

由日治時期不同尺度的人口資料與地圖看六堆客庄傳統地域

Investigating the Liudui Hakka Area through National Census and Historical Maps from the Japanese Occupation via different Scales

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摘 要

過去受限於公共部門族群統計調查較少，客家委員會成立後，即對全國客家人口進行抽樣調查，然而，這些調查的空間尺度大多以縣市、鄉鎮為單位，由於空間尺度的選擇（非以村里）會導致大量細節被概括化 (generalization)，因而未能揭示調查對象的本質，造成研究結果可能被偏誤估計。這種依據一個空間尺度數據所得出的結論，再應用到另一個空間尺度，是用較不適宜的尺度來觀察、說明或解釋問題，一定程度上混淆讀者對事物現象與本質關係的認識，即以鄉鎮單位解釋村里單位族群特性。其次，以今探古的方式，忽略了今日是一個交通便捷、族群多元互動、族群多重認同、母語表達能力消失的世界。

因此，本文採描述性研究 (descriptive model) 歷史資料回顧方法，將日治時期國勢調查報告與歷史地圖，結合地理資訊系統 (geographic information system, GIS) 空間分析功能，透過不同的地圖空間尺度，套繪日治時期堡圖、1920 年代地形測量圖，利用地理資料圖示 (geography data mapping) 方法，展現六堆客庄傳統地域。本文發現麟洛、美濃為較完整的客家鄉鎮；其餘如：內埔、長治、萬巒、竹田、新埤、佳冬、六龜等鄉鎮，大部份村里屬客庄；而高樹、杉林、屏東市、鹽埔等則為僅少部份村里為客庄的鄉鎮。結果是當我們改變尺度，問題及答案是不同的。

關鍵詞：六堆客庄、地理資料圖示、歷史地圖

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Abstract

Previously, there have been limited surveys about ethnic groups in the public sector. Although in recent years the Council for Hakka Affairs, Executive Yuan has made a Hakka population survey, most of its spatial scales were on the township basis. Because of the improper scale selection, it has not properly revealed the nature of population distribution, and much detail has been omitted or generalized, which has resulted in biased estimates. The data was used to develop conclusions on the basis of a scale and then apply the scale up to another level, which is inappropriate, and there are even wrong-scale observation, descriptions or explanations. To some extent, it is due to a confused understanding of the phenomenon and essence of the situation, using the unit of towns to explain villages. Secondly, this class of ancient ways, overlooking today by the ancient ways is ignored that today is the world with a convenient transportation, multiple interactions and ethnic identities, but losing mother language expressions.

Therefore, this study uses a literature review of historical data to explore the Hakka region in the Pingtung area via a descriptive model. The study applies similar time scales and different spatial scales to set up the 1920s topographic survey maps via geography data mapping to show traditional Liudui Hakka regions during the Japanese occupation. This study concludes that Linluo and Meinong are completely Hakka townships; while the others, such as: most of the villages in Neipu, Changjr, Wanluan, Jutian, Shinpei, Jiadung, Liouguei are Hakka villages. However, few villages in Gaushu, Shanlin, Pingtung, Yanpu etc. are Hakka townships. Therefore, as we change the scale, we will have the different questions and answers.

Key words: Liudui Hakka Traditional Region, Geography Data Mapping, Historical Maps.

壹、前言

在洲際的尺度下，都市是呈畸形的點狀，
但當尺度變小，都市就變成了區域。

Hart (1982)

《客家基本法》中對『客家人』定義為：「具有客家血緣、客家淵源者，或熟悉客語、客家文化，且自我認同為客家人者。」依照《客家基本法》規定，客家委員會（以下簡稱客委會）應就客家人所為之人口調查統計結果，對客家人口達三分之一以上之鄉、鎮、市、區，列為客家文化重點發展區，應加強客家語言、文化與文化產業之傳承及發揚。然而，依照客家委員會就現今客家人口調查統計結果，做為判斷客庄或客家聚落之基礎，邏輯上，可能存在著研究尺度的偏誤，以今日的客家人口分布去辨識傳統客家地域，應思考到現今為一個交通便捷、族群融合、多元文化的世界，是一個母語表達能力快速消失、衰退的社會；再者，族群認同除了自我認同為客家人外，與其生長、生活中歷史血統、文化與地緣皆有密切關係。綜上，六堆地區傳統客庄地域的界定，應以早年聚落尚未都市化且交通網絡不密切的時期判斷之。誠如 Wiens (1989) 所言：「當時間和空間尺度相似時，其研究的成果的可閱讀性與品質是高的。」

此外，過去有關傳統客家鄉鎮地域之研究如施添福 (1987) 與張正田 (2009) 等，皆以鄉鎮（市區）尺度做為客家傳統地域的判斷依據，似乎未考量到行政區區劃隨著時間的更動，日治時期市街、庄、大字已和今日鄉鎮、村里範圍不同。即忽略「使用不同容器大小，將決定可放的東西且決定裡面東西的相互作用」，行政區的範圍圖式似乎成了「尺度典範」，此即「區域尺度的迷思」（陳文尚、黃士哲，1998）。例如，佳冬鄉緊臨林邊鄉側的村庄實多為福佬人聚落，如視為客庄似乎不太妥適，故本文嘗試透過結合日治時期臨時戶口調查成果與歷史地圖，期展現六堆傳統客庄地域。在此研究背景下，引發本文的旨趣。

在日治時期歷次戶口或住戶調查成果中，除以街庄（似今日的鄉鎮）為單位的《臺灣在籍漢民族鄉貫別調查》族群別人口調查外，歷次的臨時臺灣戶口調查、國勢調查，皆多以町、大字¹（似今日的村里）為地理單位。在部份國勢調查成果中，人口統計特性係按來臺國籍、省份等區分內地人（日本）、朝鮮（韓國）；本島人區分廣東與福建人；原住民分為熟番、生番。不過，以來臺時之省籍判斷其不同族群（民系）時，也面臨著與其來臺時行政區域非完全一致的議題。因此，邱彥貴、吳中杰 (2001) 在《臺灣客家地圖》中，提出廣東人是否就是客家人、來自福建省的都是福佬人的質疑。

本文主要利用歸納分析法，針對「日治時期總督府國勢調查報告」（含臨時戶口調查）與「臺灣在籍漢民族鄉貫別調查」等二份日治時期人口調查成果加以分類編排，繪製圖表，進行爬梳、比對工作。過去的地理資料圖示受限於資料形態與分析工具的限制，並

1 大字（平假名：おおざ）原為日本明治時代使用的行政區劃單位，其區劃介於上層的市、町、村與下層的小字。臺灣當時亦實行大字與小字的區劃。

無法確切地表現各種空間元素在空間上實際的分布情形 (Bracker, 1989)，故本文利用地理資料圖示，研究實例操作上則利用 1923-1929 年日治時期地形測量圖重新數化出 1920 年代間日治時期行政轄區町、大字之範圍圖資；其次，為利於對照 1926 年各街庄（鄉鎮）臺灣在籍漢民族鄉貫別調查結果，本文選取 1930 年（昭和五年）第三次國勢調查各行政區，彙整併入數值化圖檔中，就與日治時期相近的時間點，以不同之空間尺度，即鄉鎮與村里二個行政轄區尺度，研析傳統客家地域與現今行政轄區之空間關聯。

在前述研究背景下，聚合本文的分析觀點，期望透過一個歷史的、綜觀的發展 (holistic development) 之解讀與分析下，能對傳統客家聚落研究有些貢獻。本文共分為六個部份，除前言之背景、目的外，第二節將釐清日治時期統計資料客家人口的議題，第三節將介紹區域研究中的尺度迷思，客庄傳統地域研究操作在第四節說明，六堆客家傳統地域實例分析在第五節中探討；最後為結論與建議。

貳、日治時期統計資料的客家人口

「客家人」的定義，並非一個民族的概念，而是從宋朝之後用以說明「由外地遷徙作客他鄉的移民」（郭百修，2000）。「客家」一詞不是這群人的自稱，而是廣東省的首府廣州一帶，講廣東話的人對他們的稱呼（邱彥貴、吳中杰，2001）。羅香林 (1992) 指出「客家人」是中原地區漢民族的一支系，因歷史動亂不得不南遷至長江以南，並大量以中國南方的贛南、閩西及粵東為主要居住地，形成客家民系。當然另有學者認為，長期以來，客家人（汀洲客）的蹤跡隱藏在閩粵二分法的戶口普查之中：「清朝時期臺灣缺乏完整的人口普查數據，甚至於苦於偷渡猖獗，亦不可能求得完整的數據，官方所留下來的紀錄，也僅有人口總數的估計數值（周彥文，2010）。」

