18(0.86)	9(1.42)	9	98.61
5	7(0.33)	6(0.95)	6	98.84
6	14(0.67)	11(1.74)	10	99.61
8	2(0.10)	1(0.16)	1	99.71
No List	6(0.29)	5(0.79)	5	
Total	2094(100)	634(100)	518	100

The 2020 CSAT reading test consists of 4,361 tokens, 1,545 word types, and 1,151 word families, as shown in [Table 4]. Most of the words are spread over the four most frequent 1,000 word-families of the BNC and each additional 1,000 word-family after the fourth 1,000 word list provides only a small increase in coverage onwards.

The cumulative coverage percentage in [Table 4] showed that 4,000 and 7,000 word-families account for 95.32% and 98.18% of the running words (tokens) respectively in the 2020 CSAT reading test. This figure indicates that the 2020 CSAT reading test requires as many as the EBS reading book (95.17% of tokens with 4,000 words in [Table 2]) in the 95% text coverage, but it requires less words than the 2020 EBS reading book (98.15% with 8,000 words) in the 98% text coverage.

**Table 4. Lexical Coverage in CSAT Reading**

Word List (1,000)	Tokens N(%)	Types N(%)	Families N	Cum* (%)
1	3396(77.87)	855(55.34)	560	77.87
2	485(11.12)	331(21.42)	265	88.99
3	143(3.28)	105(6.80)	96	92.27
4	133(3.05)	99(6.41)	82	95.32
5	69(1.58)	54(3.50)	48	96.9
6	22(0.50)	18(1.17)	18	97.4
7	34(0.78)	23(1.49)	22	98.18
8	14(0.32)	13(0.84)	13	98.5
9	8(0.18)	7(0.45)	7	98.68
10	7(0.16)	4(0.26)	4	98.84
No List	50(1.15)	36(2.33)	36	
Total	4361(100)	1545(100)	1151	100

## 2. Lexical Coverage of 2015 Basic Vocabulary of Ministry of Education in 2020 EBS books and CSAT

The six word lists in Tables 5-8 represent Primary school vocabulary words (800), Secondary school vocabulary words (1,800), Advanced vocabulary words (400), Foreign words and exceptional vocabulary (329), and Proper nouns (12,289) respectively, recommended by Ministry of Education (2015).

[Tables 5 and 6] showed that the basic 3,000 words (the first three word lists) for primary and secondary school students in Korea account for about 92.63% and 92.1% of the running words in both EBS-linked listening and reading books respectively.

However, the six word lists explain 98.23% of the running words in EBS listening book, while they account for 95.05% of those in EBS reading book. These figures indicate that 1.78% and 4.94% of the tokens in the 2020 EBS books respectively are not in the word list recommended by Ministry of Education. Considering that 98% is the desired level for comprehending written narrative[7], the EBS reading book could be a little difficult for students to understand.

**Table 5. Lexical Coverage in EBS Listening**

Word List	Tokens N(%)	Types N(%)	Families N	Cum* (%)
1	36644(80.21)	1447(38.93)	675	80.21
2	5553(12.16)	1526(41.05)	962	92.37
3	117(0.26)	76(2.04)	61	92.63
4	1012(2.22)	184(4.95)	123	94.85
5	1544(3.38)	60(1.61)	47	98.23
6	2(0.00)	1(0.03)	1	98.23
No List	811(1.78)	423(11.38)	423	
Total	45683(100)	3717(100)	2292	100

**Table 6. Lexical Coverage in EBS Reading**

Word List	Tokens N(%)	Types N(%)	Families N	Cum* (%)
1	30851(68.05)	1700(25.0)	690	68.05
2	10253(22.61)	3045(44.77)	1373	90.66
3	654(1.44)	343(5.04)	228	92.1
4	762(1.68)	220(3.23)	124	93.78
5	568(1.25)	81(1.19)	59	95.03
6	11(0.02)	11(0.16)	11	95.05
No List	2239(4.94)	1401(20.60)	1401	
Total	45338(100)	6801(100)	3886	100

On the other hand, [Tables 7 and 8] showed that the lexical coverages of the basic 3,000 words (Lists 1, 2, and 3) account for 96.52% and 94.05% of the running words in 2020 CSAT listening and reading tests respectively, which are much higher than those of 2020 EBS books (92.63% and 92.1%).

