

**1**

2002 8

**1**

2002 8

2002 6

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<b>1</b>		
1.1	.....	1
1.2	.....	3
<b>2</b>		
2.1	.....	4
2.2	.....	6
2.3	.....	9
2.4	.....	12
2.4.1	.....	14
2.4.2	가	..... 15
2.4.3	.....	16
2.4.4	.....	17
2.4.5	.....	18
2.4.6	·	..... 19
<b>3</b>		
3.1	.....	21
3.2	.....	22
3.3	.....	22
<b>4</b>		
4.1	.....	24
4.2	.....	31
4.3	.....	43
<b>5</b>		
	.....	45
	.....	48
	.....	52

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< 1> Mackey	.....	13
< 2> 1	.....	24
< 3> 2	.....	25
< 4> 3	.....	25
< 5> 4	.....	26
< 6> 5	.....	26
< 7> 6	.....	27
< 8> 7	.....	28
< 9> 8	.....	28
< 10> 9	.....	29
< 11> 10	.....	30
< 12> 11	.....	30
< 13> A	.....	32
< 14> B	.....	33
< 15> C	.....	34
< 16> D	.....	35
< 17> E	.....	36
< 18> F	.....	37
< 19> G	.....	38
< 20> H	.....	39
< 21>	.....	40
< 22>	.....	40
< 23>	.....	41
< 24>	.....	42

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< 1>	.....	5
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**A Study on the Use of English Connectives  
in the First Year High School  
Textbooks in Korea**

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**Abstract**

The purpose of this study is to examine the use of linguistic connectives in the first year high school English textbooks used in Korea.

The results of the study are as follows:

First, the frequency of use of connectives in the eight sample textbooks is 24% of the whole sentences in the reading passages. This is not noticed as much as in the prior findings done on Canadian elementary textbooks. Second, linguistic connectives appeared relatively more in expository prose compared with any other genres used in the sample textbooks. There are a total of 94 lessons in the entire sample textbooks. Expository prose occupied 46 lessons (48.9%) overall. The linguistic connectives were 51.7% in the expository prose, suggesting that linguistic connectives should be considered as an important device in reading comprehension, especially in an EFL situation such as Korea.

Prior to the analysis of the textbooks, the questionnaire survey about

general ideas and the importance of linguistic connectives on reading comprehension was conducted at a local high school in Pusan. The analysis of the survey has shown that most of the Korean students recognized the importance of connectives, but they do not use them effectively while reading.

Therefore, English teachers in Korea should recognize the importance of linguistic connectives and find out various ways to give effective instructions on utilizing linguistic connectives in class in order to improve their students' English reading skills. Although the scope of the study does not cover more realistic, practical ways of reading comprehension for high school students in Korea, the findings seem to indicate a need for more research on the impact of the use of connectives on reading comprehension.

# 1

## 1.1

가



가 , , , 가  
가 , 가  
.  
가 가  
, 2002 , 50 31  
62% .

가 .  
, ,  
.

.  
(1987) ,  
. 가  
가 가

.  
가 가  
,  
.

## 1.2

,  
11 8  
(Reading Part)  
1  
2  
3  
4  
5

## 2

2

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### 2.1

Fitzgerald Spiegel(1983) ‘  
(thinking process about meaning)’

. Goodman(1970) 가

가

,

,

.

.

가

.

가 , ,

.

Goodman(1970) Smith(1978)

.

.

.