臺灣目前所存最完整而詳實的祖籍調查記錄，是日治時期臺灣總督府官房調查課於西元 1926 年（昭和元年）完成，並於 1928 年編印的《臺灣在籍漢民族鄉貫別調查》，以街、庄為統計單位，詳細地將臺灣島內在籍漢民族籍貫，予以分類統計（陳漢光，1972；羅烈師，2006）。邱彥貴、吳中杰 (2001) 係將來臺祖籍分為龍巖州、漳州府、福州府、泉州府、興化府、永春州屬福建省，嘉應州、潮州府、惠州府屬廣東省，另有其他一項，非屬閩、粵二省。如表一所示，福建省中福州府、龍巖州、泉州府、興化府與永春州屬純粹閩南地區；廣東省嘉應州為純粹客家地區。潮州府位於廣東東部的韓江流域，以潮州話為代表，所在的潮汕地區亦使用閩南方言，區內亦有許多客語方言點，如南靖、詔安、雲霄、平和等，有可能也是客家後裔，故不可以過度推論，將所有的漳州府移民都視為客家人。惠州府為客家話惠州片分布區，汀州府位於閩西，屬於客家話汀州片，海內外客家人譽為「客家首府」；嘉應州則是客家人的大本營，中心的梅州有「世界客都」之稱。這三地移民歸為客家話的族群地區（邱彥貴、吳中杰，2001）。

表一 清代臺灣閩、客家移民主要祖籍來源表

省份	府州	縣份	備註
福建省	漳州府	南靖、詔安、雲霄、平和 龍溪縣、長泰縣、海澄縣、漳浦縣	為部分客家地區
	泉州府	惠安、晉江、南安 (合稱三邑人 / 頂郊人)	為純粹閩南地區
		安溪、同安 (合稱下郊人)	為純粹閩南地區
	汀州府	永定、武平、上杭 長汀、連城、寧化、清流、明溪	為純粹客家地區
廣東省	潮州府	大埔、豐順、海陽縣、潮陽縣、揭陽縣、澄海縣、 普寧縣、惠來縣、饒平縣	為純粹客家地區
		饒平、惠來、揭陽、普寧	為部分客家地區
		海陽 (潮安)、潮陽	
	嘉應州	嘉應 (梅縣)、長樂 (五華) 鎮平 (蕉嶺)、興寧、平遠	為純粹客家地區
	惠州府	海豐、陸豐	為部分客家地區

資料來源：周彥文 (2010)；邱彥貴、吳中杰 (2001)

然而，福建人中是否為閩南（福佬）人、廣東人是否全為客家人。邱彥貴、吳中杰 (2001) 應用 1928 年編印的《臺灣在籍漢民族鄉貫別調查》，釐清一般人對客家人等於祖籍「廣東」，福佬人等於祖籍「福建」的偏誤觀念，也藉此點出不少客家人可能祖籍源於中國大陸客籍州縣，來臺後經歷世代的變遷、族群的融合，而自以為是福佬人的可能性。破除一般民衆認定祖先來自福建即為福佬人，來自廣東即為客家的觀念。

其後的研究如羅烈師 (2006) 在《臺灣客家之形成：以竹塹地區為核心的觀察》一文中，引用 1926 年《臺灣在籍漢民族鄉貫別調查》資料中的廣東籍與福建籍，對來臺的廣東籍人士統計分析中，將福建省汀州府列為客家地區，將廣東省潮州人列為純粹客家地區，其理由為：「在這樣的粵人認同下，不同語言但同祖籍的人群會因此彼此認同，進而產生語言與文化上的轉變，族群界限也因之移動」。張正田 (2009) 則補充同樣是潮州籍的「共同粵人認同」下，即令不同語言，可能逐漸在轉化為客家人的同時，也必須考慮到這語言特性，對潮州籍福佬人而言，在粵籍認同下轉為客家人，雖有其可能性，但相對於潮州籍客家人而言，又似乎比較難（在粵籍認同下轉為閩南人）。

除了《臺灣在籍漢民族鄉貫別調查》外，日治時期另一有關族群戶口統計資料即 10 年一次的「國勢調查」。「國勢調查」乃 19 世紀末歐美近代國家做為掌握國情、了解社會狀況的重要依據。日人據臺後為有效掌握臺灣人口動態，遂於明治 38 年 (1905) 展開第一回臨時臺灣戶口調查，日治時期臨時戶口調查共計 7 次，分別是 1905 年、1915 年、1920

年、1925 年、1930 年、1935 年、1940 年。第一、二次稱為「臨時臺灣戶口調查」，第三次（1920 年）以後開始與日本本國同時舉行，並正式定名為「國勢調查」²。每十年舉行大調查一次，並於每十年中間舉行一次簡易調查，所有調查結果均出版為《國勢調查報告書》，此一調查資料乃成為了解日治時期臺灣人口結構最重要的材料。其調查項目除性別、婚姻、年齡、職業、教育、籍貫、住所等一般項目外，是否纏足、吸食鴉片、殘廢、接受幾次預防注射及最為複雜之親屬關係等，亦登錄刊載。

由於日人對戶口調查事業頗為重視，調查精細且記載詳實，若能利用此等材料歸納統整，一方面除可知悉日治時期客家族群實際人口動態外，舉凡區域間客家人口消長甚或比對與日人、原住民、福佬族群間的差異，也應有一定收穫（鄭政誠，2007）。日治時期臺灣歷次國勢調查計畫長達 30－40 年，而日治時期臺灣的行政區劃分亦經歷九次的更動。直至 1920 年更動為五州二廳後，行政區就不再做調整³，此次行政區劃分後也影響了戰後臺灣的行政區劃分。另一重要的是，日治時期臺灣國勢調查中有關祖籍／族群／國籍，區分為本島人，包括福建人、廣東人、內地人（日本人）、蕃人（生蕃、熟蕃）、外國人等。其中，戶口普查以及國勢調查族群分類將大陸來臺省籍，依據其原鄉祖籍區分為「廣東」、「福建」、「原住民」等不同族群。在國勢調查中，有關「廣東」、「福建」二省籍之界定，如以單純以「廣」、「福」來作為區別客家人與非客家人，是否有界定偏誤的問題？

詹素娟(2005)在《臺灣平埔族的身分認定與變遷(1895-1960)：以戶口制度與國勢調查的「種族」分類為中心》一文，提及日治時期戶口調查中，對於種族關係的確認，第一個要點是：「無論是否有血緣連帶，只要建立親屬關係，即以父系的種族屬性為準；再以現實狀況—即當事人此刻的風習、語言使用情形，也具有決定性」。同樣地，內政部編列(2010)《祭祀公業及神明會解釋函令彙編》，解釋日治時期一戶口調查簿簿頁基本資料，便在種族一欄『廣』說明：「廣東人（即指客家人）」。由於國勢調查中當時不少臺灣居民無法清楚說明自己祖先來自大陸何省，訪員只能根據受訪者家中日常使用語言決定家戶成員是否為客家人（客家委員會，2004；鄭春發，2014）。故本文引用國勢調查資料中，以「廣」即「廣東人」視為客家人。

參、區域研究的尺度迷思

All this time guard was looking at her; First through a telescope, then through a microscope, and then through an opera glass.

Lewis Carroll (1872)

尺度一直被認為是地理學的核心概念之一 (Passi, 2004；苗長虹，2004；陳文尙、黃士哲，1998)，1980 年代之後才成為公認用來強制組織世界次序的概念 (Hart, 1982；

2 1920 年稱為第一次國勢調查，其後以此類推。

3 除日治時期 1926 年增加澎湖廳變成五州三廳外。

Herod, 2003), 人們總是將「尺度」與歐幾里德空間中的距離緊密聯繫在一起(苗長虹, 2004)。或許尺度比任何範疇更可見地, 尺度已進入地理學的論述, 地理學家已準備將尺度加入像空間、地方、或區域這樣的關鍵字。

一、唯心論與唯物論的尺度觀

Har t(1982) 引用康得 (Immanuel Kant) 的唯心論哲學, 提議尺度只不過是定序世界時隨手的概念機制, 康得唯心論是用來劃定界限與定序過程和實務的心智策略 (device)。對唯心論者而言, 「全球」可用地球既有的限制來定義; 而「地方」可視為空間的分解, 可用於理解過程與實務, 即發生在小於「區域」尺度的地理等級上, 而「區域」尺度則可被視為任何小於「國家的」尺度(「國家的」尺度則小於「全球」尺度) (Herod, 2003)。