**Table 7. Lexical Coverage in CSAT Listening**

Word List	Tokens N(%)	Types N(%)	Families N	Cum* (%)
1	1672(84.23)	389(63.15)	292	84.23
2	241(12.14)	173(28.08)	157	96.37
3	3(0.15)	1(0.16)	1	96.52
4	39(1.96)	29(4.71)	25	98.48
5	10(0.50)	7(1.14)	7	98.98
No List	20(1.01)	17(2.76)	17	
Total	1985(100)	616(100)	499	100

In addition, it seems that the lexical coverages of the entire word lists (Word List 1 to 6) in 2020 CSAT were a little higher than those in 2020 EBS books. For example, the word lists account for 98.98% and 96.04% of the running words in 2020 CSAT listening and reading tests respectively, compared with 97.95% and 95.05% in 2020 EBS-linked listening and reading books.

Table 8. Lexical Coverage in CSAT Reading

Word List	Tokens	Types	Families	Cum* (%)
	N(%)	N(%)	N	
1	2904(66.99)	562(36.56)	355	66.99
2	1092(25.19)	726(47.23)	544	92.18
3	81(1.87)	59(3.84)	54	94.05
4	68(1.57)	41(2.67)	31	95.62
5	15(0.35)	11(0.72)	9	95.97
6	3(0.07)	2(0.13)	2	96.04
No List	172(3.97)	136(8.85)	136	
Total	4335(100)	1537(100)	1131	100

## V. Conclusion & Discussion

Students can understand 95% of the tokens with a vocabulary of BNC 3,000 and 4,000 word-families in 2020 EBS-linked listening and reading books respectively. 98% can be understood with 4,000 word-families in the EBS-linked listening book while the same lexical coverage can be covered with 8,000 word-families in the EBS-linked reading textbook.

By the way, 95% of the tokens can be understood with 2,000 and 4,000 word-families in 2020 CSAT listening and reading tests respectively, while 98% requires 4,000 and 7,000 word-families in the 2020 listening and reading tests respectively. In summary, students should understand more words in 2020 EBS-linked textbooks than in 2020 CSAT tests confirming Kim's (2016) findings.

According to Laufer's review[1], the previous studies about the lexical coverage of the authentic written texts suggest that there are two thresholds: an optimal one, which is the knowledge of 8,000 word families with the coverage of 98% and a minimal one, which is around 5,000, with 95%. The current study indicate that the lexical coverage of the reading texts in 2020 EBS-linked reading textbook and

2020 CSAT reading test approximately matches the previous findings. However, 7,000 to 8,000 words with the coverage of 98% could be too much learning burden for Korean high school EFL students.

van Zeeland and Schmidt reported that non-native participants also demonstrated adequate listening comprehension with 2,000-3,000 word families at the lexical coverage of 95% even[8] though Nation suggested 6-7,000 families based on a 98 percent figure[2]. Considering Korean high school students in EFL contexts, the former figure can be reasonable at the moment.

On the other hand, the Basic Vocabulary of 2015 Ministry of Education accounts for 98.23% and 95.05% of those in EBS-linked listening and reading books respectively. However, the same word lists explain 98.98% and 96.04% of the running words in 2020 CSAT listening and reading tests respectively. Therefore, the 2020 EBS-linked textbooks require more words beyond the Basic Vocabulary of Ministry of Education than the 2020 CSAT tests, supporting the previous findings[11][20]. In addition, Choi found that the amount of vocabulary has increased from 2015 to 2018 (39,305 to 40,377 tokens) in EBS-linked reading textbook and from 3,761 in 2016 to 3,796 tokens in 2019 in CSAT reading tests[11]. This study showed that the vocabulary at both 2020 EBS reading textbook and CSAT reading test has increased from the previous year.

In conclusion, we need to make a balance between the words in EBS-linked textbooks and those in CSAT, considering that the main contents of EBS textbooks covers 70% of the CSAT. It seems that the amount of the vocabulary is not a critical problem, but the

word lists covered by both EBS textbooks and CSAT, for example 95% or 98% of lexical coverage. Therefore, we should control the word families rather than word tokens in both EBS books and CSAT.

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### 저자 소개

강 동 호(Dongho Kang)

정회원



- 2005년 9월 ~ 현재 : 서울과학기술대학교 영어영문학과 교수

<관심분야> : 언어습득, 학습동기, 문법 학습, 쓰기 교육