

The Comparison and Analysis of Vocabulary between Two Sets of English Course Books for Senior High School

Zhou Ying

Man Zhouli Russian Vocational College, Man Zhouli, Inner Mongolia, 021400, China

Abstract: The development of course book is closely connected with the development of vocabulary. The research of vocabulary is limited by the research of vocabulary width and depth. Vocabulary width is the research of the investigation of vocabulary size, while the latter points to the learners mastering of vocabulary quantity and their master degree. This paper is a reference study mainly under the research of vocabulary width. With the help of Rang-BNC and the AntConc software, the author aims to make a comparison and analysis between Senior High English for China (SEFC) and New Standard English (NSE) both used by students from Grade10 to Grade 11 students, and find out: (1) What is the vocabulary difficulty in each set of course book; (2) What is the cultural tendency of the two sets of course books through the analysis of some special words. Meanwhile, with the help of P. Nation's Vocabulary Size Test, taken by the 160 students from Grade11 coming from Tianjin Shuanggang Middle School, the author aims to find out: (3) whether the vocabulary difficulty of NSE is coinciding with the students' actual vocabulary level. And the main findings are: (1) the vocabulary quantity included in both two sets of course books are far higher than that required by the new English curriculum. The vocabulary quantity of senior high school students required by New English Curriculum is 3000, while the vocabulary quantity of SEFC used only by students from Grade10 and Grade11 is 3423, and data of NSE is far higher, 4198; (2) the vocabulary difficulty in NSE is more difficult than that in SEFC; (3) the consistency of vocabulary difficulty from book to book is generally coinciding with the students' vocabulary cognitive level, but they still have their own disadvantages; (4) the students' actual vocabulary level is basically coinciding with the vocabulary difficulty of NSE they are using; (5) both of the two sets of course books pay more attention to our Chinese native culture. The author hopes that this thesis will be helpful in the analysis and study of vocabulary in elementary education, and can provide some constructive suggestions for course book compiling, making course books better used in the future.

Keywords: vocabulary difficulty, course book, Range, vocabulary frequency, course book compiling

1. Introduction

1.1 Background of the Research

In English teaching, course books have a direct relationship with both the development of education and the development of curriculum. Among all these, the development of vocabulary in the course books is a crucial component to measure the quality of the material. Until last century, vocabulary has always been a neglected area of foreign language teaching, but it has gained its due recognition in the last few years, and more and more people have realized that learners can communicate more effectively with more knowledge of vocabulary. But for selecting vocabulary, it is quite a difficult subject and not as simple as people once expected. Only one criterion such as the choosing of vocabulary frequency is inadequate for selecting a workable vocabulary range for a teaching program or English course book. Few course books used by senior high school have explained on what basis the vocabulary they include has been selected or whether they are proper to the learners and the teachers. Nowadays there are many kinds of course books which are used in different areas. And all of them are produced according to the English Curriculum Standards. To the vocabulary part, there are many problems existing. One problem is that how many words should be included in the course book and how big a demand for vocabulary is proper for its learners. Other problems may include the difficulties of vocabulary chosen by different course books and the consistency between the course book and the learners' actual vocabulary quantity.

1.2 Significance of the Research

Under the new concept of this new English curriculum reform on compulsory education: “more textbooks under one curriculum”, more and more textbooks have made their way to the market. And the English curriculum provides the textbook writers, English teachers and its learners with new concept of English curriculum, new means of assessment and new concept of learning methods. Under this guidance, it is possible for local education departments to choose their own course books. The English course books currently used in Beijing and Tianjin area are Senior English for China (SEFC) published by the People’s Education Press and the New Standard English (NSE) published by Foreign Language Teaching and Research Press. The wide use of series of textbooks may mean that course books have been cleared of the basic faults; however, it is not always the case. To the vocabulary part, it is of great importance for the textbook writers and teachers to evaluate the learners’ vocabulary size and make sure that the intended textbooks do match the learners’ competence in terms of vocabulary learning. In this study, the author will make a comparison and analysis on the vocabulary part of these two sets of course books to find out the answers to the following questions.

1.3 Research Questions

The study will specifically examine the following questions:

- (1) What is the vocabulary difficulty in each set of course book?
- (2) What’s the consistency of vocabulary difficulty between textbooks and their learners’ actual vocabulary level?
- (3) How to teach vocabulary in terms of vocabulary difficulty and frequency?
- (4) What is the cultural tendency of the two sets of course books?