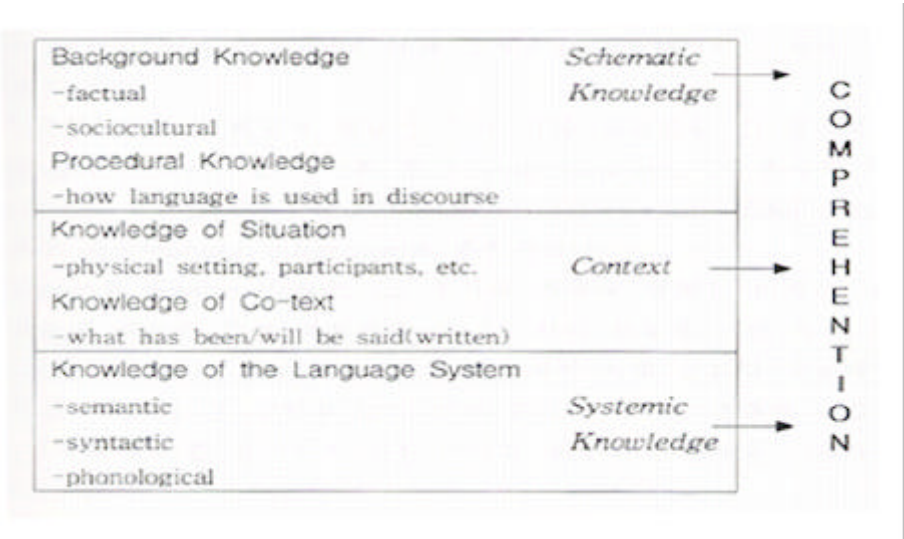
Peterson(1991) , 가

가  
가

(Barnett, 1989).

Anderson Lynch(1988, p. 13)

< 1>



< 1>

, ,  
,  
.

.

Carrell(1987)

가

가

.

가

.

## 2.2

Yorio(1971)

,

,

,

.

. Yorio

.

Williams(1993)

(signal

word) (discourse marker) , ‘  
 , 가 가  
 .  
 Adams(1979) 가  
 (transition) , Bander(1980)

Words or phrase that join one idea to another idea. A transition is used to draw a clearer relation between ideas. Transitions can more closely link both sentences and paragraphs.

(Bander, 1980, p. 208)

Halliday Hasan(1976)

가  
 (Just &  
 Carpenter, 1980).

가 가  
 .  
 가

가

. Swaffar (1985)

(discourse markers)

Cooper (1984)

가

Spyridakis (1986)

(Mackey,

1979)

(Halliday & Hasan, 1976)

가 ,

.

## 2.3

Robertson (1968)

Geva Ryan (1985)

5

7

가

Cooper (1984)

. Cooper

가

가

가

가



‘despite’ . ‘nevertheless’, ‘consequently’,  
Cooper

가 . Cooper  
가

.  
Geva(1992) 가  
100 .

가 .  
Geva 가

.  
(2002) 1

. (55 ) (55 )  
5 30

(adjusting reading to purpose)

. 2  
가

.  
가

가

Robertson(1968)

가

(4-6 )

가 30%

가

Rodgers(1974)

6

12

35

, 6

100

630

가

, 12

710

가

(Howard, 1983, ).

Rodgers

Robertson

가

,

가

Sloan(1984)

College English: The First Year

7

25

, 3,754

67%

가

29%

가

30%

가

(Aaronson & Scarborough, 1976),

(Kennedy, 1978).

## 2.4

Halliday Hasan (1976) 가, ,  
 . , 가

Mackey (1979) 가  
 . 6가 , 가,  
 , .  
 . , , 가( , ), ( , ), . , ,  
 . ( , , ) .  
 ( )

Mackey (1979) 1

.  
 , 1

. Mackey (1979)가 < 1>

		first(ly), second(ly), third(ly), one, two, three, a, b, c, next, then, finally, last(ly), in the first place, in the second place, for one thing, to begin with, eventually, subsequently, in the end, to conclude
가		again, then again, also, moreover, further, in addition, above all, what is more
		likewise, similarly, equally, in the same way, correspondingly
		so, so far, overall, then, thus, therefore, in short, altogether, to sum up, to conclude, to summarize
		so, as a result, consequently, hence, now, therefore, thus, as a consequence, in consequence
	.	namely, in other words, that is to say, better, rather
		for example, for instance
.		alternatively, on the other hand, (or) again, (or) rather, (but) then
		conversely, instead, then, on the contrary, by contrast, on the other hand
		anyway, anyhow, however, nevertheless, still, yet, for all that, in spite of, at the same time, all the same, though, notwithstanding,

Mackey (1979)

### 2.4.1

‘first, second, third, at first, then, finally, one way, the other way, another way, last, the first step, the second step, the third step, the fourth step’

If you rescue someone from drowning and the patient is not breathing, you should begin mouth-to-mouth rescue breathing immediately. **First** you should put the patient on his back with his head back. **Next** hold his nose closed. **Then** put your mouth over the patient's mouth and blow into the patient's mouth twelve times every minute. If the patient is a small child, you should be careful not to blow too hard. ( , Lesson 4, p. 53)

가

## 2.4.2 가

가 가 가 .