Herod (2003) 表示唯心論認為尺度是心智策略, 而唯物論則是以「變成 (becoming)」為觀點, 故唯物論者的主要議題便是檢定社會行動者是如何讓自己成為全球和(或)地方, 亦即它們是如何置入地方或擴展為全球。因此, 「『尺度』被視為社會行動的實質框架; 由歷史角度來看, 地理尺度是變動的。廣義的說, 是社會行動的產物… , 同時也是一個社會活動的平臺 (platform) 與容器 (container)。(Smith, 2003)」

二、區域研究中的尺度迷思

人文地理學在過去十年特別注意有關尺度的論述政治學, 哈維 (Harvey, 1969) 在其『地理學的解釋』書中分析: 「典型的地理學者在『區域』層面研究自然和人文的差異, 但並非定著在某一區…地理學者傾向濾除大小尺度的地區變異, 專注在系統…就區域的解析尺度而言, 有其意義。」如果把不同尺度的觀念放在區域研究上, 可以發現, 在地理學上有一個普遍的問題, 是如何在較大尺度上將小尺度的實驗結果概括化。對地理學家來說, 這個選擇也包含著一個有關於研究解析度的決定—研究(調查)要聚焦於何尺度 (Burt, 2003)。這樣的選擇就好比在小尺度分析方法研究中需要透過顯微鏡的使用, 然而, 綜合性大範圍研究需要廣角鏡(放大鏡)! 這樣的觀念說明了不同過程發生在不同的尺度上, 並且每一尺度上的(主導)優勢過程是不同的。因為如此, 有些選擇必須決定—聚焦於什麼及忽視什麼。

此外, 地理學的區域觀和歷史學的斷代有類似之處。Baker (2003) 為印證某個領域的特色與區域之區劃, 所引致的爭議也類似歷史學的斷代, 處理歷史學斷代問題, 需要大量的知識; 並需了解許多歷史變數彼此間的關聯, 以及在某一斷代期間其特性的連續性。同樣地, 地理學家在認定研究「區域」時, 會遭遇選擇研究之區域尺度的困難, 就像歷史學家也會遭遇選擇研究之時間尺度的困難一樣 (Baker, 2003)。區域的尺度問題在區域研究上並未被地理學者所摒除, 多半常在一種「理所當然」的界定中被隱藏或混淆了, 行政區的範圍圖式似乎成了「尺度典範」, 此稱為「區域尺度的迷思」(陳文尙、黃士哲, 1998)。

另一種可能的狀況是, 研究者在空間尺度項目上, 因為研究中尺度不同, 而專注於一

些事物，忽略了其他的事物，換句話說，這也代表著研究的解析度 (resolution) 的決定，暗示著在研究中某程度上將聚焦於某偏好的特別事項上 (Burt, 2003)，這是「尺度解析的迷思」。同樣地，由於尺度選擇的不當，不能正確揭示研究對象的科學本質，研究尺度過小，大量細節被省略（概括化），研究成為有偏頗的估計；研究尺度過大，又陷入局部而不能窺其全貌（李雙成、蔡運龍，2005）。

第三種情形則是因為尺度轉換技術的失真與有意無意的忽視研究的尺度，通常發生在研究過程並未充份說明研究所應用的尺度，將根據一個尺度上數據得出的結論，應用到另一個尺度上去，或者是以點的特徵來簡單代替面或體的特徵（朱曉華、李亞雲，2008）。此即所謂的「生態學謬誤 (ecological fallacy，又稱區群謬誤、層次謬誤)」，就是將一個尺度上的結果直接推到另一個尺度，進而對生態系統特徵產生誤解的原因（張娜，2006），「以全概偏」，基於某個群體的研究統計成果，就對其下層某些個體作出研究推論，故又被稱為「尺度的區群謬誤」。

綜合前述，我們可以發展區域研究中，「時間尺度」與「空間尺度」的匹配密切相關，其研究的可閱讀性與品質是高的，如果當時間尺度是粗糙（較長的如 10 年或 5 年），而相伴隨的空間尺度是精緻的（如小尺度大比例尺的社區或棲息地），其研究的意義就變的較低；相同的，當時間尺度是精緻的（如 1 日或數小時），而空間尺度是大尺度的空間（如流域 100Km²），這種由於時間尺度短而大區域範圍的研究其成果，亦無法有效反應研究的假設與預期成果。

三、客庄研究中的尺度迷思

有關客庄、聚落研究中，施添福 (1987) 曾在《清代在臺漢人的祖籍分布和原鄉生活方式》一文中，透過 1926 年日治時期《臺灣在籍漢民族鄉貫別調查》結果，劃分出傳統客家、閩南等鄉鎮；張正田 (2009) 曾利用 1926 年臺灣漢人籍貫調查資料與客委會 2004 年客家人口調查統計結果，試圖找出臺灣客家傳統地域。另外，依據《客家基本法》第六條規定：「客家委員會對於客家人口達三分之一以上之鄉（鎮、市、區），應列為客家文化重點發展區，加強客家語言、文化與文化產業之傳承及發揚。」故客家委員會依據《99 年至 100 年全國客家人口基礎資料調查研究》以中華民國 100 年 2 月 25 日客會企字第 1000002677 號公告發布，公告新竹縣北埔鄉等 69 個鄉（鎮、市、區）為客家文化重點發展區（如圖一；表二）。然而，以鄉、鎮、市、區尺度做為客家文化重點發展區的依據，似乎未考量到行政區區劃的更動，以及日治時期市庄與今日鄉鎮範圍並非完全一致。

Kellerman (1987) 曾指出「既知地理學的各種傳統中，區域尺度 (regional scale) 是最需要注意的。如果把不同尺度的觀念放在區域研究上，可以發現，在地理學上有一個普遍的問題，如何在較大尺度上將小尺度的實驗結果概括化。」長久以來因為資料或資訊概括化、尺度不同使得尺度解析度不同，使得研究結果是在某一分析水準上，但不能保持在另一個水準，而這個推論衍生出的結果在某一尺度下是有價值的，但在另一尺度時是卻毫無意義。因此，區域尺度的流動性對應於現象的多義性，以不同尺度來理解現象，區域（或

地域間)多義性便呈現出來(陳文尙、黃士哲,1998)。

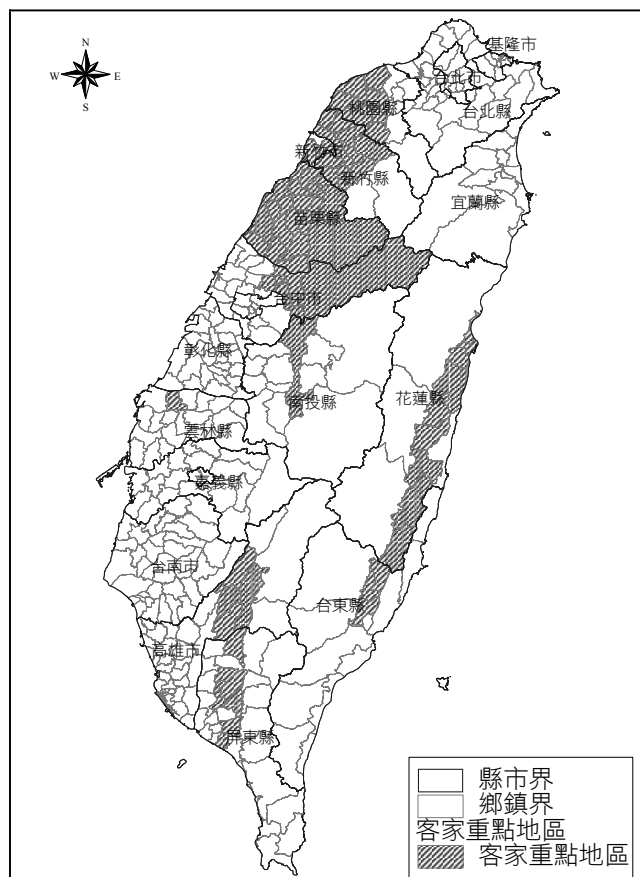
表二 客家文化重點發展區鄉(鎮、市、區)一覽表

直轄市、縣 (市)	鄉(鎮、市、區)	小計
桃園縣	中壢市、楊梅市、龍潭鄉、平鎮市、新屋鄉、觀音鄉、大園鄉	7
新竹縣	竹北市、竹東鎮、新埔鎮、關西鎮、湖口鄉、新豐鄉、芎林鄉、橫山鄉、北埔鄉、寶山鄉、峨眉鄉	11
新竹市	東區、香山區	2
苗栗縣	苗栗市、竹南鎮、頭份鎮、卓蘭鎮、大湖鄉、公館鄉、銅鑼鄉、南庄鄉、頭屋鄉、三義鄉、西湖鄉、造橋鄉、三灣鄉、獅潭鄉、泰安鄉、通霄鎮、苑裡鎮、後龍鎮	18
臺中市	東勢區、新社區、石岡區、和平區、豐原區	5
南投縣	國姓鄉、水里鄉	2
雲林縣	崙背鄉	1
高雄市	美濃區、六龜區、杉林區、甲仙區	4
屏東縣	長治鄉、麟洛鄉、高樹鄉、萬巒鄉、內埔鄉、竹田鄉、新埤鄉、佳冬鄉	8
花蓮縣	鳳林鎮、玉里鎮、吉安鄉、瑞穗鄉、富里鄉、壽豐鄉、花蓮市、光復鄉	8
臺東縣	關山鎮、鹿野鄉、池上鄉	3
合計	11 個直轄市、縣(市)、69 個鄉(鎮、市、區)	