2. Literature Review

2.1 Course Books

This part will give readers some basic information about course books: the definition, the role and the aims of course books.

2.1.1. The Definition of Course Books

To the definition of course book, different people have different ideas. To the name of course books, some researchers use the term of teaching materials, others use the term textbooks. As explained by Cheng (2002)^[1], Ding (2018)^[2] and Graves (2004)^[3], whatever they call it, one thing is in common, that is, all kinds of course books are practical and efficient for learners and teachers in English learning and teaching.

A course book plays the core role in a course. An English course book introduces the students the basic language such as grammar, pronunciation, and vocabulary. So it is often accepted that the role of course book is to be the service of teachers and learners but not to their course book masters. Cunnings worth (2002)^[4] voiced clearly that the role of course book is the guidance for both teachers and their learners.

2.1.2 The Aims of Course Books

Cunnings worth (2002)^[4] once gave us the aims of the course books. He believes that the aims of the course books should be composed as closely as possible to the aims of the teachers, and both seek to meet the needs of the learners to the highest degree. Only if the aims and the objectives are well defined, the partnership can be helped and the course book can be clearly perceived and well balanced.

2.2 The Previous Research on Vocabulary Knowledge

2.2.1 Research on Vocabulary Size and Frequency

The new English curriculum reform has a new demand on the students’ vocabulary size. To second language learners, what coverage rate is needed to be able to read pleurably? And how many words should the course book contain that can fit the learners’ real need? Paul Nation (2001)^[5] has suggested

that if the learners want to understand a reading material pleurably, the percentage of vocabulary size he masters should be at least 98 percent. And this was determined by using several texts with different unknown word rate and by measuring adequate comprehension. Laufer (2005)^[6] has suggested that a vocabulary of 3000-word families of general English is enough for a good understanding of a general English text such as a novel (Rob Waring and Paul Nation 2004)^[7]. According to the new English curriculum, students should master at least 3000 words and 400-500 idioms and phrases. This number coincides with what Laufer has suggested.

Nearly all of the vocabulary experts put frequency as their first standard when they choose words for course books or other materials. This standard requires us to refer to the vocabulary which native speakers use most frequently. Those high frequency and most common vocabulary should be selected to teach firstly. Specifically, vocabulary frequency is a valid standard to choose words for English course books. To language learners and teachers, especially those who are in senior high school, it is important for them to know what vocabulary they should know and need to know. One major reason for teachers to know this is because they need to take a very different approach to teach high frequency vocabulary from low frequency vocabulary. Nation (2001)^[8] has pointed it clearly. Only to know this, teachers, learners as well as course book writers can deal with the vocabulary part in a much more effective way. And it is also an effective way to help learners get higher marks in their exams.

2.2.2 Research on Tokens and Types in Range-BNC

“What to teach” has always been the main concerning question in English teaching. Learners pay more attention to those most commonly used vocabulary and expressions used by the native speakers, not all that in the target language. On the vocabulary layer, which word should be chosen to teach firstly and which belongs to the second and what are the most commonly used collocations have always been a big discussion in vocabulary teaching and course book compiling. Nowadays, more and more researchers find that using small corpora to investigate vocabulary is a good way to solve above problems. Here we will briefly introduce one vocabulary program—Range-BNC, which is used to compare the vocabulary of up to 32 different texts at the same time. It can be used to compare a text against vocabulary lists to see what words in the text are and are not in the lists. It can also be used to compare the vocabulary of two texts to see how much of the same vocabulary differences exist between them (Nation 2001)^[9]. Range-BNC can provide a table which shows how much coverage of a text each of the word lists provides. There are all together 14 base word lists, they are baseword1000 to baseword14000. In this study, the author will mainly use baseword1000 to baseword4000. For each word list, the program shows how many word tokens (total running words), how many word types (different word forms), and how many word families (groups containing different forms of a word) the text contains. It also provides similar statistics for words that are not contained in any lists. Both totals and percentages are given. (Nation 2001)^[9]. Here the author will briefly define token and type according to what Paul Nation has said.

Token refers to all the running words within a text. Type refers to different word forms of all the running words. For example, if there are all together 500 words in a passage. The number of tokens is 500 and the different forms of go: goes, gone and went are 3 tokens. While the four different word forms belong to one type. By using the knowledge of token, type, family and base word list in Range—BNC, we can make a comparison and analysis of vocabulary difficulty of the running words within two different texts. According to Paul Nation, vocabulary difficulty is always relatively consistent with the result of type and family. With the help of Range—BNC, the author will make a comparison and analysis of vocabulary difficulty between SEFC and NSE.