가 .

‘certainly, sure(ly), besides, yes, plus, above all, then again, again, also, moreover, furthermore, in addition, what is more’ .

.

**Moreover**, one superficial interest alone is not enough to serve as a guide. Suppose you like taking pictures. This particular interest could lead you to a career as a photographer.

( , Lesson 10, p. 219)

‘moreover’

가 .

.

가

.

‘likewise, similarly, in the same way, in this way, unlike, and like, like’ .

.

If you're afraid of making mistakes, you will find it difficult to talk to English-speaking people. You may have few chances to practice speaking. You cannot learn how to swim only through theory. You learn to swim well by swimming. **Similarly**, you learn to speak

English better by speaking a lot. ( , Lesson 1, p. 18)

### 2.4.3

‘so, overall, thus,  
therefore, in short, to conclude, in general, in that case’  
가

Alice is a good student. She gets good grades and turns her homework in on time...( ). She uses logic to make decisions. If there is a problem at school, she tries hard to find out what she is doing wrong, and then change it. **Overall**, she learns well from her teachers and is happy with her studies. ( , Lesson 3, p. 60)

가 가  
가

가 .  
 ,  
 가 ,  
 , 'so,  
 as a result, now, therefore, thus' 가

Also, the world's climate will become much hotter. Trees take carbon dioxide out of the air and put back fresh oxygen. Without the rainforests, the air will fill up with more and more carbon dioxide, which traps heat. **As a result**, the weather will be hotter.  
 ( , Lesson 4, p. 85)

가 ,  
 가 .

#### 2.4.4

'in other words, that is to say, that is, for this reason'

He doesn't like to make schedules and doesn't like to worry about spelling. He also has problems with math and symbols. He likes to



see, hear and touch what he is learning. His decisions are based on intuition. **In other words**, he decides things according to his feelings. ( , Lesson 3, p. 61)

Now, at the beginning of the 21st century, we are amazed by a new scientific discovery which will cause another great change. **That is**, a team of scientists has made a map of the DNA in the human body and the body's secrets are being analyzed. ( , Lesson 8, p. 176)

가  
 . 'intuition' 가  
 가 'in other words' ,

## 2.4.5

가 . 'for  
 example, such as, for instance' ,

Taegwondo is a method of defending yourself with your hands and feet. Many Westerners know of this martial art from TV shows and movies. **For example**, Chuck Norris, a famous movie and TV actor, is well known for his Taegwondo skills. ( , Lesson 11, p. 240)

가

, 'for example'

#### 2.4.6

'but, rather, then, instead, on the other hand'

Last weekend, I didn't come home until after 10 p.m. One of my friends got hurt and I had to take him to the hospital. My father was waiting for me at the door. He wouldn't let me explain. **Instead**, he took out a long stick and told me to bend over.

( , Lesson 4, p. 84)

'but, on the other hand, whereas, in contrast, on the contrary, then, instead, however'

Around 1.2 billion people in the world speak Chinese as their first

language. **In contrast**, English is the native language of only 400 million people in twelve countries, including Australia, Canada, New Zealand, South Africa, Great Britain, and the United States.

( , Lesson 6, p. 127)

‘In contrast’

가

가

가 가

가

‘anyway, however, nevertheless, still, yet, at the same time, in spite of, though, although’

Netizens can do almost anything by themselves in cyberspace. They explore a sea of multimedia information, go shopping, listen to music, watch videos, and even talk to each other using the computer. **At the same time**, as people manage their lives by themselves, more and more netizens seek self-centered lifestyles. In the end, they are separated from each other and feel more lonely than before.

( , Lesson 7, p. 154)

가

가

### 3

#### 3.1

S

1 10 346 .

, 2002 3 18 .