資料來源：客家委員會「99 年至 100 年全國客家人口基礎資料調查研究」。鄭春發(2014)。

綜合前述日治時期戶口統計調查成果，可發現歷次國勢調查資料的空間單位為町、大字，但在祖籍／族群則按受訪者使用語言省籍區分；而《臺灣在籍漢民族鄉貫別調查》其調查結果在祖籍／族群資料的區分上較為細緻，但空間尺度卻以街、庄為單位，資料較為粗略；加上日治時期當時之行政區劃分更動頻繁，在這些時間因素下，本文擬以 1930 年(昭和五年)第三次國勢調查成果，町、大字單位中福建省之福佬人人口佔漢籍總人口比例，採「類型分布圖」模式，繪出傳統客庄地域，輔以 1926 年《臺灣在籍漢民族鄉貫別調查》成果中，在街、庄地理尺度中，按漢民族籍貫細分客家人、福佬人對比分析。即將 1930 年國勢調查報告中，以町、大字中為廣東人佔該地區漢籍總人口 50% 以上地區界定為客庄，並嘗試與 1926 年臺灣在籍漢民族鄉貫別調查成果中，各街、庄中 廣東省藉佔總漢族人口比例，以及福建省汀州府與漳州府客家人的比例，繪製成地理資訊系統數值圖檔，進行爬梳、比對工作，進而探尋出六堆客家傳統地域。

圖一 客家委員會公告客家文化重點發展地區



資料來源：客家委員會「99 年至 100 年全國客家人口基礎資料調查研究」；鄭春發 (2014)。

肆、客庄傳統地域研究操作

本文擬以 1926 年《臺灣在籍漢民族鄉貫別調查》(表三)與 1930 年(昭和五年)《第三次國勢調查》(表四)二份調查成果，在不同空間尺度下，比對分析出客庄地域。透過二個不同空間尺度的族群圖，對照出客庄的傳統地域。由於日治時間行政區劃更動頻繁，直至 1920 年(大正 9 年)，臺灣總督府公布《臺灣市制》、《臺灣州制》、《臺灣街庄制》，改正地方制度，規定州、市、街庄後不再做大幅度更替。另一方面，自 1909 年起，日本政府土地測量部在臺灣實施三角測量，將臺灣地圖調製拉近與其本土一樣的測量技術水準。1923 年日人在臺灣的西部以及東北地區，繪製出臺灣最早的地形測量圖。

表三 1926 年本島人（臺灣在籍漢民族）鄉貫別人口（部份資料）

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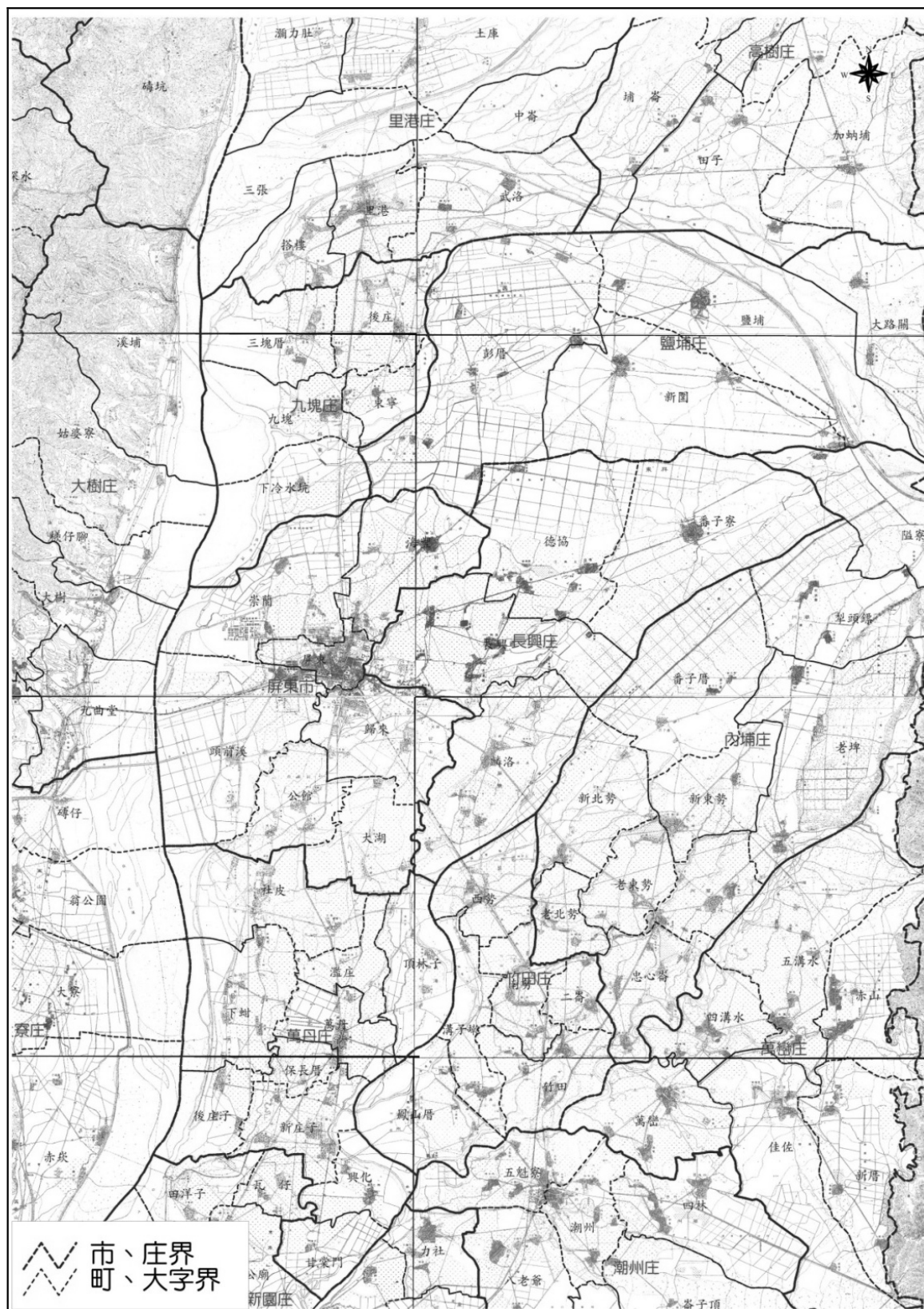
資料來源：1928 年《臺灣在籍漢民族鄉貫別調查》引自臺灣大學法律學院「日治時期統計資料庫」