2.2.3 Research on the Vocabulary Size Test

There are two sets of vocabulary tests, one is the Vocabulary Size Test, and the other is Vocabulary Level Test. In this paper, we will use the first one to test the students’ actual vocabulary level. With the help of Range-BNC, we will finally make a comparison between the students’ actual vocabulary level and the vocabulary difficulty of course book. The nature of the Vocabulary Size Test mainly can be seen from the test samples. They are from the most frequent 14, 000-word families of English. And the test contains of 140 (ten from each 1000-word level). Nation (2007)^[10] told us that the Vocabulary Size Test is a measure of written receptive vocabulary size.

2.2.4 Research on the Width and Depth of Vocabulary

The study of vocabulary can be divided into two directions, the width of vocabulary and the depth of vocabulary. The former is the survey of vocabulary quantity, while the latter is the study of all kinds of knowledge about specific word. The study of vocabulary width has always been an important content of English teaching. Width study can be divided into synchronic study and diachronic study. The former is

the study of learners' vocabulary quantity which has a huge significant influence on the setting of teaching goals, material compiling, and teaching organization and examination requirements. While the latter is the comparative study of different learners' subject vocabulary level within the same stage. This study pays close attention to the changes of students' vocabulary level under the condition of the teaching requirements remains unchanged Xiao&Guo (2004)^[11]. Since the 1980s, domestic (Liu Shaolong 2001^[12]) and foreign(Howatt 1984^[13]; Alpino 2017^[14]) language world have begun their research and has made remarkable achievements on vocabulary quantity test. And these research data and analysis provide scientific basis for the quantitative to understand Chinese students' English vocabulary level. To the foreign experts, we have to talk about one of the most famous one, Paul Nation and his vocabulary size test and his vocabulary measuring software-range-BNC which is very helpful to the research of vocabulary difficulty.

2.2.5 Research on Vocabulary Teaching

For a long period, the vocabulary teaching has been in the same stage, it is just memorizing vocabulary forms and vocabulary meanings. All of these low efficient ways at last make vocabulary teaching a boring thing. Among the vocabulary chosen by course book writers, how many words should be taught, how many shouldn't; how many vocabularies should be taught firstly, and how many should be taught later? It is a task for the teachers. In middle school, teachers should have a clear sense of choosing the key words to teach to their students, not only its meaning, but also its usage with an interesting and efficient way. Teachers have to choose appropriate vocabulary to their students. Though this may be limited by the course book or the syllabus during their teaching process, they can choose some words which students have great interest and those words from a specific subject.

Vocabulary teaching should be thoroughly and in-depth. The thoroughly explanation of vocabulary of teachers is one of the most important conditions to the students' correct use of vocabulary.

For a long period, to the vocabulary teaching in middle school, the traditional teaching method has always in a leading position. And it mainly reflects in the following areas: (1) learning vocabulary just by rote; (2) without focus, regardless of primary and secondary; (3) regardless of revision, and low efficiency. Teachers should have a clear sense of vocabulary learning strategy in EFL classroom in Senior Middle School (Qiao 2004)^[15].

3. The Analysis and Comparison of Vocabulary between the Two Sets of Course Books

Vocabulary is the basic material of language and the carrier of the meaning of language. Without language, learners cannot achieve the communicative ability of language, such as listening, speaking, reading and writing. English teaching will become meaningless. Each curriculum has its requirements on the vocabulary part every year. During the 1960s, for our country began to pay great attention to English teaching, therefore, the requirement of vocabulary has relatively increased. According to Lin (2008)^[16], in the curriculum issued in 1963, a vocabulary size of 3000 words and a certain number of phrases are required to teach to senior high school students. During the 1980s, the curriculum requires the students to learn 1800-2000 words due to alleviating burdens on students required by the state education commission. Nowadays, because of our country's foreign policy, foreign languages have been receiving increasing attention. And the requirements of the students' vocabulary size have relatively increased as well.

In this chapter, the author will mainly discuss vocabulary in two sets of major English course books used in middle school in China: Senior High English for China (SEFC) produced by People's Education Press and New Standard English (NSE) produced by Foreign Language Teaching and Research Press. This study will mainly focus on the questions presented above.

