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Modern English Education, Vol. 13, No. 4, Winter 2012
Analysis of the Vocabulary Activities Used in English Textbooks* 7 Jin-Kyong Lee Catholic University of Daegu Lee, Jin-Kyong. (2012). Analysis of the vocabulary activities used in English textbooks. Modern English Education, 13(4), 89-107. This study's aim is to analyze textbook vocabulary activities to see which aspects of vocabulary knowledge are given attention in classroom instruction. Nine textbooks were examined and Brown's (2011) categorization of vocabulary knowledge was used as the reference for identifying activities. On the whole, the results revealed that vocabulary activities were not adequate in terms of quantity and the balance of the focused aspects of knowledge. Textbook activities mostly focused on the formal aspects while meaning-related and use-related aspects followed. Unlike previous research, activities focusing on spoken form of a word were more dominant than activities for form-meaning link. The difference seems to arise from the existence of fixed sections for pronunciation practice in the textbooks examined. Meaning-related activities increased as the school-level went up while use-related aspects were minute. Across school-levels, activities in the elementary textbooks are concentrated on the formal aspects of vocabulary knowledge. Middle school and high school textbooks also do not show a variety of activities. Considering the importance of vocabulary learning in language development and the role of a textbook in the classroom instruction, textbook writers and teachers need to incorporate more systematically sequenced activities into textbooks and teaching. Some pedagogical suggestions on textbook development were presented. [vocabulary activity/vocabulary knowledge/textbook /

INTRODUCTION Textbooks undoubtedly have a considerable influence on classroom practice, forming the core of most teaching programs (McDonough & Shaw, 1993). Most teachers seek guidance on the intensity and the amount of attention demanded by particular content or pedagogical tasks from textbooks. Especially, in an EFL context, textbooks have a more powerful influence on overall classroom practice than in an ESL context. Textbooks are not just teaching materials, but they are also used as criteria for teachers and what they should teach, as well as for students and what they should attend to learn. The knowledge or activities presented in textbooks are accepted as the norm by teachers and students alike. Thus, materials in textbooks need to be closely analyzed in order to see what is considered important in language teaching. Research on vocabulary acquisition can be divided into two strands, the size of the vocabulary and the quality of vocabulary knowledge. Previous studies of vocabulary and textbooks have mainly focused on either the place of vocabulary in textbooks, or on the quantitative

issues regarding the amount and range of vocabulary items in textbooks (Brown, 2011). Many studies survey the lists of vocabulary presented in textbooks to determine the minimum vocabulary size that a learner must have. Researchers have attempted to set the threshold level for receptive or productive use (Hirsh & Nation, 1992; Meara & Alcoy, 2010; Nation, 2006). From a qualitative perspective, researchers have endeavored to devise the test method to assess the depth of vocabulary knowledge as well as to define the components of vocabulary knowledge itself. With regard to textbooks and materials which may be one of several factors that make vocabulary instruction effective, not much research has been conducted. As Schmitt (2008) points out, textbooks and syllabi have been negligent in providing clear descriptions and guidelines for vocabulary learning.

This study, from a qualitative perspective, examined English textbooks used in Korea to discover which aspects of vocabulary knowledge are focused. Among several aspects of vocabulary knowledge, the form-meaning connection has been recognized as an essential lexical aspect which must be acquired. However, a learner needs to know much more about lexical items, particularly if they are to be used productively (Schmitt, 2008). As Nation (2001) claimed, lexical items need to be met many times in order to be learned, and further this is not just to consolidate the form-meaning link but also to enhance knowledge of an item by developing other types of word knowledge. Since vocabulary knowledge is explored and promoted through various activities, some of these activities were examined to see which aspects of vocabulary knowledge receive attention in textbooks.

Furthermore, this study sought to discover whether the differences are found according to school level. That is, textbooks of different school level were examined to see if they exhibited different trends regarding which aspects are focused.

II. LITERATURE REVIEW 1. Vocabulary Knowledge Deciding elements of vocabulary knowledge is closely related to the complex nature of vocabulary learning which involves much more than just learning the meaning of a word. Richards (1976) outlined a series of assumptions about lexical competence. The first assumption is that the vocabulary knowledge of native speakers continues to expand in adult life, in contrast to the relative stability of their grammatical competence. The other seven assumptions are about the probability, limitations on the use, syntactic behavior, the derivations, associations, semantic value, and the different meanings associated with a word. Nation (1990) presented a new framework of vocabulary knowledge by incorporating Richards' (1976) assumptions and other components into an analytical table to specify the scope of the learner's task. Nation (2001) attempts a more complete and systematic summary of what the various types of vocabulary knowledge are as shown in Table 1. Nation divides word knowledge into three areas: knowledge of form, knowledge of meaning and knowledge of use. Each of these is subdivided and each part has a receptive and a productive element.

TABLE 1 Aspects of Vocabulary Knowledge (Nation, 2001, p. 27)

Form	Spoken	R	What does the word sound like?	P	How is the word pronounced?
	Written	R	What does the word look like?	P	How is the word written and spelled?
	Word parts	R	What parts are recognized in this word?	P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?	P	What word form can be used to express this meaning?
	Concept and referents	R	What is included in this concept?	P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?	P	What other words could we use instead of this one?
Use	Grammatical functions	R	In what patterns does the word occur?	P	In what patterns must we use this word?
	Collocation	R	What words or types of words occur with this one?	P	What words or types of words must we use with this one?
	Constraints on use (register, frequency)	R	Where, when, and how often would we expect to meet this word?	P	Where, when, and how often can we use this word?

Note: R=receptive knowledge, P=productive knowledge

According to Nation (2001), knowledge of word form concerns knowing the spelling and pronunciation of a word. It also includes the knowledge of prefixes and suffixes we use to add or change meaning in a word. Knowledge of word meaning is categorized into three parts. The form and meaning concerns being able to link the form to a meaning, and this involves forming a link between a foreign language word and its translation in the native language. Concepts and referents involve discerning the several translations or the subtle different meanings and associations that a word might carry. Knowledge of word use is also divided into three parts. Nation explains that the category grammatical functions involves knowing what part of speech a word is and how it will link with other words as a consequence. The collocations indicates that knowing a word involves knowing what words it typically occurs with. Constraints on use concerns several factors that limit where and when certain words can be used. This full specification of word knowledge is an idealized account, rather than a realized description of what native speakers know about most of the words in their repertoire (Read, 2000). From an assessment perspective, it would be very difficult to construct measures of each of these types of knowledge of particular words (Meara, 1996).

From a vocabulary teaching point of view, however, Nation's table can be used as a criterion for selecting and checking teaching content. Since vocabulary teaching has the goal of supporting language use across the skills of listening, speaking, reading and writing, there has been considerable debate as to how this can be done (Nation, 2003). The core of the debate concerns the role played by deliberate vocabulary learning. Nation (2001) suggests that the three form aspects, grammatical functions and collocations are best learnt incidentally, while the three meaning aspects and constraints on use require intentional learning. However, Schmitt (2008) suggests that form (including meaning) may be learnt intentionally, while more contextualized aspects such as collocation may be best learnt incidentally. In addition, Schmitt contends that different teaching approaches may be appropriate at the different stages of acquisition of an item since some aspects of vocabulary knowledge are mastered sooner than others. Thus, at the beginning, an explicit approach which focuses directly on establishing the form-meaning link can be most effective, while later, the exposure approach can be most beneficial in enhancing contextual knowledge. Brown (2011) takes the position that textbooks should include activities that focus on all nine aspects of vocabulary knowledge, agreeing with Nation (2001) and Schmitt (2008). Brown provides three reasons for his argument. First, all nine aspects can benefit from intentional learning, even if some may primarily be learnt by other means. Second, the inclusion of activities involving all nine aspects would have an important awareness-raising function regarding what vocabulary learning entails. Finally, intentional learning of all nine aspects may be particularly important in EFL settings where exposure to the language outside of the classroom is often limited, thus also limiting opportunities for incidental learning. It is thought that the above three reasons are quite valid even though each aspect of vocabulary knowledge may not be equally important. Empirical evidence concerning what aspect of vocabulary knowledge should get more attention than others at a particular stage is still insufficient.

2. Vocabulary Activities in Textbooks

There is comparatively little research to report on methods of presenting and practicing vocabulary in the classroom. As O'Dell (1997) points out, the vocabulary content of a textbook is something that has escaped the detailed attention of most syllabus theorists over the last 50 years or so. Schmitt (2008) also has noted that research on vocabulary has impacted little in the pedagogical mainstream. In a similar vein,

Milton and Alexiou (2012) note that vocabulary was side-lined in both research and pedagogy due to the prevalence of structural teaching approaches. According to Milton and Alexiou, even new approaches such as the communicative approach, which was mistakenly understood as the advocate of abolition of grammar teaching, have failed to give vocabulary more prominence. Folse (2004) described the results from an observation of vocabulary learning by students at an intensive English program affected by these lexically-deficient perspectives. Folse found out that many daily class activities did not stretch students' language, and words were only taught as needed, whereas grammar had been taken into account across all levels. Interestingly, Folse noted, even in grammar class, the most frequently asked language question was not about grammar but rather about the vocabulary. This was because ESL textbooks were written so that the vocabulary was almost never problematic and that the grammar would stand out more and be easier to learn. Despite this disposition of grammar over vocabulary, textbooks are the major source of lexical input to the majority of language learners who neither use the target language outside school nor read books in the target language. Thus, a lot of research has been done on how much and what words should be offered (Alexiou & Konstantakis, 2012; Alsaif & Milton, 2012; David, 2008; Nation, 2006; Schmitt, 2008) while little research has focused on how words are presented and practiced.