表四 1930 年（昭和五年）第三次國勢調查種族系統別人口（部份資料）

大 字	總 數			內地人系		朝鮮人系	漢人系				蕃人系				外國人系		
	總數	男	女	男	女		福建		廣東		其他		生番		男	女	
							男	女	男	女	男	女	男	女			
總 數	119 718	61 117	58 601	614	575	1	59 758	57 621	303	225	12	46	49	1	383	130	
同 山 庄	12 727	6 514	6 213	178	173	...	6 175	5 957	21	17	...	10	9	...	130	57	
同前後白街	山峯嶺	3 319	1 647	1 672	119	130	...	1 414	1 478	6	14	...	...	...	108	50	
	峯嶺	658	345	313	...	...	...	333	310	...	...	...	...	...	12	3	
	尾	1 705	871	834	...	...	...	870	834	...	...	...	...	...	1	...	
	尾	199	98	101	...	...	...	98	101	...	...	...	...	...	...	...
峯嶺大挖五	上紅寮	1 334	673	661	...	...	...	673	660	...	1	...	...	...	...	...
	峯嶺	764	397	367	...	...	...	397	367	...	...	...	...	...	...	...
	峯嶺	954	512	442	50	38	...	440	399	15	2	...	...	...	7	3	
	峯嶺	104	52	52	...	...	...	52	52	...	...	...	...	...	...	...
前山	峯嶺	1 029	539	490	6	2	...	523	483	...	...	9	5	...	1	...	
	峯嶺	1 330	704	626	1	...	...	702	625	...	...	...	...	...	1	1	
前山	峯嶺	751	367	384	...	...	...	366	380	...	...	1	4	...	...	...
	峯嶺	161	90	71	...	...	...	90	71	...	...	...	...	...	...	...
前山	峯嶺	419	219	200	2	3	...	217	197	...	...	...	...	...	...	...
楠 梓 庄	15 747	7 882	7 865	296	290	1	7 440	7 513	9	11	...	16	11	...	120	40	
楠土中中風	梓康	2 019	1 030	989	63	65	...	910	899	5	4	...	...	1	...	52	20
	梓康	628	310	318	...	...	...	310	317	...	...	...	...	...	...	1	...
	路山	209	103	106	5	4	...	98	102	...	...	...	...	...	...	...	...
	路山	142	76	66	...	...	...	76	66	...	...	...	...	...	...	...	...
後林橋仕九	勁頭	561	280	281	1	...	...	275	280	...	...	4	1	...	...	...	...
	勁頭	2 283	1 150	1 133	...	...	...	1 140	1 126	...	1	...	7	5	...	3	1
	勁頭	722	360	362	...	...	...	359	361	...	...	...	1	1	...	...	...
	勁頭	1 299	646	653	217	211	1	374	423	3	5	...	...	...	51	14	
頂五白	勁頭	1 498	728	770	10	10	...	709	759	...	...	...	...	...	9	1	
	勁頭	1 710	850	860	...	...	...	845	856	1	1	...	4	3	...	...	...
燕 巢 庄	田林子	371	186	185	...	...	...	186	185	...	...	...	...	...	...	...	...
	田林子	2 422	1 226	1 196	...	...	...	1 225	1 196	...	...	...	...	...	1	...	...
	田林子	1 883	937	946	...	...	...	933	943	...	...	...	...	...	4	3	...
	田林子	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
千溪湖	寨水內	734	397	337	...	...	...	397	337	...	...	...	...	...	...	...	...
	寨水內	430	234	196	3	4	...	231	192	...	...	...	...	...	...	...	...
	寨水內	240	125	115	...	...	...	125	115	...	...	...	...	...	...	...	...
	寨水內	2 053	1 045	1 008	5	5	...	1 037	1 002	...	...	...	...	...	3	1	...
搜搜吊濱濱	寨水內	163	82	81	...	...	...	82	81	...	...	...	...	...	...	...	...
	寨水內	974	483	491	...	...	...	483	491	...	...	...	...	...	...	...	...
	寨水內	731	361	370	...	...	...	361	370	...	...	...	...	...	...	...	...
	寨水內	19	9	10	...	...	...	9	10	...	...	...	...	...	...	...	...
角面	寨水內	102	61	41	...	...	...	61	41	...	...	...	...	...	...	...	...
	寨水內	140	75	65	...	...	...	75	65	...	...	...	...	...	...	...	...
阿 鹿 庄	宿地	242	122	120	...	...	...	121	120	1	...	...	...	...	...	...	...
	宿地	624	332	292	9	3	...	319	283	4	4	...	1	1	...	...	...
中石阿鹿	案 子山	7 251	3 628	3 623	10	5	...	3 583	3 557	5	39	...	16	10	...	14	3
中石阿鹿	案 子山	1 197	589	608	...	...	...	588	608	...	...	...	...	...	1	...	...
	案 子山	1 810	916	894	...	...	...	914	892	...	...	...	...	2	...	2	...
	案 子山	2 088	1 063	1 025	6	4	...	1 046	1 017	...	...	...	2	1	...	9	3
	案 子山	798	390	408	...	...	...	390	408	...	...	...	...	...	...	...	...
中石阿鹿	案 子山	557	250	307	1	...	...	242	266	5	39	...	2	...	2	...	...

資料來源：1930 年第三次國勢調查中間報告引自國立中央圖書館臺灣分館日治時期期刊
全文影像系統

圖三 1923-1928 年日治時期地形測量圖⁴ 行政轄區數值化套疊圖



資料來源：本研究繪製

4 圖資引用資訊：中央研究院，《臺灣歷史文化地圖系統》第一版，（臺北，中央研究院，2003 年 9 月）

伍、初探六堆客家傳統地域實例分析

臺灣的語言方言分布地圖的繪製起源很早，日治時期小川尚義在《臺日大辭典》(1907)所附的〈臺灣言語分布圖〉如圖四，是亞洲最早調查的語言地圖，這張最早的臺灣語言地圖把漢語分成泉州、漳州、客語三種分布區。這張地圖可能是參考臺灣總督府1905年戶口調查資料所繪製而成（臺灣總督府官房臨時戶口調查部1907年刊行），方言區分應該是根據祖籍或民族別資料，不過因為臺灣總督府這次的普查有語言使用調查，因此本圖也算是有語言調查根據（洪惟仁，2010）。由圖四可以看出20世紀初臺灣客家族群大致的分布圖。小川尚義(1907)〈臺灣言語分布圖〉的地圖，地理空間上以大尺度小比例尺來繪製全臺灣，受限於當時調查結果與繪圖技術精細度較為粗略，使得一些分區與族群分布無法在地圖上顯示出來。