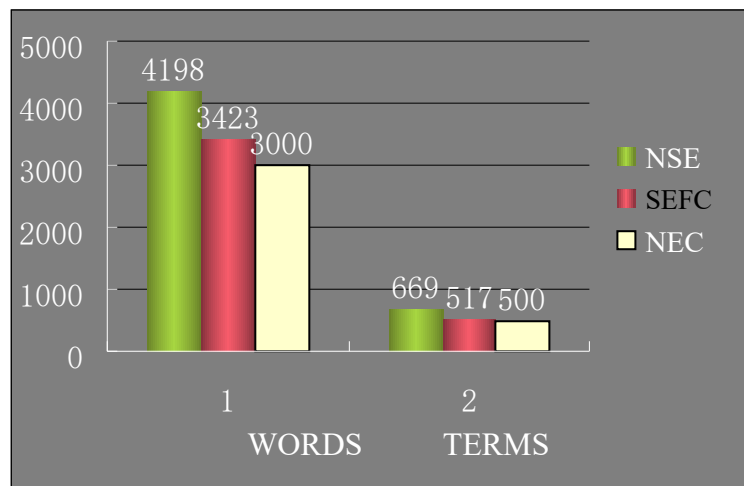
3.1 The Quantitative Comparison of Vocabulary in SEFC and NSE

Word list is a very important content to a set of course book. From it, we can easily see the vocabulary appearing in each Unit. To the words in word lists, teachers and its learners always give special attention because they are the basic words and most frequently used words required by the New English Curriculum.

In this chapter, the author has collected the number of words and terms appearing in each set of course book (except those names of places and people). The course books chosen by the author are SEFC from Student's Book1A to Student's Book2B and NSE from Student's Book1 to Student's Book8. According

to the vocabulary list of the two sets of course books, the author has made a comparison about the vocabulary size between the two sets course books and requirements of the new English curriculum.

Table 1: Words and terms in NSE, SEFC and NEC



Through the comparison, we can easily find that out that the two sets of course books have a much different requirement of vocabulary size. According to the NEC, the number of vocabulary quantity should be mastered by senior high school students when they graduate is 3000 words and 500 terms. Here the students mean those from Grade10 to Grade12. While the vocabulary quantity in word list of SEFC and NSE in table 1 is only used by students from Grade10 to Grade11. We can see that the requirement of vocabulary size by the SEFC is higher than the requirement of NEC. And the vocabulary size required by NSE is far higher than the requirement of NEC. It is not difficult to see that the vocabulary size required by the two sets of course books is much larger than the common need of students. One thing is certain that the vocabulary size in the two sets of course books both can reach the vocabulary teaching requirements. While another problem is occurred: if the vocabulary quantity is too large for the students, it will be a big burden for them to learn, especially to those who don't do well in their studies. Both of the two sets of course books are widely used in our country, including those rural areas. The difficulty of vocabulary learning can be also affected by their living conditions under which the vocabulary teaching and learning take place. So if the two sets of course books have too many new words, it will be very difficult for all of the students to master the vocabulary, and finally it will affect some students' learning interest and enthusiasm. For example, in the student's book 6 and student's book 7 of NSE, there are altogether 1003 new words, including many words for names and places and items, which is a big burden for senior high student to learn. We know that Student's Book6 and Student's Book7 are both used by Grade10 students, who attend to senior high school for the first year. The suddenly increasing of vocabulary will be a big obstacle for them to learn and adapt. To deal with this problem, teachers should have the ability to deal with these vocabularies appropriately, and find out the most important words to teach to them, not all of them. Only they can do this in their teaching process and let the students know and choose the key vocabularies, can they improve their teaching efficiency and lighten the students' learning burden.

3.2 The Vocabulary Difficulty in SEFC and NSE

This study will mainly use Paul Nation's vocabulary difficulty testing software—Range-BNC to analyze the vocabulary difficulty within the two sets of course books. The materials will be the reading part of these two set course books. And the following table is the main data from Range-BNC. And the author will mainly discuss the tokens and types of the text within SEFC and NSE. And the findings are as the data shown in Table 2.