Folse (2006) examined practice activities in order to look into the curriculum because they were the smallest yet most concrete manifestations of curriculum. According to Folse, due to the dearth of empirical research on activity types, textbooks made use of a wide variety of types of activities, including fill-in-the-blank, multiple choice, matching, short answer, and problem solving. Folse raised a question about the effectiveness of these activities and suggested that attention, depth of processing, number of retrievals, and spacing between retrievals could be the factors, although it has remained unclear which factors specifically influence retention. Schouten-van Parreren (1995) proposed three possible factors determining the effectiveness of activities: elaboration, distinctiveness, and difficulty. In the case of vocabulary activity, for example, filling in a cloze activity with target vocabulary words requires more elaboration by the learner than just looking at the list of target words. But empirical evidence allowing us to categorize one activity type as requiring more depth of knowledge than another is rare. The above considerations only pertain to which type of activity is more conducive to retaining vocabulary words, but little concern with what aspects of vocabulary knowledge are focused. The durability of memory is generally related with the form-meaning link. That is, many studies focus on one of two aspects of vocabulary knowledge such as meaning or concepts. There has been little research from a multifaceted vocabulary knowledge perspective on which aspects of vocabulary knowledge are dealt with in textbook activities. Recently, Brown (2011) examined vocabulary activities in nine general English textbooks at three proficiency levels to see which aspects of vocabulary knowledge were noted. The results showed that a single aspect of vocabulary knowledge - form and meaning - received the most attention in the textbooks at all three levels, while two other aspects - grammatical functions and spoken form - also received attention. The other six aspects received little or no attention. In Korea, several studies (D. Bae, 2002; S. Jun, 2010; J. Kim, 2009) attempted to analyze and identify vocabulary activity types from a perspective of general language teaching, but studies that focused on the vocabulary knowledge involved in activities were few. S. Yoon (2009) analyzed three high school English workbooks of first year students and H. Park (2010) examined three middle school English workbooks of second year students. Both studies used Nation's (2001) categories of vocabulary knowledge as criteria of analysis and two studies produced similar results. In S. Yoon's study, vocabulary activities teaching word meanings were presented at the highest rate (55%), and the rates of activities teaching word forms and uses were almost the same, 22% and 23% respectively. The results of Park's study showed that English workbooks used in middle schools gave most attention to meaning (63.5%), then form (23.5%) and then use (13.2%). On the whole, English workbooks contained activities mostly for meaning acquisition. The present study examined the vocabulary activities in English textbooks along with workbooks, ranging from 5th year of elementary school to first year of high school. The study used Brown's (2011) categorization of vocabulary knowledge, which was based on Nation (2001), as reference for identifying the activities. Since the previous studies conducted in Korea used 2nd year of middle school and 1st year of high school workbooks as material for analysis, these school years were included in the present study to compare the results. In addition, textbooks for 5th year of elementary school were added to discover differences of focused vocabulary knowledge among three school levels. Through the analysis of vocabulary activities we could find out that what type of activities were used, how often they were offered, and how they showed differences according to the school level

in practice. The following specific research questions guided this study. 1. What aspects of vocabulary knowledge receive more attention than others in English textbooks? 2. Are there differences across school levels in the proportion of a certain aspect of vocabulary knowledge? III. METHOD 1. Textbooks A total number of nine textbooks were examined including workbooks. Vocabulary activities were presented in different places with different format. Thus textbooks and workbooks were both examined. Three textbooks from each school year were examined to see the distinctiveness of each school year as well as differences in focused aspects of vocabulary knowledge according to the school year. Deliberate attention was given to the selection of textbooks to see if there are any principles of sequencing vocabulary knowledge in the textbooks published by the same publisher. Thus, middle school and high school textbooks were chosen from the same publishing companies. Table 2 shows the list of textbooks used. Signs were assigned to the textbooks for convenience.

TABLE 2 Textbooks Used in the Study Publisher•Authors•School, year•Workbook•Sign••NeungYulGyoYuk•Lee ChanSeung and others (2008)•High school 1st year•0•H1••ChunJaeGyoYuk•Lee JaeYoung and others (2008)•High school 1st year•0•H2••DooSanDdongA•Lee ByungMin and others (2008)•High school 1st year•0•H3••NeungYulGyoYuk•Jang YoungHee and others (2009)•Middle school 2nd year•0•M1••ChunJaeGyoYuk•Lee JaeYoung and others (2009)•Middle school 2nd year•0•M2••DooSanDdongA•Lee ByungMin and others (2009)•Middle school 2nd year•0•M3••GeumSung•Go KyungSuk and others (2011)•Elementary school 5th year•X•E1••ChunJaeGyoYuk•Yoon YeoBum and others (2011)•Elementary school 5th year•X•E2••YBM•Chae HeeKyung and others (2011)•Elementary school 5th year•X•E3••

2. Procedure Activities in all sections, including grammar, and writing sections, were examined to identify vocabulary activities. A vocabulary activity is defined as any activity that focuses on the form, meaning, or use of an item or items. Each vocabulary activity was examined and categorized by the focused aspect of vocabulary knowledge. In the process of categorizing the activities the primary focus was on the aims of material writers in creating each activity. To ensure the reliability of classification, the researcher re-examined the activities three times at two-week intervals. When activities were assigned to different aspects, Brown's (2011) formulation and the author's aim were taken as the primary guidelines as mentioned above. Brown (2011) elaborated Nation's (2001) categorization of vocabulary knowledge in accordance with activity types as shown in Table 3. The abbreviated form of each knowledge type was used in the describing the results as in SF or WF.

TABLE 3 Activity-Aspect Definitions (Brown, 2011, p. 88)

- Spoken form (SF)•An activity that requires students to notice the spoken form of an item or to produce its features. An activity that involves matching the spoken form to the written form. Activities that include the spoken form of items (for example, in a listening passage), but draw no special attention to the form are not included.
- Written form (WF)•An activity that focuses students' attention on the spelling of items. Activities that involve reading or writing the items as part of the process of doing something else are not included.
- Word parts (WP)•An activity that focuses attention on the parts of a word, for example by comparing the different forms of a word. An activity that involves the parts of a multi-word item.
- Form and meaning (FM)•An activity that involves matching forms and meanings (expressed as, for example, definitions or pictures). An activity that involves recalling forms from meanings or recalling meanings from forms. An activity that explains the meanings of items.
- Concept and referents (CR)•An activity that involves considering what is and what is not included in a word's meaning, for example by comparing similar items.
- Associations (AS)•An activity that involves matching items with or producing synonyms or opposites or that asks students to group items under different categories.
- Grammatical functions (GF)•An activity that requires students to manipulate a word in some way with respects to a sentence, for example, by adding it to the sentence in the correct position. An activity that explains the patterns an item appears in or that asks learners to find these patterns. Activities that simply ask students to use the items in speech or writing are not included.
- Collocations (CO)•An activity that involves matching the parts of a collocation or that requires the addition of one half of a collocation.
- Constraints on use (CU)•An activity that involves matching items from different registers, or classifying items as belonging to different registers. An activity that explains the constraints on an item.

• It is not always clear to identify the focused aspect of vocabulary knowledge. In the process of assigning different aspects to activities, the criterion of judgment

was the aim of the task when an activity was judged to involve more than one aspect. That is, the researcher focused on the intention of material writers and the demand placed on learners. For example, the same activity asking learners to notice some phrases could be judged differently according to the highlighted phrases. If the phrases were makes you feel, helps you go, or lets you know, they were sorted as grammatical functions (GF) focusing on grammatical characteristics of the verbs. On the other hand, if the phrases were must have thought, should have been, or might have misunderstood, they were classified as a structure practice which is not dealt with in the study. Another intricate problem concerns the fill-in-the-blank type of activity. Almost all gap-filling activities involve utilizing phrases presented in the unit, but many of them require the inference ability with reading skills. Only a few of them focus on the parts of vocabulary knowledge. For instance, the following activities are the same gap-filling activities but the first one was classified as WP and the second one was not counted as one of the nine categories because it was not clear which aspect of knowledge was promoted in the activity.