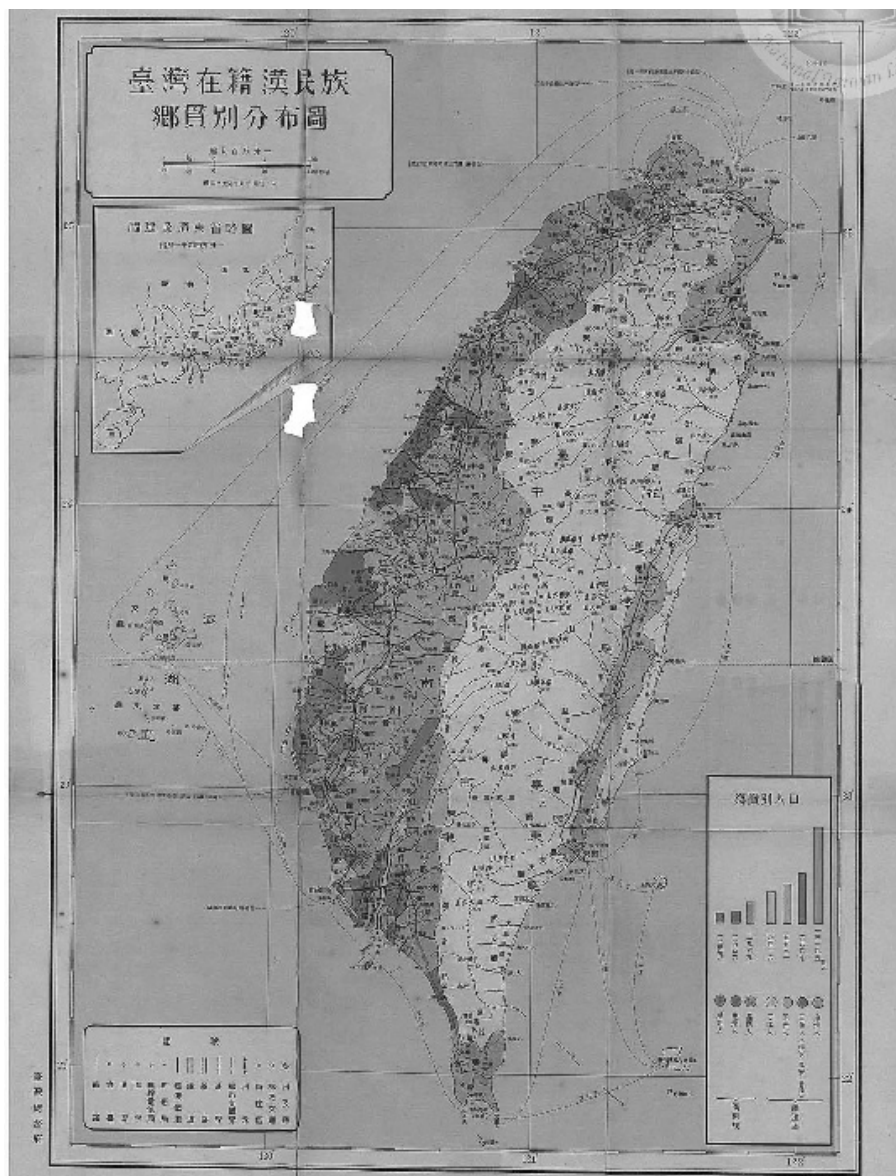
圖四 小川尚義(1907)臺灣的語言方言分布地圖



資料來源：小川尚義(1907)《日臺大辭典》附圖引自國立中央圖書館臺灣分館日治時期期刊全文影像系統

如以祖籍、族群鄉貫做為客家傳統地域區分之依據，1928 年臺灣總督府出版的《臺灣在籍漢民族鄉貫別調查報告》所載的〈臺灣在籍漢民族鄉貫別分布圖〉為最具代表性圖資，如圖五所示。為因應《客家基本法》第六條規定，客家委員會委託顧問有限公司執行〈全國客家人口基礎資料調查研究〉（客委會分別於 2004、2008、2010 年進行調查），主要目的在於明瞭客家族群的認知情形，並依法公告其客家文化重點發展地區。對應前述二份調查報告（圖一與 圖五），這二份分布圖均以「鄉鎮級行政區域」為空間單位，無法區別村里行政區域單位之族群差異。即由於研究尺度過小，大量細節被概括化，所得到的研究結果實為偏頗的估計，研究成為有偏頗的結果。

圖五 臺灣在籍漢民族鄉貫別分布圖地圖



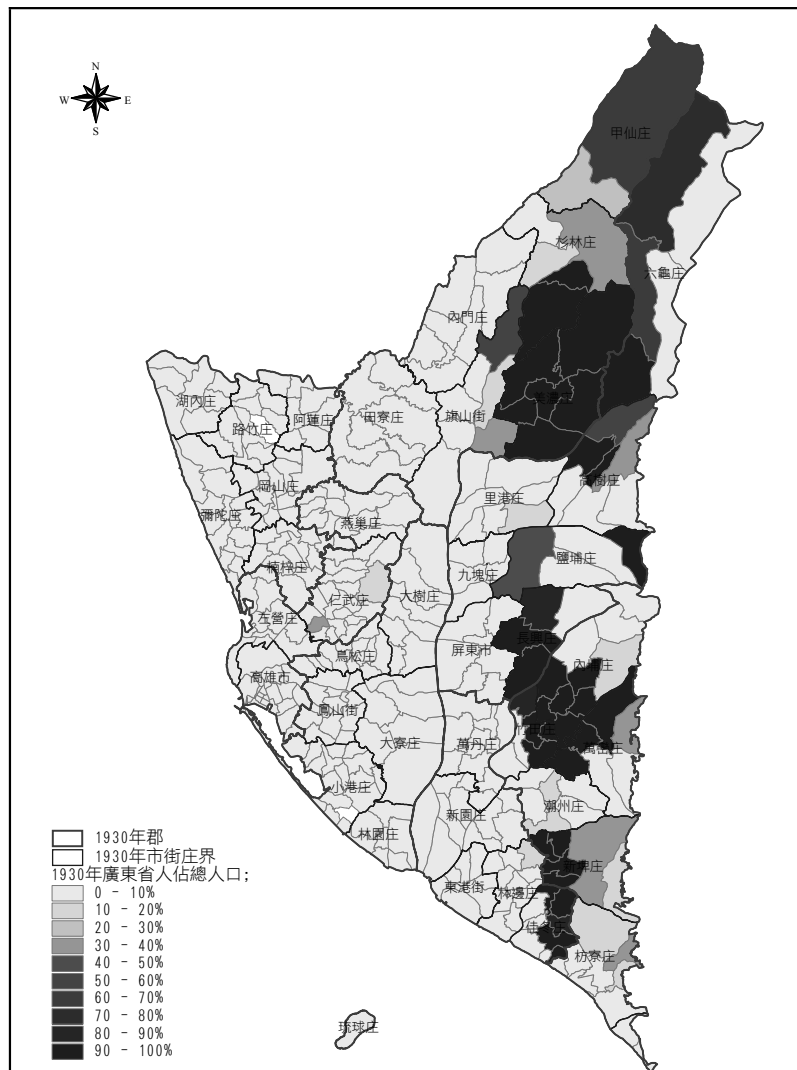
資料來源：原載臺灣總督府(1928)《臺灣在籍漢民族鄉貫別調查》附圖引自國立中央圖書館臺灣分館日治時期期刊全文影像系統

[illegible]

資料來源：本研究繪製

如果比較圖七與圖八二個不同時空尺度客家聚落的分布，可發現除美濃庄外，前述街庄尺度中的客家鄉在町、大字尺度中，街庄範圍內都包含著其他省籍別較多的村里（大字），特別是前述 1926 年《臺灣在籍漢民族鄉貫別調查》中客家籍佔漢籍人口比例 50% 左右的佳冬庄、高樹庄。例如屏東縣高樹鄉各村里中僅廣興村、廣福村（昔稱大路關）與大埔村、東振村、東興村（昔稱東振新、高樹下）等地為客庄聚落，由於人口數眾多，使得高樹鄉易被視為客家鄉；此即本文所提及的區域研究中「尺度的迷思」。

圖七 1930 年第三次國勢調查各町、大字中廣東人佔本島人口比圖

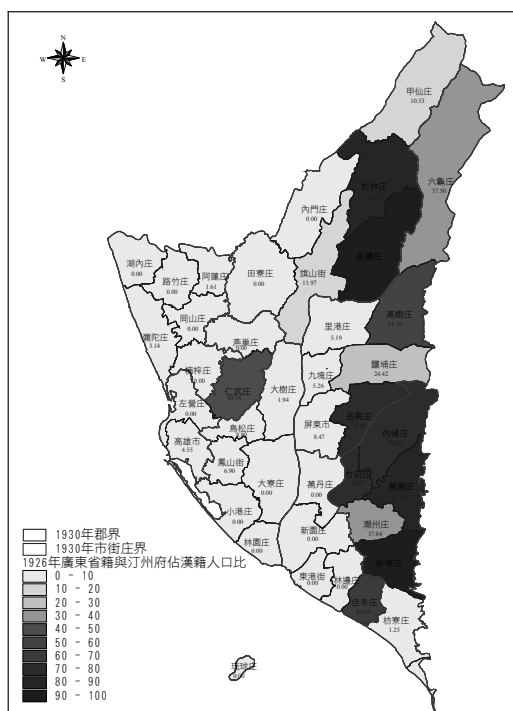


資料來源：本研究繪製

如再將 1930 年第三次國勢調查以「町、大字」空間尺度定義出的客庄，按歷史文獻資料可定義如圖九之「六堆傳統地域」。套疊現今鄉鎮市區圖，可發現過去一直被視為客家鄉中，僅麟洛、美濃為較完整的客家鄉鎮；其餘，如內埔、長治、萬巒、竹田、新埤、佳冬、六龜大部份村里屬客庄；而高樹、杉林、屏東市、鹽埔等為少數客庄的鄉鎮。因此，回歸《客家基本法》規定，如以鄉鎮尺度作為客家文化重點發展地區，將面臨部份非

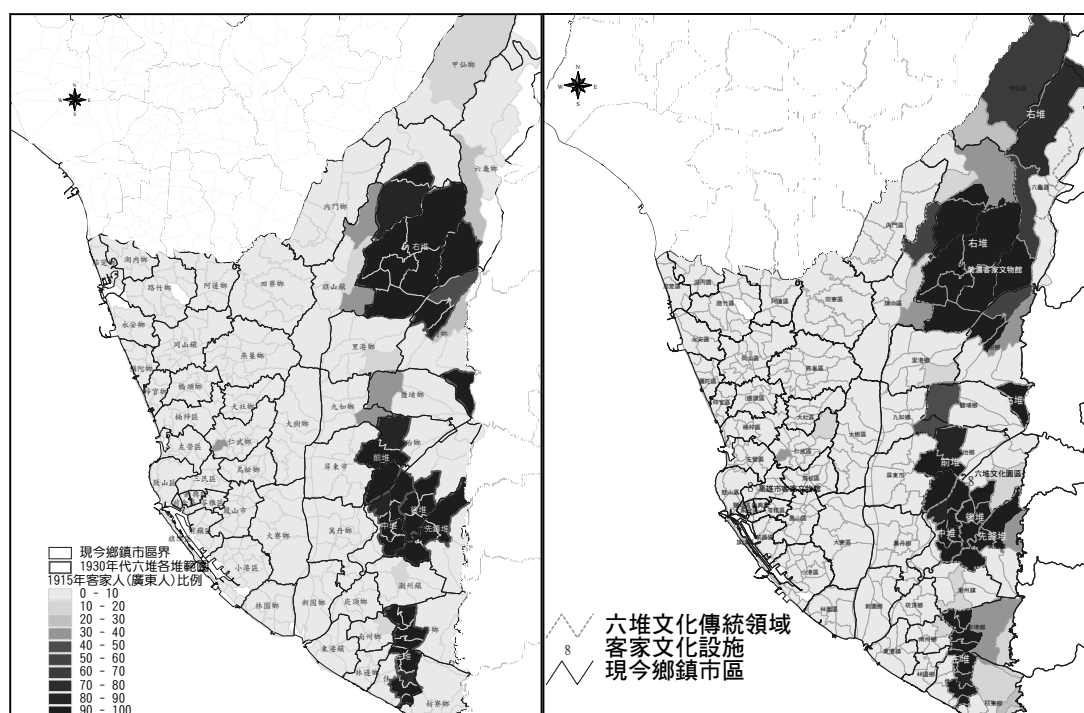
客家聚落納入客家文化重點發展地區。例如，六堆客家文化園區（圖九），地處長治鄉、內埔鄉與麟洛鄉交界，由於對於客家傳統地域的定義不清，使得其區位看似在客家傳統文化地域，而實際上，則是在閩、客文化交匯的區域（原為臺糖農場）。