Table 2: Tokens and types of the whole book in SEFC and NSE

SEFC	WORD LIST	TOKENS/%	TYPES/%	FAMILIES	NSE	WORD LIST	TOKENS/%	TYPES/%	FAMILIES
1000 base word		19165/83.66	1663/50.70	824	1000base word	24089/81.84	1871/42.81	878	
2000 base word		1783/7.78	699/21.23	483	2000base word	2213/7.52	911/20.87	601	
3000 base word		573/2.50	305/9.30	242	3000base word	871/2.96	440/10.08	346	
4000 base word		358/1.56	148/4.51	118	4000base word	473.1.61	260/5.96	212	
Not in the list		1028/4.49	465/14.18	????	Not in the list	1787/6.07	884/20.25	????	
Total		22907	3280	1667	Total	29433	4366	2037	

3.2.1 The Analysis of the Tokens in SEFC and NSE

To the tokens in the two tables, through comparison, we can easily find that:

(1)The coverage rates of vocabulary in base list1 of SEFC and NSE are 83.66% and 81.83%. Here the base list1 refers to the most frequently used words in English. Each base list refers to 1000 words level. Base list2 refers to the second most frequently used words in English. From this we can see that both of the two sets course books have chosen and recurrent the most commonly used words by native speakers. And it coincides with the requirement of the new English curriculum.

(2)The percentage of vocabulary tokens appeared in SEFC in base list 1 and base list 2 is 83.66% and 7.78%, while the percentage of vocabulary tokens appeared in NSE in base list 1 and base list 2 are both lower than those in SEFC, they are 81.84% and 7.52%. This data shows that the SEFC pays more emphasis on students' basic vocabulary. And this set of course book will be found much easier to those students whose English ability is not very good.

(3)The percentage of vocabulary tokens appeared in SEFC in base list 3 and base list 4 is 2.50% and 1.56%, while the data in NSE is 2.96% and 1.61%, both higher than that in SEFC. This difference shows that there is more difficult vocabulary included within NSE which is much more difficult for students to learn and master. And this set of course book pays much attention to improve students' vocabulary quantity.

(4) To the SEFC, the number of vocabularies not in the list is 1028, while the data in NSE is 1787; this difference shows that NSE has chosen and in-taken much more new words which to some extent can better cater to the rapidly developing society.

3.2.2 The Analysis of Types in SEFC and NSE.

Paul Nation believed that information from the Families can better distinct the vocabulary difficulty and vocabulary coverage. While the study has shown that 'types' and 'words not in the list' are the most reliable data to tell the vocabulary difficulty in a text, especially types in the third and fourth base lists. According to the above data, the author has made the following conclusion.

The types of SEFC in base list 1 and base list 2 are 50.70% and 21.23%, while the data in NSE is 42.81% and 20.87%, both lower than that in SEFC. We know that types here refer to different word forms. And this data shows that there are more regularly used words chosen by SEFC than those chosen in NSE. And these words are more frequently used by native speakers, so they are much more suitable for second language learners to learn. This can also show from another extent that SEFC pays more attention to core words in English vocabulary.

The data of types in list 3 and list 4 chosen by SEFC is 9.30% and 4.51%, while the data in NSE is 10.08% and 5.96%, both higher than the data in SEFC. The number of words not in the list in SEFC is 14.18%, while the data in NSE is 20.25%, far higher than the data in SEFC. We can easily have the conclusion that vocabulary chosen by NSE is much more difficult than those chosen by SEFC. And it also indicates that NSE has chosen more words compared with the requirement of NEC. From this we can also see that NSE pays great attention to the words that are not commonly used by learners and to some extent, it has included more newly produced words with the development of society.

3.3 The Comparison of Vocabulary Frequency of Some Specific Words in SEFC and NSE

Nation has given us a clear suggestion on the development of vocabulary list. He believes that course book writers should have a clear sense to the frequency of the chosen vocabulary which will be taught in senior high school as a second language. He thinks that both the native and non-native learners acquire vocabulary largely in the order of its range and frequency. Thus, high-frequency and wide-range words

should be learnt and taught before low-frequency and narrow-range vocabulary. From the above vocabulary difficulty analysis, we can see that course book writers also pay great attention to the vocabulary frequency when they are compiling course books. One of the reasons also can be seen: psychologists have shown that according to the theory of human's "forgotten curve", the process of forgetting what they have learnt presents the forgotten rule of first fast and then slow, first more and then less. And the time will be 20 minutes, 1 hour, 9 hours, 24 hours, 2 days, 6 days and 31 days. According to the principle of circulating memory, the course book writers should scientifically control the occurring of vocabulary frequency, and then it will be great helpful to reduce the oblivion. Thus, it is an efficient way to improve the vocabulary input and learning. With the help of AntConc3.2.2 and Range-BNC, the following study will compare and analyze some specific words included within the two sets of course books and which is one of the most important words for college entrance examination and the other three can show something about cultural tendency of the two sets course books. They are "Chinese", "American", "English".