Example 1. (H1, p. 48) - Fill in the blank with the appropriate form of the word in the parenthesis. 1. She is very _____ about expressing her feelings. (care) 2. I was so happy to hear your _____ news. (wonder) Example 2. (H2, p. 54) All left at the same time. We tend to take our customs for granted. - Complete the sentences using the expressions above. 1. People take the water they drink _____. 2. All the students raised their hands _____. The ability required in Example 2 might be integrated reading skills while Example 1 asks the students to use the knowledge of the suffix form -ful. In this way, the activities that simply presented phrases and asked students to use them were excluded in the analysis. The activities found in textbooks were presented in Table 4. TABLE 4 Example Activities for Each Aspect Spoken form• 'Listen and practice' (H2, p. 12), 'What do you hear between the following pairs?' (M1, p.46), 'Read aloud the following attending to the intonation' (E3, p.130)••Written form• 'Put the given letters in the correct order to complete the sentence.' (H2 Workbook, p. 195), 'Put the missing letter in each word.' (M3 Workbook, p. 86), 'Read the sentences and copy the given word.' (E1, 51)••Word parts• 'Word formation. Complete the sentences using the given words' (H2)••Form and meaning• 'Mark the words describing personalities.' (H1, p. 74), 'Connect the English expressions with the corresponding Korean ones.' (M1, p. 32), 'Match the words to the appropriate pictures.' (E3, p. 78)••Concept and referents• 'Look at the mind map and add your own words to it.' (H2, p. 47) 'Choose the words related to baseball.' (M2, p. 132)••Associations• 'Choose the opposite of the underlined word from the box below' (H1, p. 28)••Grammatical functions• 'Choose the correct one.' (H2, p. 71), 'Rewrite the underlined part in a grammatically correct way.' (M3 workbook, p. 39)••Collocations• 'Word partners. Fill in the blank with the words frequently used with the given word' (H1, 29), 'Complete the sentences using the above words.' (M1 Workbook, p. 51)••Constraints on use• 'Talk about the differences of words in the table.' (M3, p. 159)••

IV. RESULTS AND DISCUSSION 1. Overall Results Table 5 presents the manual count of activities which were offered in the textbooks. Overall, vocabulary activities do not constitute a large portion of all activities. The textbooks vary greatly in terms of amount of attention given to aspects of vocabulary knowledge. Textbooks for high school and middle school students present a list of new words in every unit and some include fixed sections for pronunciation, word formation or collocations. These regularly provided activities affect the statistics. Cases of just presenting the materials without instructions or intention of focusing students' attention on a specific aspect of knowledge were not included as discussed above. More than half of the activities were written for the formal aspect of vocabulary knowledge as shown in Table 5. This result was very different from the previous studies in which activities for learning associations between forms and meanings occupied most of the activities. SF showed the highest percentage as an individual category while CU was given attention only once. It seemed that setting aside a part of a page for an aspect of knowledge such as SF, or CO as in the case of textbook H1 could be a way to secure a certain number of vocabulary activities. Activities provided in the workbooks were marked in the parenthesis. TABLE 5 Number of Activities Found in Each

Textbook	H1	H2	H3	M1	M2	M3	E1	E2	E3	Total (Mean)	SF	WF	WP	FM	CR	AS	GF	CO	CU
	11	12	12	0	0	0	0	0	0	35	11	0	11	6	11	3	2	11	0
	(37.4%)									(9.4%)	(1)	(10)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
											2	2	2	2	2	2	2	2	2
											(5)	(10)	(5)	(3)	(1)	(1)	(1)	(1)	(1)
											(1)	(3)	(3)	(1)	(1)	(1)	(1)	(1)	(1)
											(1)	(3)	(3)	(1)	(1)	(1)	(1)	(1)	(1)
											(2)	(4)	(5)	(3)	(2)	(2)	(2)	(2)	(2)
											(7.3%)	(5)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
											(5.1%)	(5)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
											(0.3%)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)

2. Each Aspect of Vocabulary Knowledge SF was the most predominant aspect of vocabulary knowledge though this seems to be misleading considering the weight of the activity in the whole textbook. All textbooks have a fixed section for pronunciation practice although only a couple of sentences were presented for practicing in the section. The general interest in the spoken form of a word seems to be related to the social atmosphere that emphasizes speaking ability. It could influence the National Curriculum and the requirements for textbooks. However, the amount of attention on the spoken form varies depending on the textbooks. M2 offered 3 pronunciation activities in each unit while E3 offered only 6 activities throughout the whole textbook. It is unusual that a textbook for elementary level does not provide enough pronunciation activities. Research into initial vocabulary learning has found that initial learning difficulty is influenced by the pronounceability of the target L2 word (Willis & Ohashi, 2012). WF was focused on in 10.3% of the activities, with fewer activities as the school year goes up. There seems to be a widespread feeling that practice of written form is required only at the beginner level. In the textbooks for 2nd year of middle school, this type of activity was shown only once except for M1. Almost all written form activities were found in textbooks for elementary schools. This could be a problem. As Singleton (1999) maintained, sound knowledge of word form is a basis for the gradual addition of other aspects of knowledge. Even to the learners who have passed through the elementary level, the knowledge of written form of a word may be important because it makes confusion more likely if there are many other words that have a similar form in the L2 (Schmitt, 2008). WP received attention in 9.4% of the activities examined. The activities that focused on the word parts were limited to the textbooks for high schools. These activities involve generative word knowledge (Graves, 2000) which is vocabulary knowledge that can

transfer to the learning of new words. The generative knowledge may play a great role in vocabulary growth. It is unclear whether this productive aspect of knowledge of word parts needs a certain amount of vocabulary to function properly. FM was second most dominant aspect found in all nine textbooks though it occupies only 20.3% of the activities examined. Compared with Brown's (2011) 51.8%, this is quite low. Another distinctiveness of the result concerns the direction of increase. There was a trend for more form and meaning as the level increased in Brown's. In the present study, textbooks for 2nd year of middle school showed the highest percentage and it is lowered to 35% in high school textbooks as seen in Table 6.

TABLE 6 Percentage of Each Aspect of Vocabulary Knowledge by School

	High school	Middle school	Elementary school
Total	25.43	32.10	32.10
SF	25.43	32.10	32.10
WF	3.32	66.10	101.00
WP	100.00	100.00	100.00
FM	35.48	17.10	100.00
CR	94.60	100.00	100.00
AS	75.25	100.00	100.00
GF	52.48	100.00	100.00
CO	89.11	100.00	100.00
CU	0.00	100.00	100.00

Note: Total percentage of WF exceeds 100 since figures were rounded off to two decimal places.

Researchers argued that at the beginner level, the large amount of vocabulary should be introduced and then at some point classroom instructions should take a turn for teaching strategies for incidental learning and learning of more meanings of the words they already know (Nation, 2001; Schmitt, 2000). However, it is difficult to apply the argument to Korean EFL classrooms due to various reasons. It is not sure whether the textbook writers are aware of the issue when they put more form-meaning activities in textbooks for middle school students. CR was aimed at in 8.7% of the activities examined. Almost all activities were presented in the high school textbooks as seen in Table 6. Two textbooks out of three have a section in each unit for distinctive use of homonyms which have the same form but have completely unrelated meanings. The other activities involve making a word map and finding words related to the title of the text. Even in the same word map type of activity in which students were stimulated by the given word to brainstorm, some activities were excluded according to the characteristics of the given topic. When the topic phrase is 'Arabian Night', it will stimulate students' general background knowledge rather than word knowledge. AS received attention only in 1.1% of the activities, the activities mainly focused on synonyms and antonyms - not once on hypernyms or hyponyms. Research on the effects of synonymy on vocabulary learning is controversial. Laufer (1990) claimed that synonymy was one of several factors that can make words more difficult to learn. On the other hand, Webb (2007) found that synonymy affects vocabulary learning positively. Especially when a learner knew a word, learning a synonym for the known word was easier than learning a synonym for a word that he did not know. The textbooks in this study largely focused on the form-meaning aspect among three kinds of meaning-related knowledge. However, as Webb found out, providing many opportunities for utilizing the words that students already know would be beneficial along with teaching words that convey new information. GF was the focused on in 7.3% of the activities in which grammatical patterns of words were observed. Textbooks for elementary school students did not include any of these activities. Considering this category concerns language use, the activities focusing on grammatical functions should be offered from the beginning of the vocabulary learning. However the concrete form of activity should be different from the ones for more advanced-level students. At the earlier stages, activities for awareness-raising would be better than gap-filling activities shown in the most cases. CO was focused on in 5.1% of the activities. Looking across the schools this aspect was focused on mainly in high school textbooks and the way of presenting collocations were very formulaic. Knowing a word involves knowing what words it typically occurs with (Nation, 2001). For the productive use of language, students need to engage in productive tasks. Just one activity was focused on CU. There are several factors that impose the constraints on where, when, to whom certain words can be used. Among several factors, a dialect variation was focused on in the middle school textbook (M3). Although the aspects of use of knowledge were overlooked in the textbooks examined, the importance of CU needs to be recognized all the levels of textbooks because inappropriate use of words can cause confusion or misunderstanding.