圖八 1926 年客家籍（廣東省加福建省汀州府）佔漢籍人口比例圖



資料來源：本研究繪製

圖九 1915、1930 年六堆傳統地域與現今鄉鎮市區套疊圖

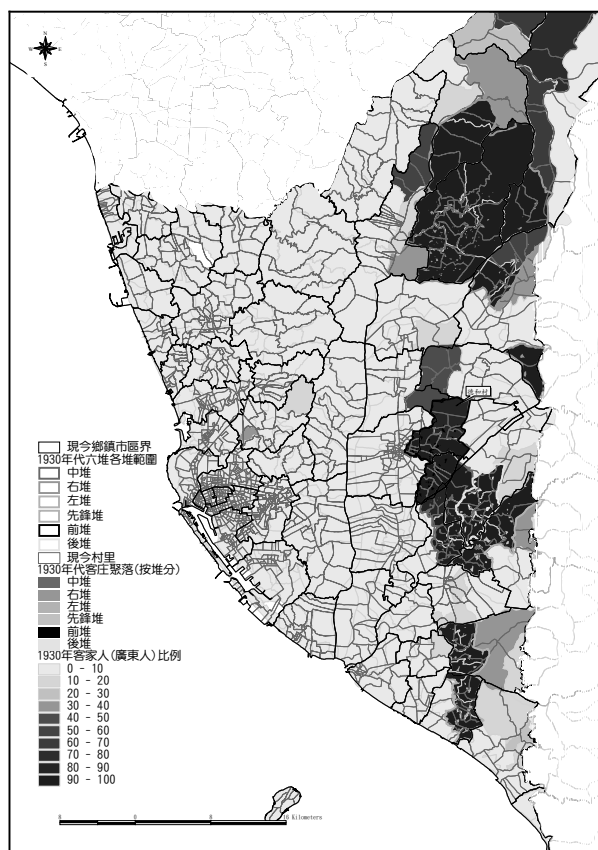


資料來源：本研究繪製

西元 1915 年臺灣第二次臨時戶口調查時期實為日治時期實施南進政策前，當時六堆地區客庄尚未發佈都市計畫，臺鐵屏東線尚在興建階段（1919 年竹田站、西勢站、1920 年臺鐵潮州站設置完成），1920 年（大正 9 年）臺灣實施州治，在此後的近二十年，臺灣治理維持州－郡－（市）街庄等空間三級制，此時的「街庄」治理範圍大致與日後國府時期的「鄉鎮」相當。然而，不論行政範圍如何的變化，地區間交通運輸變得較為便捷，客庄從日治時期以來，地名以及居民的活動範圍，仍不離傳統領域之依存圈（如圖九），並且有往沿山公路擴散之勢。如套疊 1930 年日治時期行政轄區圖與今日行政轄區圖後，可發現 80 年間，六堆地區行政區變了，客庄大部份的範圍仍維持與日治時期的範圍相似。

本文嘗試套疊 1920 年代日治時期地形測量中六堆地區客庄聚落與現今行政轄區，可得圖十結果。可發現不論行政轄區如何調整，客庄仍以居住所在之建築用地聚落為實體，即以鄉鎮、村里不同尺度辨識其傳統地域，仍存在著「尺度的迷失」，如今日長治鄉德和村實為非客庄聚落，在日治時期屬「長興庄」，由於行政區範圍較大，涵當時之臺糖會社農場（今日之德榮村、德和村與德協村），而時隔多年後，原農業用地已為不少農墾移民的福佬聚落。因此，新區域研究的本質強調區域的界限不再只是固定的行政轄區，區域研究透過尺度的流動強調「歷程」(process) 由本文發現：從不同角度的探討方式可使研究的內容更趨豐富，但是研究過程如果忽略「使用不同容器大小，將決定內容物且決定內容物的相互作用」的概念，在行政區的範圍圖式成為「尺度典範」這種「理所當然」的尺度界定下，事實將被隱藏或混淆，也會導致表述或理解研究成果時以全概偏，而犯了「尺度的區群謬誤」。

圖十 1930 年六堆傳統地域、客庄聚落與現今村里套疊圖



陸、結論與建議

你用什麼方式看世界，世界就以什麼方式回報予你。

-Burt,2003

依照《客家基本法》第六條規定，客家委員會應就客家人所為之人口調查統計結果，對客家人口達三分之一以上之鄉（鎮、市、區），列為客家文化重點發展區，加強客家語言、文化與文化產業之傳承及發揚。客委會自 2004 年起，陸續於 2008 年、2010 年間，以「鄉鎮級行政區域」為空間單位，委託顧問公司執行〈全國客家人口基礎資料調查研究〉，其主要目的在明瞭客家族群的認知情形。然而，鄉鎮市區是否就是最佳的區域研究尺度呢？透過本文很清楚地，當我們改變尺度，問題及答案是不同的。

客委會以現今客家人口分布的調查成果去辨識傳統客家地域，試圖找出客家傳統地域，首先，忽略了今日為一交通便捷、族群多元互動、多重認同、母語表達能力快速消失、衰退的社會。特別是，語言消失或萎縮的速度比族群認同的變化來得快。其次，以「鄉鎮市區」空間尺度為單位，未考量到行政區區劃的更動，以及日治時期市庄與今日鄉鎮範圍並非完全一致。其三，以「鄉鎮市區」空間尺度為單位，因為聚焦於一些事物，將研究中某程度聚焦於某偏好的特別事項上。研究尺度過小，大量細節被概括化，研究成為有偏頗的估計，不能正確揭示研究對象的本質。

本文發現，藉由區域尺度的流動性以不同尺度來理解現象，並透過歷史地圖資料結合，就二個不同空間尺度間的族群調查資料，進行人口資料對照與爬梳，對於探尋六堆客家聚落傳統地域空間關係，具有其重大意涵與貢獻。這樣研究實例操作結果，呈現除了麟洛、美濃為較完整的客家鄉鎮外；餘如屏東縣的內埔、長治、萬巒、竹田、新埤、佳冬、高雄市六龜等鄉鎮市，管轄範圍內大部份村里屬客庄；而高樹、杉林、屏東市、鹽埔等鄉鎮市，則為僅少部份村里為客庄的鄉鎮；例如屏東縣高樹鄉由於部份村里其客家人口數眾多，且佔全鄉達一定比例 (1/3)，使得高樹鄉時常被視為客家鄉鎮；又如佳冬鄉右鄰林邊鄉側的部份村庄（大同村、羌園村、燄塹村、塹豐村等）實為福佬聚落，如將佳冬鄉視為客家文化重點發展地區似乎不太妥適。

這樣的成果說明了單以「鄉鎮行政區域」為單位，做為客家傳統地域的判斷依據而導致偏誤的結果（誤差）。故本文建議客家委員會依《客家基本法》公告「客家文化重點發展地區」時，應思考以 1930 年第三次國勢調查資料以町、大字（村里）為尺度，劃定客家傳統地域，配合 1926 年《臺灣在籍漢民族鄉貫別調查》成果，以街庄（鄉鎮）為尺度，利用漢人鄉貫中客家籍比例，在不同空間尺度對照下，輔助劃訂出六堆客家文化傳統地域，並以實際傳統客庄做為客家文化重點發展地區的依據。最後新區域地理研究認為區域的界限不再只是固定的行政轄區，經由地方經貿、文化的流動，使得客庄地域有複合重疊的動態，區域研究透過尺度的流動，將研究標的聚焦於區域組成及區域轉型的過程。本文受限於文章篇幅，無法適度從區域可建構及敘述特殊的空間社會關係進行研究，建議後續從事此方面研究者，可從區域重塑過程，族群社會和文化的認同進行討論。