And the following data is the frequency of Chinese/ English/American/ within SEFC and NSE texted by Range-BNC.

Table 3: The frequency of the three words in SEFC

Word type	rank	frequency	percentage
Chinese	112	49	0.12
English	113	49	0.12
American	248	22	0.05

Table 4: The frequency of the three words in NSE

Word type	rank	frequency	percentage
Chinese	58	100	0.23
English	67	85	0.19
American	105	50	0.11

English course books not only include the cultural characters of target language countries but also show the cultural construction of native language countries. This can somehow be shown by the words that can reflect these characters, such as the number of frequency of "Chinese", "English" and "American" within a set of course book. From the table 3, we can see that the word "Chinese" appeared 49 times, the word "English" appeared 49 times and the word "American" appeared 22 times. We can have the conclusion that the content in SEFC tends to the culture input of Chinese and European cultural characters, and these two words have appeared the same times in the whole material, while the American cultural character is in a lower position. And the data of NSE in table 4 is a little different. It can also show this tendency, but it pays much more attentions to Chinese native culture, English culture in a second, while the appearance of American is in the lowest times. Through this comparison we can see that the English course book we use nowadays more apt to input our own native culture, and this can be explained by the rising of our own national status and the rapidly changing international political and cultural environment. These two sets of course books show that while absorbing foreign cultural awareness, we have to pay more attention to our own native culture consciousness input.

4. The Study and Analysis of Vocabulary Difficulty between Course Book and Learners' Actual Vocabulary Level

From the above study we know if a course book has too much vocabulary which is above the students' actual vocabulary level, the students will find it is much difficult for them to learn and adapt to the course book. After a long period, this situation will influent the students' learning interest and enthusiasm of this subject. Only the vocabulary difficulty is coinciding with the students' real vocabulary ability, it can be regarded as a good one. To discuss this question, the author will make a study and analysis of vocabulary difficulty between NSE which is used in Tianjin area now and its learners' actual vocabulary level. The research purpose, research objects, research instruments, the collection and analysis of data and the implication on how to teach vocabulary will be respectively explained as the following.

4.1 Research Purpose

The study between the vocabulary difficulty of course book and its learners' actual vocabulary level aims to find out whether the vocabulary difficulty of NSE is consistent with its learners' actual vocabulary

level. The coming of this research is because the author has interned in some middle school during the past two years, and always heard such complains as the NSE is much more difficult compared with SEFC, especially in terms of vocabulary part. So the author aims to find whether the vocabulary in this set of course book is coinciding with the students' actual vocabulary level. And then the author will give some instructive suggestions of vocabulary teaching methods in terms of vocabulary difficulty and frequency hoping that it will be helpful for teachers in their daily vocabulary teaching in the future to combine with the use of the course book effectively.

4.2 Research Subjects

The research subjects of this study are 160 students randomly chosen from Grade 11 who are studying in Tianjin Shuanggang middle school. Why students from Grade 11 are chosen as the experimenters is that Grade 10 students have just finished one term and their actual vocabulary level cannot achieve what the course book has required, while the students from Grade 12 are busy with their preparation for the college entrance examination. Students from Grade 11 have spent one and a half year in senior high school and they have adapted to the content of the course book much better and coincide with the requirement of the standards of test-takers.

4.3 Research Instruments

The research instruments used in this study is Vocabulary Size Test and Range-BNC which will take the reading part and cultural corner part of NSE from Students' Book1 to Students' Book8 as the original text. Then we will make a comparison with the data tested by these two research tools.

4.4 The Collection and Analysis of Data

Eliminating invalid test result, there are all together 133 valid test result. And the data of following Table 5 is the result of the students' vocabulary size test; the data in Table 6 is the vocabulary difficulty tested by Range-BNC. Now the author will make an analysis and comparison on the data within the two Tables.

Table 5: Results of the vocabulary size test

Numbers of students	Vocabulary size of all the 133 students	The vocabulary averages
133	302400	2274

Table 6: The vocabulary families of NSE tested by Range-BNC.