7 1

11 8 ,

가

A. ( ) ( )

B. ( ) 1 ( )

C. ( ) 2 ( )

D. ( ) ( )

E. ( )

F. ( ) ( )

G. ( ) ( )

H. ( ) ( )

3.2

(Readability)

Dale- Chall .

가 80% 가

3,000 가

.

(2 ) (4 )

(2 ), (3 ) 11

. (2002) ‘

, 22 11

.

3.3

. S 1 10

346 .

22 324

. 11

15

.

.

.

,

,  
 .  
 .  
 (expository discourse)  
 Meyer Freedle(1984)  
 (collection of description), (causation), (comparison),  
 (problem/ solution)  
 8 94 (< 23>  
 ) ,  
 (1988) .

## 4

.

### 4.1

.

< 2> 1

		(%) n=324			
		(1)	(2)	(3)	(4)
1		240 (74.1%)	15 (4.6%)	53 (16.4%)	16 (4.9%)

( )

가

74.1%

.

가

16.4%

.

.

< 3> 2

		(%) n=324				
		(1)	(2)	(3)	(4)	(5)
2		180 (55.6%)	14 (4.3%)	123 (38%)		7 (2.1%)

, 55.6%

50 17 2

31

. 38% 가

, 4.3% 가 .

< 4> 3

		(%) n=324			
		(1)	(2)	(3)	(4)
3		62 (19.1%)	164 (50.6%)	85 (26.2%)	13 (4.1%)

30.3%

226 (69.7%) .



< 5> 4

		(%) n=324			
		(1)	(2)	(3)	(4)
4		202 (62.4%)	85 (26.2%)	35 (10.8%)	2 (0.6%)

62.4%

26.2%

10.8%

0.6%

2

55%

62%

< 6> 5

		(%) n=324			
		(1)	(2)	(3)	(4)
5		118 (36.4%)	124 (38.3%)	66 (20.4%)	16 (4.9%)

가

38.3%

,

36.4%

.

,

,

,

.

.

가

.

< 7>

6

		(%) n=324			
		(1)	(2)	(3)	(4)
6	가	58 (17.9%)	135 (41.7%)	60 (18.5%)	71 (21.9%)

가

(41.7%) 가

.

.

(21.9%),

(18.5%),

(17.9%)

.

< 8> 7

		(%) n=324			
		(1)	(2)	(3)	(4)
7		79 (24.4%)	190 (58.6%)	46 (14.2%)	9 (2.8%)

가

가

83% .

가 17% 1/3 .

.

.

< 9> 8

		(%) n=324			
		(1)	(2)	(3)	(4)
8		167 (51.5%)	126 (38.9%)	23 (7.1%)	8 (2.5%)

가

. 51.5%

. 38.9% 가

가 가 . (2)

1/3

. 2.5% 가 가

.

< 10> 9

		(%) n=324			
		(1)	(2)	(3)	(4)
9		190 (58.6%)	107 (33%)	27 (8.4%)	

가 58.6% .

33% 가

. 8.4% 가

. 가

41.4%

가 .

< 11> 10

		(%) n=324			
		(1)	(2)	(3)	(4)
10		197 (60.8%)	116 (35.8%)	11 (3.4%)	

가 60.8% , 35.8%  
가  
. 3.4%

< 12> 11

		(%) n=324			
		(1)	(2)	(3)	(4)
11	가	159 (49.1%)	110 (34%)	49 (15%)	6 (1.9%)

(49.1%)가  
1/3 (34%)가  
가  
15% 가 가

. (11)

.

가

가 ,

.

.

.

## 4.2

1

(8 )

.

< 13> A

					/	
Unit 1		64	792	16	25.0%	6.1
Unit 2		44	723	28	63.6%	6.1
Unit 3		59	708	19	32.3%	6.1
Unit 4		60	825	12	20.0%	6.1
Unit 5		52	723	10	19.2%	6.1
Unit 6		48	770	20	41.7%	6.1
Unit 7		62	642	16	25.8%	6.1
Unit 8		49	634	21	42.9%	6.1
Unit 9		63	727	11	17.5%	6.0
Unit 10		49	717	22	44.9%	6.0
Unit 11		52	673	14	26.9%	6.1
Unit 12		63	812	20	31.7%	6.1
		665	8,746	209	31.4% ( )	6.1( )

A . A 12  
. 12 가 가 2  
가 . A 209  
가 129 61.7% ,  
80 38.3% . A  
가 .  
가 . A  
31.4% .