3. Differences by School Level

The three elementary school textbooks show a clear inclination toward form-focused vocabulary activities as seen in Table 7. Most of the vocabulary activities seemed to focus on establishing spoken forms and written forms. The form-related vocabulary knowledge was given too much emphasis while activities looking at other aspects of vocabulary knowledge, except for form-meaning relationships, were not found in any of the three textbooks. Because of the lack of vocabulary

items, various activities might not be possible, but a deliberate effort should be made to include the activities focusing on the aspect of knowledge of use such as collocations, which may be possible just by rearranging the vocabulary items. TABLE 7 Percentage of Activities in the Elementary School Textbooks

Form	Meaning	Use	Total	SF	WF	WP	FM	CR	AS	GF	CO	CU	100
				53.6	30.5	0	15.9	0	0	0	0	0	

The three middle school textbooks and workbooks have a main focus on spoken forms (SF) and form and meaning (FM). These three textbooks all have a regular section for spoken forms, and this significantly affect the percentage as seen in Table 8. Unlike the elementary school textbooks, the textbooks at this school level showed all aspects of vocabulary knowledge, except for word parts, though in varying amount. Considering the emphasis on SF given by the guidelines of textbook writing, learning of forms and meanings formed the core of actual vocabulary activities. GF received attention more than in the high school level. CU was the only case found in all the school levels.

TABLE 8 Percentage of Activities in the Middle School Textbooks

Form	Meaning	Use	Total	SF	WF	WP	FM	CR	AS	GF	CO	CU	100
				46.8	9.5	0	28.6	1.6	0.8	10.3	1.6	0.8	

SF and WP were given equal attention in the three high school textbooks and workbooks. Attention on the written forms reduced to 0.6% as seen in Table 9. It is noticeable that CR received more attention than FM in the same meaning-related knowledge. It probably means that learning of contextual meaning or conceptual differences received more attention than learning of definition. At this level, CO began to draw attention and this raised the percentage of use-related activity to 12.7, though CU was not found at all. At the beginner level, teaching should encourage students simply try to use the language in any way they can, but at this high school level constraints should be dealt with.

TABLE 9 Percentage of Activities in the High School Textbooks

Form	Meaning	Use	Total
SF	WF	WP	FM
CR	AS	GF	CO
CU	100	21.7	0.6
21.7	16.2	18.6	1.9
8.7	10.6	0	0

To sum up, the results showed that textbook activities focused mostly on the formal aspects, and meaning-related and use-related aspects followed. If we assume that activities in the textbook will get explicit attention, form-related activities exceed optimum amount since explicit attention to form and system should never occupy more than 25% of class time (Nation, 2001). The Form-meaning aspect showed one fifth proportion and the Concept and referents observed were a relatively smaller amount than the aspects of spoken or written form. These meaning-related activities increased as the school-level went up while other aspects were minute. Across school-levels, activities in the elementary textbooks were concentrated on the formal aspects of vocabulary knowledge. Middle school and high school textbooks also did not show a variety of activities. Figure 1 shows the means of three categories according to school-level.

FIGURE 1 Mean of Form, Meaning, and Use-Aspect of Vocabulary Knowledge by School

V. CONCLUSION The present study analyzed the textbook activities to see which aspects of vocabulary knowledge were given attention in classroom instruction. On the whole, the results revealed that vocabulary activities were not adequate in terms of amount and the balance of the focused aspect of knowledge. Considering the importance of vocabulary learning in language development and the role of a textbook in classroom instruction, textbook writers and teachers need to incorporate more systematically sequenced activities into textbooks and teaching. As Schmitt (2008) claimed, in a foreign language classroom context, learners cannot be expected to just 'pick-up' the necessary vocabulary incidentally. Conscious effort needs to be made to build their vocabulary. The following are suggestions for the development of textbooks based on the results of the present study. First, there needs to be mutual cooperation among textbook writers for systematic presentation of vocabulary knowledge. Since current textbooks are made in accord with the National Curriculum prescriptions, the quantity and sequencing of vocabulary seems to be systematic. As far as vocabulary activities are concerned, however, current textbooks show incoherence in types, the quantity, difficulty, and the focused aspect of knowledge. Activities can be graded according to the focused aspect of vocabulary knowledge, task types, the difficulty and the frequency of the words that involved. Well-established sequences of vocabulary activity can make the learning of vocabulary effective. Sequencing of vocabulary should include the plan of repeated exposure and recycling of words. Recycling has to be consciously built into vocabulary learning programs, and teachers must fight against presenting lexical items once and then forgetting about them (Schmitt, 2008). Secondly, vocabulary activities need to add variety in format or way of presentation. Activities dealing with the same aspect of vocabulary knowledge should be different in the way of presentation according to the school year. In practice, activities in the textbooks showed differences in the focused aspect of vocabulary knowledge. As Brown (2011) maintains, intentional learning of all nine aspects of vocabulary knowledge may be particularly important in an EFL setting. This does not mean that all nine aspects are equally important so they should be treated equally in the classroom. Rather, any aspect of vocabulary knowledge should not be excluded according to the school year or students' level. Lastly, use-related activities need to be enhanced with intentional effort. The textbooks examined in the present paper greatly leaned toward form-related activities. This could be amended by inserting a fixed section in each unit of the textbooks. There is no doubt that attention to forms should be supported by experience with the words in use. As Nation (2001) proposed, textbook writers should actively adopt an approach that gives balanced attention to learning new information about lexical items, and then provide for consolidation and enhancement of that knowledge. However, if we aim at the effectiveness of vocabulary teaching from a more rounded view of vocabulary knowledge, we need criteria for selection and arrangement of vocabulary practice activities. Effective vocabulary teaching depends on numerous interrelated factors like competence of the teacher, teaching materials, the teaching method, time, and others.

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English Applicable Levels: Elementary/ Secondary Jin-Kyong Lee Dept. of English Education Catholic University of Daegu 13-13 Hayang-ro, Hayang-eup, Kyongsan-si, 712-702, Kyongbuk Tel: (053) 850-3126/ H.P.: 010-4232-7837 Email: jinlee@cu.ac.kr Received 15 September 2012 Revised 3 November 2012 Accepted 17 November 2012 * This work was supported by research grants from the Catholic University of Daegu in 2012.

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τ\$rl\$rlfrr 1-1 L4r|Ö↑JL J r J r □Ö\ J JLi S
ÿ+ -JL
-, - -#r -r+

t !!Ö0 ÿJL ÿ ÿJ r ÿ ÿJ r ÿ ¶ör ±6r|öL ↑öL →Öt
ÿ ÿ ÿ ÿÖt ÿ ÿ ÿ ÿ Öt ÿ ÿ ÿ ÿ Öt ÿ ÿ ÿ ÿ4Ö- r|L 4
Ö- r

L1 aöL1 yt

„È ð „Ær◀„<ÿ↓dɓɓ U Dd V Dd W Dœÿ] „È ^ „Ær` „<ÿgd,-
† ◀„Ä ↓dɓɓ W Dd ` „Ä gdÚ, f ◀/M AM EM ÁM ÈM àM éM ·N ÷N úN ûN

O UO WO aO jO rO 'O 2O ÊO +P ,P 4P OP PP }P ~P fP „P †P EP •
P -P ÇP ÈP ÌP ÍP ÏP ÑP ÝP ÞP †Q ◀Q ¶Q †Q óéóÐóÐóÒÈÒÈÓ¼Ó¼ÓÈ¼È¼Èó²π-
ót †q†q†q† †q†q†q† †q †h'†G @^pÿCJ† OJ QJ aJ†

↑hé96 τh'τG

↑hÅK τh'τG @^pÿCJ↑ OJ QJ aJ↑ ↑↑hé96 τh←^9 @^pÿOJ QJ ←↑h←c³ τh'τG 5▣▣ @^pÿO
J QJ ↑τh←^9 5▣▣ @^pÿOJ QJ ↑τh-zÛ @^pÿOJ QJ o(↑τh\$`» @^pÿOJ QJ o(↑τh0fQ
@^pÿOJ QJ o(↑τh1[G @^pÿOJ QJ o(↑τh'τG @^pÿOJ QJ ↑↑hé96 τh'τG @^pÿOJ QJ
,xP }P ~P P -P ÅP ñ 8 ñ ñ ñ

1 |Ö↑J_r J_r J_r J_r J_r J_r •"Gr▣Ör |òÿ↑-d , kd→ÿ τ\$rl\$rlf_r r-

î^la|ñ- -
-j^l yyy yyy -R^j l yyy yyy -š^j l yyy yyy -¼^l l yyy yyy -G
j^l yyy^j r yyy

t àr!!Ö0 y^j r y^j r y^j r y^j r y^j r y^j r ¶ör †6r|ö^l †ö^l →Ö¶
y y y y y-Ö¶yyy^l Ö¶ y y y y y Ö¶yyy^l
yyy^l4Ö- r|^l 4Ö- r

l1 aö^l^ yt^l^9 †d.y †\$r4\$Ifr gd Gè |ÂP ÄP ÇP ÈP ÖP î à
) à ¶ kd'+ †\$r|Ifr r-
l |Ö†^j r †^j r †^j r †^j r †^j r †^j r ¶Ör |öy†-d