WORD LIST	TOKENS/%	TYPES/%	FAMILIES
one	36421/82.01	2120/40.58	914
two	3336/7.51	1079/20.65	667
three	1205/2.71	531/10.16	392
four	700/1.58	319/6.11	247
total	41662	4049	2220

We can see from Table 5 that the 133 students have scored 302400-word families, and the average word families mastered by each student is 2274-word families. From Table 6 we can see that from the 1st 1000 to the 4th 1000, there are altogether 2220-word families in the content of NSE. From this comparison we can see that the vocabulary difficulty of NSE is coinciding with Tianjin Shuanggang middle school students' actual vocabulary level.

Here the author will give some implications on what to teach and how to teach vocabulary.

4.4.1 Pay attention to high-frequency words

Through the above analysis, teachers should have a clear sense of what vocabulary are high-frequency and wide-range words, and what are low-frequency and narrow-range-words. This is because from a teaching perspective these two groups of words should be dealt with in different ways. The 2000 or 2570 high frequency words deserve classroom time. Nation had explained that teachers should deal with high frequency and low frequency words in quite different ways. Teachers can list the high-frequency words on the paper and give them test time to time. Meanwhile teachers should help learners to use strategies for learning and dealing with low-frequency words.

4.4.2 Teaching vocabulary through listening and reading

To most teachers and students, the learning of vocabulary is the process of knowing their forms, pronunciation and meaning. Knowing these aspects, if they can learn them by heart after class, that is all. Nation believes that it is a good way to teach vocabulary through typical activities, such as extensive reading, shared reading, listening to stories and watching TV or films. However, in a senior high school class, it will be great difficult for teachers to use all of these methods. But we can modify it to another way. Teachers can let students listen to the tape of the new words and the reading part which include most of the new words of this lesson. Input is the first stage, and teaching of the lesson and the in-depth teaching of these words will be the second stage. During this process, teachers can ask students to read the passage, and let them know the pronunciation of these words which can help them learn the new words. What's the most important of this strand will be the third stage, that is when the whole lesson is finished, teachers can replay the tape again, let the students sit still and listen to the vocabulary and the text of this lesson. Through this process, students can have a much deeper input of the vocabulary which will help them to memorize them and remember what they have learnt this lesson. The third stage is not difficult for an English class to realize and it is also practical. Besides these expects, teacher can let students read something new every day, such as English novels, English jokes which are very helpful for them to increase their vocabulary quantity.

4.4.3 Teaching vocabulary through speaking and writing

Most lessons in senior high school have more than 40 new words. And there are 10 to 12 lessons in a book. How can student learn these words efficiently, not only know their basic meaning but can use them right and freely? This can be realized by carefully designed speaking and writing. Every lesson has its topic and key words, teachers can design a topic. At the end of the class, teacher can set a writing homework for the students. Let them classify the new words they have learnt by their classes or write a composition. Such writing can let them have a much deeper acknowledgment about the words and the whole lesson. Besides, teachers can let students write diary in English every day. This is a good way to improve their English sense and the ability of expression.

5. Conclusion

As the core of language and the main teaching part in basic education, vocabulary has shown more and more important role in second language teaching. Teachers should know not only what to teach and how to teach but also have a clear sense to the whole percentage of vocabulary in the specific course book. Only if the teachers know the vocabulary difficulty of the content of the course book they use, can they better use them and teach vocabulary effectively. And this has some new suggestions to course book writers.

5.1 Major Findings of the Study

From the above discussion and analysis of vocabulary, the answers to the questions proposed earlier will be organized and presented here.

5.1.1 Information of vocabulary difficulty about the two sets of course book.

Generally speaking, the vocabulary quantity included in these two sets of course books is both far higher than that required by the new English curriculum. On one hand, this is useful for senior high students to improve and enlarge their vocabulary quantity, and will be great helpful if they can master most of these words when they are doing English reading and listening comprehension; while on the other hand, if they cannot master these words, this large number of vocabulary will become a big burden for students to learn. Vocabulary difficulty in NSE is much more difficult than that in SEFC. There are more new words in new fields chosen by this set course book, while according to the data got through Range-BNC, the most commonly used words chosen by NSE is not better than that in SEFC.

5.1.2 What's the cultural tendency of the two sets of course book?

SEFC tends to the culture input of Chinese and European cultural characters, while the American cultural character is in a lower position. And NSE also shows this tendency, but it pays much more attentions to Chinese native culture, English culture in a second, while the appearance of American is in the lowest times. All to these shows that English course books we use nowadays more apt to input our own native culture.