< 14> B

					/	
Unit 1		47	577	3	6.4%	6.0
Unit 2		70	628	7	10.0%	5.9
Unit 3		55	698	20	36.3%	5.9
Unit 4		50	571	2	4.0%	6.0
Unit 5		51	676	10	19.6%	6.0
Unit 6		42	536	17	40.5%	6.0
Unit 7		36	467	3	8.3%	6.0
Unit 8		57	697	12	21.1%	6.0
Unit 9		57	735	13	22.8%	5.9
Unit 10		49	510	7	14.3%	5.9
Unit 11		48	601	13	27.1%	5.9
Unit 12		30	504	7	23.3%	6.0
		592	7,200	114	19.3% ( )	5.9( )

B

12 가 19.3%

6

가 40.5%

114 , 71 ,

62.3% 43 37.7%

가



< 15> C

					/	
Unit 1		45	396	8	17.8%	6.5
Unit 2		37	536	13	35.1%	6.3
Unit 3		91	622	19	20.9%	6.1
Unit 4		56	741	20	35.7%	6.1
Unit 5		49	648	11	22.4%	6.2
Unit 6		50	644	16	32.0%	6.1
Unit 7		41	565	8	19.5%	6.2
Unit 8		60	589	14	23.3%	6.2
Unit 9		54	614	13	24.1%	6.1
Unit 10		51	575	12	23.5%	6.2
Unit 11		43	670	10	23.3%	6.1
Unit 12		68	756	11	16.2%	6.1
		645	7,356	155	24.0% ( )	6.1( )

C 12 . 12 2

. C

155 66 42.6% ,

89 57.4% . C

24.0% .

< 16> D

					/	
Unit 1		72	591	18	25.0%	5.8
Unit 2		37	495	9	24.3%	5.8
Unit 3		44	513	11	25.0%	5.7
Unit 4		50	624	15	30.0%	5.8
Unit 5		36	524	21	58.3%	5.8
Unit 6		44	521	11	25.0%	5.8
Unit 7		42	473	11	26.2%	5.8
Unit 8		40	547	17	42.5%	5.8
Unit 9		36	389	10	27.8%	6.2
Unit 10		39	534	9	23.1%	6.5
Unit 11		43	671	14	32.6%	7.1
Unit 12		52	455	2	3.8%	6.6
		535	6,337	148	27.7% ( )	6.1( )

D 12 . 12  
6 . 가 가 5  
가 . D 가  
27.7% . 148 57.4%  
85 , 63 42.6%  
.

< 17> E

					/	
Unit 1		52	574	14	26.9%	6.7
Unit 2		63	780	19	30.2%	6.0
Unit 3		48	750	17	35.4%	6.7
Unit 4		56	565	12	21.4%	5.5
Unit 5		52	719	13	25.0%	5.5
Unit 6		67	815	11	16.4%	5.4
Unit 7		48	793	12	25.0%	5.6
Unit 8		49	843	12	24.5%	5.8
Unit 9		44	743	6	13.6%	6.0
Unit 10		51	758	15	29.4%	6.0
		530	7,340	131	24.7% ( )	5.9( )

E 10 . 10 5

. 3 가 E

가 가 . E

131 . 67 51.1%

, 64 48.9% . E

24.7% .

< 18> F

					/	
Unit 1		45	446	9	20.0%	5.9
Unit 2		39	405	8	20.5%	6.0
Unit 3		46	439	11	23.9%	5.8
Unit 4		60	566	15	25.0%	5.7
Unit 5		51	591	11	21.6%	5.7
Unit 6		26	298	5	19.2%	5.7
Unit 7		53	581	8	15.1%	5.8
Unit 8		61	658	12	19.7%	5.9
Unit 9		69	661	12	17.4%	5.8
Unit 10		58	621	15	25.9%	5.7
Unit 11		51	548	7	13.7%	5.8
Unit 12		68	657	13	19.1%	5.8
		627	6,471	126	20.1% ( )	5.8( )

F 12 . 12 6

. F

20.1% , 가 'Ben

Carson' 10 . 10 25.9%

. 12 55

43.7% , 71

56.3% .