î⁺ a | ñ⁻ -

- yyyyyyyyyyyyy -R□ yyyyyyyyyyyyyyy -š• yyyyyyyyyyyyyyy -¼^L yyyyyyyyyyyyyyy -G
γ yyyyyyyyyyyyyyy

t àr!!Ö0 y^l r y^l r y^l r y^l r y^l r y^l r ¶ör ±6r|ö^L ↑ö^L →Ö¶
ÿ ÿ ÿ ÿ ÿ-Ö¶ yyyyyyyyyyyyyyy Ö¶ yyyyyyyyyyyyyyy Ö¶ yyyyyyyyyyyyyyy
ÿÿÿÿÿÿ4Ö- r|^L 4Ö- r

^L1 aö^L^ yt⁻^9 ↓d.ÿ τ\$ r4\$ rIfr gd Gè + ^L\$ r↑d.ÿ τ\$ r4\$ rIfr a\$ rgd Gè ↓ÖP
öp
Q Q †Q ñ ñ à ñ

ÿ τ\$ r4\$ rIfr gd Gè †Q ◀Q -Q =Q RQ H : :
↓d.ÿ τ\$ r4\$ rIfr
gd Gè ¶ kd¶◀ τ\$ r†\$ rIfr γ-1 |ö↑^l r † r † r † r † r ◻Ör |öÿ↑-d

⁻h96 ᵀh'ᵀG ᵀhAD< @^pÿCJ↓ OJ QJ aJ↓ o(ᵀ→ᵀh'ᵀG @^pÿCJ↓ OJ QJ aJ↓
⁻hÂK ᵀh'ᵀG @^pÿCJ↓ OJ QJ aJ↓ BRQ TQ WQ XQ gQ î à)
à ¶ kdᵀ↓ ᵀ\$ᵀ|ᵀᵀIfᵀ ᵀ-
1 |Ö↓ᵀ ᵀ ᵀ ᵀ ᵀ ᵀ ᵀ ᵀ ᵀ Öᵀ |òÿ↓-d

h96 h'G

hAK h'G @pCJ OJ QJ aJ #hAK h'G @pCJ H*OJ QJ aJ

S S +S S i à)

kd T\$T\$IIf 1-1 |ÖT J J J J J J J Ö r |öy-d

↓d8ÿ τ\$ rIf r gdP>\$

↳\$ r↓d-ÿ a\$ r g d P > \$ • ↓dPp gd Gè ◀,,Ä ↓dPp WDd `,,Ä gdÄK • ↓dPp gd@•€

ÿU ,U ÄU ÅU ÊU ÚU ãU íU rV ıV dV lV ‡V ^V êV ìV ôV ýV ðW †W
W !W \$W %W 0W 1W vX wX fX ôéβéôéééôÇ¼Ç¼ÿ`ÿ,,z¼o¼ÿ^O^H^

↑h96 th'TG th%wq @^pÿCJ↓ OJ QJ aJ↓ o(r
↑hÂK th'TG @^pÿCJ↓ OJ QJ aJ↓ ↑thZ å @^pÿOJ QJ o(r↑thP>\$ @^pÿOJ QJ ↑h9
6 thP>\$ @^pÿOJ QJ ↑hÂK th'TG 5▣ @^pÿOJ QJ ↑h96 th'TG @^pÿOJ QJ !h4↑
v th'TG @^pÿB*-OJ QJ phÿ ↑th'TG @^pÿOJ QJ ↑h4↑v th'TG @^pÿOJ QJ ↑th;
_ @^pÿOJ QJ o(r↑thH\$/ @^pÿOJ QJ ↑thH\$/ @^pÿOJ QJ o(r↑th□: @^pÿOJ QJ o(
r vX wX %X GY s s

↓d8ÿ τ\$ rIf r gdP>\$ kd|↑ τ\$ r| \$ rIf r γ -
1 |Ö|^L J r •“↑^J □Ö0 γ

±h96 th' TG

±hAK th' TG @^pÿCJ† OJ QJ aJ† th%wq @^pÿCJ† OJ QJ aJ† o(r 3GY HY XY |z
u u

↓d8ÿ τ\$ rIf r gdP>\$ } kd+† τ\$ r† \$ rIf r γ -
1 | Ö† † L † r † r ■Ö0 γ

“●ñ← -†●’ r -]¶’ r

t !!Ö0 ŷ’ L ŷ ŷ’ r ŷ ŷ’ r ŷ ¶ö r ±6r|ö’ ↑ö’ →Ö

L1 aö’z yt Gè L|z -z z !! [u u

↓d8ÿ τ\$ rIf r gdP>\$ } kdÖt τ\$ r| \$ rIf r γ -
1 | Ö↑^L ↓ r □Ö0 γ

”•ñ← -†•

-]¶

t !!Ö0 ŷ^l L ŷ ŷ^l r ŷ ŷ^l r ŷ ¶ö r ±6r|ö^L ↑ö^L →Ö

ŷ ŷ-Ö ŷ ŷ Ö ŷ ŷ Ö ŷ ŷ4Ö- r|^L 4Ö- r

^L1 aö^Lz ytP>\$ ^L!! [¶ [/ [³ [u u

↓d8ÿ τ\$ rIf r gdP>\$ } kds→ τ\$ r| \$ rIf r γ -
1 | Ö↑^L ↓ r □Ö0 γ

”•ñ← -†•

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t !!Ö0 ŷ^l L ŷ ŷ^l r ŷ ŷ^l r ŷ ¶ö r ±6r|ö^L †ö^L →Ö

ŷ ŷ-Ö ŷ ŷ Ö ŷ ŷ Ö ŷ ŷ4Ö- r|^L 4Ö- r

L1 aö^Lz ytP>§ L³[´[Æ[X\ u u

↓d8ÿ τ\$ rIf r gdP>\$ } kd†← τ\$ r†\$ rIf r γ -
1 | Ö†^L † r † r ■Ö0 γ

”•ñ← -†•

-]¶

t !!Ö0 ŷ^l L ŷ ŷ^l r ŷ ŷ^l r ŷ ¶ö r ±6r|ö^L †ö^L →Ö[□]
ŷ ŷ-Ö[□] ŷ ŷ Ö[□] ŷ ŷ Ö[□] ŷ ŷ4Ö- r|^L 4Ö- r
L1 aö^Lz ytP>\$ Lx\ Y\ t\ Ü] u u

↓d8ÿ τ\$ rIf r gdP>\$ } kd← τ\$ r| \$ rIf r γ -
1 | Ö↑^L ↓ r □Ö0 γ

”•ñ← -†•

-]¶

t !!Ö0 ŷ^l ŷ ŷ^l r ŷ ŷ^l r ŷ ¶ö r ±6r|ö^L †ö^L →Ö

ŷ ŷ-Ö ŷ ŷ Ö ŷ ŷ Ö ŷ ŷ4Ö- r|^L 4Ö- r

^L1 aö^Lz ytP>§ ^Lü] ý] ï] i^ u u

↓d8ÿ τ\$ rIf r gdP>\$ } kdJ τ\$ r| \$ rIf r γ -
1 | Ö↑^L ↓ r □Ö0 γ

”•ñ← -†•

-]¶¶

t !!Ö0 ŷ^l ŷ ŷ^l r ŷ ŷ^l r ŷ ¶ö r ±6r|ö^L †ö^L →ö[¶]
 ŷ ŷ-ö[¶] ŷ ŷ ö[¶] ŷ ŷ ö[¶] ŷ ŷ4ö- r|^L 4ö- r
^L1 aö^Lz ytP>\$ ^Li^ j^ ,^ 5_ u u

↓d8ÿ τ\$ rIf r gdP>\$ } kdç τ\$ r| \$ rIf r γ -
1 | Ö↑^L ↓ r □Ö0 γ

•• - + •

-] ¶

t !!Ö0 ŷ^l ŷ ŷ^l ŷ ŷ^l ¶ö_r ±6_r | ö^L ↑ö^L →Ö[□]
ŷ ŷ-Ö[□] ŷ ŷ Ö[□] ŷ ŷ Ö[□] ŷ ŷ4Ö-_r |^L 4Ö-_r

l₁ aö^Lz ytP>\$ l₅_ 6_ 7_ ^b @d -d Çd ±e | n
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↓d_¶ WDd `„Ä gd©A» ◀„Ä ↓d_¶ WDd `„Ä gdÂK ◀„Ä ↓d_¶ WDd `„Ä gdÚ, f
◀„Ä ↓d_¶ WDd `„Ä gd*6* ↓ gdw | < } kd„ †\$_r | \$_r I f_r † -
1 | ö^l |^L ↓_r ↓_r □Ö0 †