5.2 Implications and Suggestions

As the present study shows, though vocabulary quantity in both SEFC and NSE has both reached what the new English curriculum acquires, the vocabulary difficulty from book to book is not most ideally arranged. To vocabulary frequency, how can teachers master those words most frequently appeared in specific course book is still a question. And the suggestions will mainly be put forward in these two aspects.

(1) Vocabulary difficulty appeared in each course book should be from easy to difficult. According to the development of students' cognitive level, the appearance of vocabulary difficulty should be scientifically and systematically arranged by course book writers. And the appearance of vocabulary difficulty should be from easy to difficult.

(2) Both teachers and course book writers should have a clear sense to arrange and teach those words mostly used and most frequently appeared in course book. To reach this ideal embodiment, course book writers should use all kinds of software to test the most useful articles and the most ideal included the vocabulary that should be learnt by second language learners. While to teachers, they can use software such as Range-BNC and AntConc to test what word are high-frequent words and what are low-frequent words, then they can fully use the class time and let students master the most important to them. Besides what to learn, teachers have to teach students how to learn and this will be the most important for students when they are learning by themselves.

5.3 Limitations and Further Research

Because of the limited time and the energy of the author, this study was only an analysis of the course books used by grade 10 and grade 11. And the experimenters were only students from four classes from grade 11 and the Vocabulary Size Test was entrusted to other teachers and whether the students have used some vocabulary books or not are not clear and whether the time they used when they were doing this test is limited or not is also unclear and whether the Vocabulary Size Test is completely valid. All of these lead to the limitation in the validity of the data collected and also make the universality of the data limited. However, all the data tested by the software is perfectly validate, so all the limitation will not affect the core of this study and the comparison and analysis made between the two sets of course books.

For the above limitation the author has said, this study certainly needs further study. The further study can also make an experiment on what methods are the most effective for students to learn vocabulary.

References

- [1] Cheng Xiaotang. (2002). *Analysis and Design of English Course Book*[M]. Beijing: Foreign Language Teaching and Research Press. 10-24.
- [2] Ding Cheng. (2018). *The Comparison and Analysis on Cultural content in Three Textbooks*[J]. *English Teacher*. 18(19):121-125
- [3] Graves, Kathleen. (2004). *Designing Language Course: A Guide for Teachers*[M]. Beijing: Foreign Language Teaching and Research Press. 20-45.
- [4] Alan Cunnings worth. (2002). *Choosing Your Course Book*[M]. Shanghai: Shanghai Foreign Language Press. 10-15.
- [5] Nation, I.S.P. (2001). *How Good is Your Vocabulary Program*[J]. *ESC Magazine* 4 (3), 22-24.
- [6] Batia Laufer & Paul Meara & Paul Nation. (2005). *Ten Best Ideas for Teaching Vocabulary*. *THE LANGUAGE TEACHER*[J], 29(7), 3-9.
- [7] Ros Waring and Paul Nation. (2004). *Second Language Reading and Incidental Vocabulary Learning*[J]. *ANGLES Volume 4*. 12-16
- [8] Nation, I.S.P. (2001). *Learning Vocabulary in Another Language*[M]. Cambridge, UK: Cambridge University Press. 60-186.
- [9] Nation, I.S.P. (2001). *Two Vocabulary Research Tools*[M]. *LASA, Victoria University of Wellington, New Zealand*. 34-35.
- [10] Nation, I.S.P. (2007). *The Four Strands Innovation in Language Learning and Teaching*[J]. *volume1, No 1*. 2-13.
- [11] Xiao Xiaoyan & Guo Haoru. (2004). *The Investigation and Analysis of Freshmen's English Vocabulary Historical Condition*[J]. *Beijing University of Aeronautics and Astronautics Journal*, 17 (2), 76.
- [12] Liu Shaolong. (2001). *On L2 Vocabulary Depth Acquisition and Developmental Characteristics*[M].

Foreign Language Teaching and Research. 6.

[13] Hawatt Anthony P. R. (1984). *A History of English Language Teaching*[M]. Oxford: Oxford University Press. 60-65.

[14] Alpino Susanto. (2017). *The Teaching of Vocabulary: A Perspective* [J]. *Jurnal KATA* 1(2). 182.

[15] Qiao Wenming. (2004). *High School English Vocabulary Teaching Strategy*[J]. *Weinan Teacher's College Newspaper*, 19(3). 12-14.

[16] Lin Xinshi. (2008). *Research on English Curriculum and Teaching*[M]. Hangzhou: Zhejiang Normal University Press. 35-40.