< 19> G

					/	
Unit 1		44	543	17	38.6%	6.0
Unit 2		44	583	11	25.0%	6.0
Unit 3		60	645	8	13.3%	6.0
Unit 4		41	587	9	22.0%	6.0
Unit 5		67	580	12	17.9%	6.0
Unit 6		39	444	5	12.8%	6.0
Unit 7		31	415	11	35.5%	6.0
Unit 8		44	555	9	20.5%	6.0
Unit 9		45	560	9	20.0%	6.1
Unit 10		46	610	14	30.4%	6.1
Unit 11		46	564	6	13.0%	6.2
Unit 12		106	898	12	11.3%	6.1
		613	6,984	123	20.1% ( )	6.0( )

G 12 . 12 6

. G

20.1% , 12 가 가

1 . 1 가 . G

123 , 66

53.7% , 57

46.3% .

< 20> H

					/	
Unit 1		34	418	10	29.4%	6.6
Unit 2		38	460	7	18.4%	6.4
Unit 3		60	508	8	13.3%	6.1
Unit 4		30	403	8	26.7%	6.3
Unit 5		41	442	4	9.8%	6.1
Unit 6		41	537	16	39.0%	6.4
Unit 7		34	421	9	26.5%	6.1
Unit 8		47	553	13	27.7%	6.4
Unit 9		60	619	12	20.0%	6.3
Unit 10		43	581	17	39.5%	6.3
Unit 11		34	445	12	35.3%	6.6
Unit 12		46	590	11	23.9%	6.4
		508	5,977	127	25.0% ( )	6.3 ( )

H 12 . 12 5  
. H 25.0%  
. H 가 가  
가 . 10 39.5%  
. H  
127 52 40.9% , 75  
59.1% .  
7 1  
(8 ) .

< 21>

	( / )
A	31.4%
B	19.3%
C	24.0%
D	27.7%
E	24.7%
F	20.1%
G	20.1%
H	25.0%
	24.0%

24.0% , 가 .

< 22>

Reading Grade Score	Corrected Grade Level
4.9 and below	4th and below
5.0 5.5	5th
5.6 5.9	6th
6.0 6.5	7th
6.6 6.9	8th
7.0 7.5	9th
7.6 7.9	10th
8.0 8.5	11th
8.6 8.9	12th
9.0 9.9	13th 15th (college)
10.0 and above	16th and above (college graduate)

(8 ) (Readability) Dale-Chall  
6.0 . 가 가

( , 1985) 7

. Robertson(1968) 4-6

( 1

)

1/3 가 . 가

30% . 1/3

가

가 ( , 2001).

< 23>

		A	B	C	D	E	F	G	H
		7	6	5	6	5	6	6	5
		1	2	2	2	2	1	2	1
				1	1	1	1	1	1
			1	1					
		8	9	9	9	8	8	9	7
		1		1	1		1	2	2
			1						
		1		1		1			2
		2	1	1	1	1	2	1	
			1		1		1		1
		4	3	3	3	2	4	3	5
		12	12	12	12	10	12	12	12



( 8 )

94

. E

가

12

94

67 (71.3%)

,

27 (28.7%)

,

46

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	A	B	C	D	E	F	G	H	
	665	592	645	535	530	627	613	508	4715
	209	114	155	148	131	126	123	127	1133
	7	6	5	6	5	6	6	5	46
	129	71	66	85	67	55	66	52	591
	61.7%	62.3%	42.6%	57.4%	51.1%	43.7%	53.7%	40.9%	51.7%

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‘therefore, so, in summary’

‘first, second, third, then’

. ‘However’

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- . (1987). , 34  
 , 3-22.
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6. 가 ?

7. 가 ?

8. 가 ?

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9. (and, also, however, therefore )

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10. , ?

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11. 가 ?

( , however 가 .)

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