“•ñ← -+•

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t !!Ö0 ÿ^l ÿ ÿ^l r ÿ ÿ^l r ÿ ¶ör †6r†ö^L †ö^L →Ö
ÿ ÿ-Ö ÿ ÿ Ö ÿ ÿ Ö ÿ ÿ4Ö- r^L 4Ö- r

l1 aö^Lz ytP>\$ •@d †d °d Èd Éd ¶e †e e že «e »e Èe Ìe Ùe äe èe
ée †g -g Ög Ög Ög Ùg Ýg Þg æg h rh *h ôèàÖàÈàÀà²à²à²àÖàªà-
Š|q|ŠdŠS

†hÂK †h’TG @^pÿCJ† OJ QJ aJ† ††hé96 †h©A» @^pÿOJ QJ ††h’TG 5▣ @^pÿOJ QJ
††hÂK †h’TG 5▣ @^pÿOJ QJ ††hé96 †h’TG @^pÿOJ QJ ††hÚ%È †h’TG @^pÿOJ QJ
††hÚ%È †h’TG 6▣ @^pÿOJ QJ ††h’92 †h’TG 6▣ @^pÿOJ QJ ††h a @^pÿOJ QJ o(r†
†hÖtÖ @^pÿOJ QJ ††hP>\$ @^pÿOJ QJ o(r††h’TG @^pÿOJ QJ ††h°9ú @^pÿOJ QJ
††h¿~^ @^pÿOJ QJ o(r †e Se Še <e çe ½e æe çe f Pf Šf <f Ög Ög
Þg rh h ^ah ñ ñ ñ ñ ñ
ñ ñ ñ ñ ñ ñ ñ ñ
ñ ð ó ó ç ç

↓d\$ÿ τ\$γIfγ gd°9ú

↳\$γ↓d-ÿ a\$rgd@A» ↓ gdt1~ ◀,,Ä ↓dËp WDd `,,Ä gdÚ,f ◀,,Ä ↓dËp WDd `,,Ä
gd@A» ◀*h +h ^h <h „i ...i %i Ši ❏i Òi Øi Ùi Úi Ýi nj oj ¯j °j
¼j ½j <k =k -k -
k &l 'l Cl ^l Øl Ùl .m /m 0m 1m 2m 6m Mm ðßøßðßøßêßøßêßøßðßøß»ßøßøßø
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†s_ '↓hïOÆ τh'τG 5▣ @^pÿCJ↑ OJ₁ QJ₁ ^J₁ aJ↑ \$τhD7c 5▣ @^pÿCJ↑ OJ₁ QJ₁ ^J₁ a
J↑ o(γ !τh°9ú 5▣ @^pÿCJ↑ OJ₁ QJ₁ ^J₁ aJ↑ (τh¿~^ 5▣ @^pÿCJ↑ OJ- PJ- QJ- ^J- aJ↑ o
(γ ↓hé96 τh'τG @^pÿOJ QJ aJ¶ τh@A» @^pÿCJ↑ OJ QJ aJ↑ o(γτh'τG @^pÿCJ↑ OJ
QJ aJ↑

1h96 th' TG

1hAK th' TG @^pÿCJ! OJ QJ aJ! Th a @^pÿCJ! OJ QJ aJ! o(r \$^h «h ,h %i
u u

↓d\$ÿ τ\$γIfγ gd°9ú } kd!- τ\$γ| \$γIfγ γ-
l |ö↑^l γ γ öö 18 ,-ÿ← -e-

-G^l

t àr!!ö0 ÿ^l ÿ ÿ^l γ ÿ ÿ^l γ ÿ ÿ^l γ ÿ öör ±6γ|ö^l ↑ö^l →ö^l
ÿ ÿ-ö^l ÿ ÿ ö^l ÿ ÿ ö^l ÿ ÿ4ö- γ|^l 4ö- γ

^ll aö^lπ yt@A» ^l%i Ši •i øi u u

↓d\$ÿ τ\$γIfγ gd°9ú } kd¾- τ\$γ| \$γIfγ γ-
l |ö↑^L ^γ ^γ □öö γ8 , -ÿ← -e-

-G^

t àr!!ö0 ÿ^L ÿ ÿ^γ ÿ ÿ^γ ÿ
ÿ ÿ-ö□ ÿ ÿ ö□ ÿ ÿ ö□ ÿ ÿ4ö- r|^L 4ö- r

¶öγ ±6r|ö^ ↑ö^ →ö□

^l aö^π yt@A» ^øi ùi êi ^j

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u

↓d\$ÿ τ\$γIfγ gd°9ú } kd[τ\$γ↓\$γIfγ γ-
l |ö↑↓L ↓γ ↓γ □öö γ8 ,-ÿ← -e-

-G↓

t àr!!ö0 ÿ↓L ÿ ÿ↓γ ÿ ÿ↓γ ÿ
ÿ ÿ-ö□ ÿ ÿ ö□ ÿ ÿ ö□ ÿ ÿ4ö- r|L 4ö- r

¶öγ ↓6r|öL ↑öL →ö□

Ll aöLπ yt@A» L-j °j ½j Çj <k

u

u

u

↓d\$ÿ τ\$γIfγ gd°9ú } kdø τ\$γ↓\$γIfγ γ-
l |ö↑↓L ↓γ ↓γ □öö γ8 ,-ÿ← -e-

-G↓

t àr!!ö0 ÿ↓L ÿ ÿ↓γ ÿ ÿ↓γ ÿ
ÿ ÿ-ö□ ÿ ÿ ö□ ÿ ÿ ö□ ÿ ÿ4ö- r|L 4ö- r ¶öγ ↓6r|öL ↑öL →ö□

Ll aöLπ yt@A» ↓<k =k Jk -
k u u

↑d\$ÿ τ\$γIfγ gd°9ú } kd• τ\$γ| \$γIfγ γ-
l |ö|^l γ γ öö 18 , -ÿ* -e- -G^l

t àr!!ö0 ÿ^l ÿ ÿ^l γ ÿ ÿ^l γ ÿ ÿ^l γ ÿ öör ±6γ|ö^l ↑ö^l →ö^l
ÿ ÿ-ö^l ÿ ÿ ö^l ÿ ÿ ö^l ÿ ÿ4ö- γ|^l 4ö- γ

^ll aö^lπ yt@A» ^l-k -
k -k &l u u

↓d\$ÿ τ\$γIfγ gd°9ú } kd2! τ\$γ|γIfγ γ-
l |ö↑^L ^r ^r □öö γ8 ,-ÿ← -e-

-G^

t àr!!ö0 ÿ^L ÿ ÿ^r ÿ ÿ^r ÿ
ÿ ÿ-ö□ ÿ ÿ ö□ ÿ ÿ ö□ ÿ ÿ4ö- r|^L 4ö- r

¶öγ ⊥6r|ö^ ↑ö^ →ö□

^l aö^π yt@A» ^&l 'l 4l øl

u

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↓d\$ÿ τ\$γIfγ gd°9ú } kdĩ! τ\$γ| \$γIfγ γ-
l |ö↑^L ^γ ^γ □öö γ8 ,-ÿ← -e-

-G^

t àr!!ö0 ÿ^L ÿ ÿ^γ ÿ ÿ^γ ÿ
ÿ ÿ-ö□ ÿ ÿ ö□ ÿ ÿ ö□ ÿ ÿ4ö- r|^L 4ö- r

¶öγ ^6r|^ö^ ↑ö^ →ö□

^l aö^x yt@A» ^ø1 ù1 í1 .m

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↓d\$y τ\$γIfγ gd°9ú } kd1" τ\$γ|γIfγ γ-
 1 |ö↑^l γ γ γ ÖÖ γ8 ,-y← -e- -G^l

t àr!!Ö0 y^l y y^l γ y y^l γ y öör ±6r|ö^l ↑ö^l →ö^l
 y y-ö^l y y ö^l y y ö^l y y4ö- r|^l 4ö- r

^l1 aö^lyt@A» ^l.m /m Om 1m Mm Nm am bm ðp | t
 t h t Z Z

◀,,Ä ↓dËp WdD `,,Ä gd*6*
 ◀,,ø ↓dËp `,,ø gdt^o • ↓dËp gdt^o ↓ gd5j- } kd # τ\$γ|γIfγ γ-
 1 |ö↑^l γ γ γ ÖÖ γ8 ,-y← -e- -G^l

t àr!!Ö0 y^l y y y^l γ y y^l γ y öör ±6r|ö^l ↑ö^l →ö^l
 y y-ö^l y y ö^l y y ö^l y y4ö- r|^l 4ö- r

^l1 aö^lyt@A» ◻Mm Nm Ym Zm am bm hm im ‡m m „n n -n n̄n øn àn
 "o \o]o ^o ùo p

p •q -q ¯q Br Cr %r r r `r ~r ¼r ½r òáòáç°°°°°°°°¥°¥°~°°°°°°°°<¥<°°
r°exe ↑^hé96 тНötö @^pÿOJ QJ ↑^hé96 тН'ТG @^pÿOJ QJ ↑^Th'ТG 5▣ @^pÿOJ QJ
←^hÂK тН'ТG 5▣ @^pÿOJ QJ ↑^hf4x тН'ТG @^pÿOJ QJ ↑^hW| тН'ТG @^pÿOJ QJ
↑^ThL[G @^pÿOJ QJ о(г↑^Th'ТG @^pÿOJ QJ ↑^hÂK тН'ТG @^pÿOJ QJ ↑^Th|{← @^pÿ
OJ QJ о(г тНòC @^pÿCJT OJ₁ QJ₁ ^J₁ о(г
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`„Ä гdÛ,f Ì¾r Ùr Ðr ßr år ær çr ↑s •s ▣s †s ◀s 0s 2s 3s ;s <s
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↑^ht(£ тН'ТG @^òÿCJ↑ OJ QJ aJ↑

h96 h' TG hOtO @pYCJ OJ QJ aJ o(r→h' TG @pYCJ OJ QJ aJ
hAK h' TG @pYCJ OJ QJ aJ .êr ír ðr ór ör ùr ùr ÿr ʀs ʀs †s ◀s
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↓d8ÿ ʀ4ʀIf ʀgdOtO ʀ Ff{(† ʀ
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Es Hs Js Ls Ns Ps Rs Ts ^s _s bs gs ms qs ws }s fs ...s †s ú
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G @^pÿOJ QJ o(r↑^hø[% Th'TG @^pÿOJ QJ ↑Th'TG @^pÿOJ QJ ThòC @^pÿCJT OJ
γ QJγ ^Jγ o(γ ^h†[= Th'TG @^pÿCJT OJγ QJγ ^Jγ ↑^hé96 Th'TG @^pÿOJ QJ

↑hé96 Tḥ'TG
↑hÂK Tḥ'TG @^pÿCJ↑ OJ QJ aJ↑ Tḥ® ò @^pÿCJ↑ OJ QJ aJ↑ o(ḡTḥ'TG @^pÿCJ↑ OJ
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a\$ḡgd*G † ◀„À ↑dòp 4\$ḡH\$ Wdd `„À ḡd{ ‡ ◀„À ↑dòp 4\$ḡWdd `„À ḡd{
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7; ↓dËp 4\$rgdò-~ ð ◀,,Ä ↓dËp 4\$rwDd `,,Ä gdË-
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h)sa th'tg
hw| ^ th'tg @p'ycj↓ oj qj aJ↑ lthx←v @p'yoj qj ←hv+f th'tg 5▣ @p'yoj qj
lth-lî @p'yoj qj lthl[G @p'yoj qj o(rlth'tg @p'yoj qj lhë
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L\$rl d-y 4\$ra\$rgdî(> ↓ L\$řř„b ↓d-y 4\$řVD1 ^„b a\$rgdî(> ř „Ä ↓dřp 4\$řWDd ` „Ä gdî(> † ř„b „Ä ↓dřp 4\$řVD1 WDD ^„b `„Ä gd`7i; □À" Á" É" Ô" • ř• †• †• 8• 9• _• `• b• ú- †~ →~ "~ - ~ .~ W~ X~ o~ p~ ~ ~ „~ i~ ù~ ™ řš 'š řš řš - > %> ù> û> Yæ Zæ öèöPöíÉíÉíÉ°©çèö- ~íÉíÉíÉq@q@q@q@q@b †hé96 řh'řG @^pÿOJ QJ aJř †řh1[G @^pÿOJ QJ aJř o(ř † hV+F řh'řG @^pÿOJ QJ aJř †řh³ř2 @^pÿOJ QJ †řh³ř2 @^pÿOJ QJ o(řřřřžřř @^pÿOJ QJ aJř řřh'řG @^pÿOJ QJ aJř řřh.\$□ @^pÿOJ QJ aJř

h)sa th'tG
hw|^ th'tG @pÿCJ↓ OJ QJ aJ↓ ↓thì(> @pÿOJ QJ ←hv+F th'tG 5▣ @pÿOJ QJ
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hYR7 thy.W 6 @^pYOJ QJ aJI hioE thy.W 6 @^pYOJ QJ aJI -
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!! Š„L1„'ýldBp 4\$rwDÔp^„L1`„'ýgdF-
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„ä1„äýld-y 4\$rvDd WDÔp^„ä1`„äýa\$ gd\ e !! Š„L1„'ýld-y 4\$rwDÔp^„L1`„'ýgd\ e

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CJ! OJ QJ aJ! o(rThQF CJ! OJ QJ aJ! o(rThP9i CJ! OJ QJ aJ! o(rThfF-
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 Th5Gǫ @^pÿCJ↓ OJ QJ aJ↓ h▣ o(r #↑hxN| Th5Gǫ @^pÿCJ↓ OJ QJ aJ↓ h▣ |Th5Gǫ CJ↓
 OJ QJ aJ↓ o(r|ThfF- CJ↓ OJ QJ aJ↓ o(r ↑h«5← ThfF- CJ↓ OJ QJ aJ↓ ↑h|-
[↓] ThfF- CJ↓ OJ QJ aJ↓ ↑h|-[↓] ThfF-
 CJ↓ OJ QJ aJ↓ o(r ←X½ Y½ '½ QÄ_r RÄ_r TÄ_r UÄ_r WÄ_r XÄ_r ZÄ_r [Ä_r]Ä_r ^Ä_r ŠÄ_r <Ä_r
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QÄγ RÄγ SÄγ UÄγ VÄγ XÄγ YÄγ [Äγ \Äγ ^Äγ _Äγ vÄγ wÄγ yÄγ zÄγ ê×È³±ç“ ‡ ‡ ‡ ‡ nYnF
n %ThŠe< OJ PJ◻ QJ◻ mH ↓nH ↓sH
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↓tH↑↓1ℒj ↓h>8R Th>8R OJ PJ◻ QJ◻ U◻γmH ↓nH↑↓sH
↓tH↑↓Œℒj ThK † U◻γ-ThK † ↓h,-† ThU ¿ CJ↑ OJ QJ aJ↑ ↓hG%ÿ ThU
¿ CJ↑ OJ QJ aJ↑ ℒU◻γ)ℒj ↓hG%ÿ ThU
¿ OJ† CJ↑ OJ QJ U◻γaJ↑ ↓hú↑¶ ThÈ

× CJ↓ OJ QJ aJ↓ %⁺hú↓¶ T hÈ

x B* rCJ↓ OJ QJ aJ↓ ph *ThÈ

× B*_rCJ↓ OJ QJ aJ↓ nH↓^jo(_rph tH↓^j The effectiveness here seems to refer to the durability of memory of some item. L J L J !! PAGE * MERGEFORMAT ¶90[↓]
Jin-Kyong Lee Analysis of the Vocabulary Activities Used in English Textbooks !! PAGE * MERGEFORMAT ¶91[↓]

zÄ_r {Ä_r ^Ä_r %Ä_r ŠÄ_r <Ä_r Ä_r Ä_r žÄ_r ..
Ä_r ©Ä_r ³Ä_r ´Ä_r ¨Ä_r ¨Ä_r ìÄ_r íÄ_r îÄ_r âÄ_r æÄ_r ì×ì×Ó± h h h h ±@ @
O_lj [↓]h B@ _rh B@ @[^]pÿB*_rOJ PJ[↓] QJ U_rfh _rmH [↓]nH↓^jph qÊ
ÿÿÿÿ sH [↓]tH↓^jI[↓]h B@ _rh B@ @[^]pÿB*_rOJ PJ[↓] QJ fh _rmH
[↓]nH↓^jo(_rph qÊ
ÿÿÿÿ sH [↓]tH↓^jF[↓]h B@ _rh B@ @[^]pÿB*_rOJ PJ[↓] QJ fh _rmH [↓]nH↓^jph qÊ
ÿÿÿÿ sH [↓]tH↓^jC_rh B@ @[^]pÿB*_rOJ PJ[↓] QJ fh _rmH [↓]nH↓^jo(_rph qÊ
ÿÿÿÿ sH [↓]tH↓^j-_rh(J¥ (↓h>8R _rh>8R OJ PJ_r QJ_r mH [↓]nH↓^jsH
[↓]tH↓^j %_rh>8R OJ PJ_r QJ_r mH [↓]nH↓^jo(_rsH
[↓]tH↓^j !!æÄ_r ëÄ_r éÄ_r èÄ_r êÄ_r ìÄ_r íÄ_r Ýµ E[^]y

↓h5G_r _rh5G_r CJ↓ OJ QJ aJ↓ -_rhK ↓ -_rh(J¥ I[↓]h B@ _rh
B@ @[^]pÿB*_rOJ PJ[↓] QJ fh _rmH [↓]nH↓^jo(_rph qÊ
ÿÿÿÿ sH [↓]tH↓^jO_lj [↓]h B@ _rh B@ @[^]pÿB*_rOJ PJ[↓] QJ U_rfh _rmH
[↓]nH↓^jph qÊ
ÿÿÿÿ sH [↓]tH↓^jC_rhŠe< @[^]pÿB*_rOJ PJ[↓] QJ fh _rmH [↓]nH↓^jph qÊ
ÿÿÿÿ sH
[↓]tH↓^ju_r -ëÄ_r ëÄ_r ìÄ_r íÄ_r ý ý á

↑ L§

ŕ,,ä_r◀,,äý↓dPp 4\$_rVDD WDÔp^,,ä_r`,,äýa\$ gd«5← _r L_M
O_r◀O_r PY &P 1 h_r/R :p- « <O_r°, . °EA!°M "°M #□!
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\$ "
%° †°M ↑°7γ

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1 !v Jhr5Ö| rLJL5Ö| rL,-5Ö|L L†r5Ö| L L†#v rJL#vrL,-#vL L†r#vL L†:V
r-1 L4r

t !!Ö0 yL y yL r y yL r y 9ör L6r↑öL +ÖL L+ÖL rL5
Ö| rLJL5Ö| rL,-5Ö|L L†r5Ö| L L†/Ö
Jr yL aöL1 yt

~# Ô T\$rl\$rlfrr r-
l !v Jhr5Öl rLJL5Öl rrl,-5ÖlrlL+r5Öl LJL-r+#v rJL#vrr,-#vrl+r#vLJ-r†:v
r-1 L4r

t !!ÖÖ yJL y yJr y yJr y flör L6r↑öL +Öl r+Öl rL5
öl rLJL5Öl rrl,-5ÖlrlL+r5Öl LJL-r+aöL1 yt

~# Õ T\$rl\$rlf r r-
l !v Jhr5Ö| rLJL5Ö| rL,-5Ö| rLL#r5Ö| LJL-#v rJL#vr r,-#vr L#r#vLJ-#v
r-1 L4r

t !!Ö0 yJL y yJ r y yJ r y 9ör L6r↑öL +Ör r+Ör r5
ö| rLJL5Ö| rL,-5Ö| rLL#r5Ö| LJL-#v aöL1 yt

~# Ô T\$rl\$rlfr r-
l !v Jhr5Öl rLJL5Öl rL,-5ÖlL#r5Öl LJL-#v rJL#vrL,-#vL#r#vLJ-#v
r-1 L4r

t !!ÖÖ yL y yL y yL y 9ör L6r↑öL +Öl r+Öl rL5
öl rLJL5Öl rL,-5ÖlL#r5Öl LJL-#vL aöL1 yt

~# Ô τ\$rl\$rlfrr -

1 !v Jhr5Ö| rLJL5Ö| rrl, -5Ö|rlL+r5Ö| LJL+r#v rJL#vrr, -#vrl+r#vLJ+r:V
r-1 L4r

t !!ÖÖ ŷL ŷ ŷr ŷ ŷr ŷ 9ör 6röL +Öl r+Öl r5
ö| rLJL5Ö| rrl, -5Ö|rlL+r5Ö| LJL+r#vL1 yt

~# Ô T\$rl\$rlf r r-
l !v Jhr5Öl rLJL5Öl rrl,-5ÖlrlL+r5Öl LJL-r#v rJL#vr r,-#vrL+r#vLJ-r†:v
r-1 L4r

t !!ÖÖ yL y yL r y yL r y flör L6r↑öL +Öl L+Öl rL5
öl rLJL5Öl rrl,-5ÖlrlL+r5Öl LJL-r+aöL1 yt

~# Ô T\$rt\$Ifr r-

l !v Jhr5Ö| rLJL5Ö| r1L,-5Ö|1LL#r5Ö| LLL-†#v rJL#vr1,-#v1L#r#vLL-†:v
r-1 L4r

t !!Ö0 yJL y yJr y yJr y flör L6r↑öL +Ö1 r+Ö1rr5
ö| rLJL5Ö| r1L,-5Ö|1LL#r5Ö| LLL-†aöL1 yt

~# Ô T\$ r I f r r-
l !v J h r 5Ö | r L J L 5Ö | r r L , -5Ö | r L L # r 5Ö | L L L - + # v r J L # v r r , - # v r L # r # v L L - + : v
r - 1 L 4 r

t !!ÖÖ y J L y y J r y y J r y 9ör L 6 r ↑ ö L +Ö r r +Ö r r L 5
ö | r L J L 5Ö | r r L , -5Ö | r L L # r 5Ö | L L L - + a ö L 1 y t

~# Ô T\$rl\$rlfr r-

l !v Jhr5Öl rLJL5Öl rrl,-5ÖlrlL+r5Öl LJL+r#v rJL#vrr,-#vrl+r#vLJ+r:V
r-1 L4r

t !!ÖÖ yL y yL y yL y rLÖr L6r↑öL +Öl r+Öl r5
ö| rLJL5Öl rrl,-5ÖlrlL+r5Öl LJL+r+aöL1 yt

~# Ô T\$rl\$rlfr r-
l !v Jhr5Öl rLJL5Öl rrl,-5ÖlrlL+r5Öl LJL-r+#v rJL#vrll,-#vrl+r#vLJ-r†:v
r-1 L4r

t !!ÖÖ yJL y yJr y yJr y flör L6r↑öL +Öl r+Öl rL5
öl rLJL5Öl rrl,-5ÖlrlL+r5Öl LJL-r+aöL1 yt

~# Õ ã \$r†\$ rIf r r-
 1 !v † h r5ö| rLJL5ö| r rL, -5ö| rLL† r5ö| LL L†#v rJL#v r r, -#v r L† r#vLL L† :v
 r-1 L4 r
 t !!ö0 ÿL L ÿ ÿL r ÿ ÿL r ÿ ÿ ÿö r †6 r†öL †ö r r+ö r r5
 ö| rLJL5ö| r rL, -5ö| rLL† r5ö| LL L† aöL1 yt

~# Ô T\$ r I \$ r I f r r -
l !v J h r 5Ö | r L J L 5Ö | r r L , -5Ö | r L L # r 5Ö | L J L -# v r J L # v r r , -# v r L # r # v L J -# : v
r -1 L 4 r

t !!ÖÖ y J L y y J r y y J r y 9 ö r L 6 r ↑ ö L +Ö r L +Ö r L 5
ö | r L J L 5Ö | r r L , -5Ö | r L L # r 5Ö | L J L -# a ö L 1 y t

~# Ô T\$ r+ \$ r I f r r -
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r-1 L4r

t !!ÖÖ yL y yL r y yL r y flör L6r↑öL +Öl r+Öl rL5
öl rLJL5Öl rL,-5Öl rLL#r5Öl LJL-#v aöL1 yt

~# Ô τ\$rl\$rlfrr -

l !v Jhr5Öl rLJL5Öl rrl,-5ÖlrlL+r5Öl LJL+r#v rJL#vrr,-#vrL+r#vLJ+r:V
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t !!Ö0 yJL y yJr y yJr y 9ör L6r↑öL +Öl r+Öl r5
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horzAlignenum ESliceHorzAlign •default
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128 8BIM 9 1 8BIM

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begin="ï»¿" id="W5M0MpCehiHzreSzNTczkc9d"?>

<x:xmpmeta xmlns:x="adobe:ns:meta/" x:xmptk="3.1.1-111">

<rdf:RDF xmlns:rdf="http://www.w3.org/1999/02/22-rdf-syntax-ns#">

<rdf:Description rdf:about=""

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<dc:format>image/jpeg</dc:format>

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<xap:CreatorTool>Adobe Photoshop CS2 Windows</xap:CreatorTool>

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<xap:ModifyDate>2012-11-15T11:37:37+09:00</xap:ModifyDate>

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xmlns:stRef="http://ns.adobe.com/xap/1.0/sType/ResourceRef#">

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</xapMM:DerivedFrom>

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<tiff:Orientation>1</tiff:Orientation>

<tiff:XResolution>3000000/10000</tiff:XResolution>

<tiff:YResolution>3000000/10000</tiff:YResolution>

<tiff:ResolutionUnit>2</tiff:ResolutionUnit>

<tiff:NativeDigest>256,257,258,259,262,274,277,284,530,531,282,283,296,301,318,3
19,529,532,306,270,271,272,305,315,33432;8BEA168B69433B38A41A3812D5059AF4</tiff:
NativeDigest>

</rdf:Description>

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  <exif:PixelYDimension>290</exif:PixelYDimension>

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83,37384,37385,37386,37396,41483,41484,41486,41487,41488,41492,41493,41495,41728
,41729,41730,41985,41986,41987,41988,41989,41990,41991,41992,41993,41994,41995,4
1996,42016,0,2,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,20,22,23,24,25,26,27,28,30
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</rdf:Description>

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  <photoshop:History/>

  <photoshop:ColorMode>3</photoshop:ColorMode>

  <photoshop:ICCProfile>sRGB IEC61966-2.1</photoshop:ICCProfile>

</rdf:Description>

</rdf:RDF>

</x:xmpmeta>
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<?xpacket end="w"?>ÿâ

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ŪÄüÓé¹ (áv`^^^§ÝÁË1¹àn"=ÄÐn²Át`■¯Y#²}á¹-cŪ!Úí¶Ø

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