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字典取名學與章法學關係析論

The Relationship between “Wisdom for Choosing Names in a Dictionary” and “Wisdom to Analyze an Article”

謝明輝*

Ming-Hui Hsieh

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摘 要

章法學主要研究文本資料並分析其內容，而這些文本資料須仰賴別人創作的素材，而分析的目的只是為了瞭解文本意思而已，而這文本分析主要在短篇的古典詩文，若是長篇的現代文章，則章法學無法作出有效分析。綜觀現今科技時代，研究文學者已比三四十年前的時代還少，章法學不能只在狹小的暗房玩自己的遊戲，應該注重更實用的知識和技能，方法上應更重視創造性，材料上應隨心產出，隨時有分析的文本。

鑑此，謝明輝發明了字典取名學，這語文新學問將不斷產出新的短文和對聯素材，以供章法學去分析，分析之餘，又可提供讀者實用的取名技能，這兩種學問的聯姻將成為語文教育的新樂園。字典取名學是由兩個子系統所組合而成，一是井字格取名法，一是姓名對聯，兩者皆能產出章法學分析的素材。筆者將試舉陳滿銘教授取嬰兒名為例，先用井字格取名法幫他取一個很棒的兒子名，再將此名的詮釋擴充成一短文，然後分析其章法，再為其兒子名創作一嵌首式的姓名對聯，並詮釋而成一短文，再分析其章法，又將姓名對聯融入自傳，形成自傳篇章，再分析其章法。如此則章法學所賴以分析的文本不再依傍古典詩文，這古典詩文僅對中文學界發揮作用而已，一般社會大眾根本視之無物。若能結合字典取名學之實用文本產出，再加以分析，這樣就可兼顧實用及分析文本的雙重目標。

關鍵詞：井字格取名法、字典取名學、姓名對聯、章法學、語文教學

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Abstract

The Wisdom to Analyze an Article is mainly to analyze the text and its contents, however, the text would rely on the literary works for the writers to create. The purpose of the analysis is only to understand the meaning of the text. While text analysis is mainly for short classical poetry, it can not analyze long essays. Currently, there are fewer researchers of literature than thirty or forty years ago. The Wisdom to Analyze an Article should focus on more practical knowledge and skills, and put more emphasis on creative methods in order to produce literary materials to be analyzed.

Thus The Wisdom for Choosing Names in Dictionary, which can output literary materials like new essays and couplets to help The Wisdom to Analyze an Article to analyze literary works. assist Professor Chen Man-ming to choose a good name for his son with the method in 井. Then I expand this name to a short essay, and analyze its structure, and integrate the Name Couplet into an autobiography. Finally, I analyze the autobiography of Name Couplet. That is to say, The Wisdom for Choosing Names in Dictionary will produce the text for The Wisdom to Analyze an Article.

Key words: The Method of Name-Choosing with 井, The Wisdom for Choosing Names in Dictionary, The Wisdom to Analyze an Article, Name Couplet, education of language.

壹、前言

一門新學問的興起必有其因。對章法的討論，可追溯南朝的《文心雕龍》，《文心雕龍·章句》：「夫人之立言，因字而生句，積句而為章，積章而成篇。篇之彪炳，章無疵也。」¹而真正將章法系統化而稱之為章法學應起於陳滿銘教授。他研究這門學問的起因是如何教國文，亦即如何切入國文教材的文本，使學生如理解文章大義，達到閱讀目的。²除了發表章法相關論文或專書，他也建立研究團隊，指導研究生，推廣章法學理念。首先，辨明章法定義，他說：

所謂「章法」，探討的是篇章內容的邏輯結構，也就是聯句成節（句群）、聯節成段、聯段成篇的關於內容材料之一種組織。³

再次，又拈出章法四大律，涵蓋章法學的內容。他指出：

其他的意見經整理之後，我們可以發現「秩序」、「變化」、「聯絡」、「統一」四大原則，可以大致涵蓋章法的內容。因為辭章首先必須言之有序，才能使人一目瞭然；其次要注意加以變化，才不致板滯；再說辭章若沒有顧及聯絡照應的話，便會如同一盤散沙；而最重要的是，創作的目的乃在表達意旨，因此使全篇向主旨（綱領）靠攏，形成統一，是必不可少的。⁴

目前已分析出四十種章法⁵，並認為還有新的章法和結構待發現。⁶而篇章結構有縱向和

- 1 梁·劉勰著，陸侃如、牟世金：《文心雕龍譯注》（濟南：齊魯書社，1996年11月第2次印刷），頁426。
- 2 陳滿銘曾表示：「就在三十幾年前，為了講授『國文教材教法』這門課程之需要，不得不接觸『章法』。記得有滿長一段時間，為了要弄懂章法，只好埋在古今人書堆裡摸索，卻始終不得要領。於是改弦更張，先以捕捉到的有限『章法』，切入各類文章，作一檢視；再就所發現的『章法』現象，加以、統整，以求得通則。」詳見陳滿銘：《章法學綜論》（台北：萬卷樓，2003年），頁1。
- 3 陳滿銘：《多二一(0)螺旋結構論》（台北：文津出版社，2007年），頁89。
- 4 仇小屏：《文章章法論》（台北：萬卷樓，1998年），頁22。
- 5 他說：而目前所能掌握之章法，將近四十種，那就是：今昔、久暫、遠近、內外、左右、高低、大小、視角轉換、時空交錯、狀態變化、本末、淺深、因果、眾寡、並列、情景、論敘、泛具、虛實（時間空間假設與事實虛構與真實）、凡目、詳略、賓主、正反、立破、抑揚、問答、平側（平提側注、）縱收、張弛、插補、偏全、點染、天（自然）人（人事）、圖底、敲擊等。這些章法，都可以依秩序原則，形成「順」與「逆」的兩種結構。」詳見陳滿銘：《章法學論粹》（台北：萬卷樓，2002年），頁302。
- 6 在已發現的約四十種章法，就可以形成一百六十種的結構。而這種章法與結構，也會繼續增加。因為章法是「客觀的存在」，只要有作者將這種「客觀的存在」的邏輯條理新用於辭章之創作上，即可被發現，而增加新的章法與結構。詳見陳滿銘：《篇章結構學》（台北：萬卷樓圖書有限公司，2005年），頁130。又可參考仇小屏對三十四種章法作簡介，仇小屏：《深入課文的一把鑰匙：章法教學》（台北：萬卷樓，2001年2月初版，2002年6月再版），頁291-308）

橫向，在分析情理事景時，須多方考量，才能作出正確判斷。⁷

筆者再放眼海峽兩岸的章法學研究概況，鄭韶風在〈漢語辭章學四十年述評〉一文指出，四十年來，研究漢語辭章學有三支隊伍，最早一支在北京，以呂淑湘和張志公為首；一支在福州，由鄭頤壽帶領；一支在台灣，陳滿銘為核心領袖。⁹由此可知，章法學在這四十年來的推廣，已成為國文教學的新學問。¹⁰

不過，每種學問都有它生存的時空環境，章法學在未來幾十年應該與字典取名學合作。綜觀現今科技時代，研究文學者已比三四十年前的時代還少，章法學不能只在狹小的暗房玩自己的遊戲，應該注重更實用的知識和技能，方法上應更重視創造性，材料上應隨心產出，隨時有分析的文本。鑑此，謝明輝發明了字典取名學¹¹，這語文新學問將不斷產出新的短文和對聯素材，以供章法學去分析，分析之餘，又可提供讀者實用的取名技能，這兩種學問的聯姻將成為語文教育的新樂園。字典取名學是由兩個子系統所組合而成，一是井字格取名法，一是姓名對聯，兩者皆能產出章法學分析的素材。筆者將試舉陳滿銘教授取嬰兒名為例，先用井字格取名法幫他取一個很棒的兒子名，再將此名的詮釋擴充成一短文，然後分析其章法，再為其兒子名創作一嵌首式的姓名對聯，並詮釋而成一短文，再分析其章法，又將姓名對聯融入自傳，形成自傳篇章，再分析其章法。如此則章法學所賴以分析的文本不再依傍古典詩文，這古典詩文僅對中文學界發揮作用而已，一般社會大眾根本視之無物。若能結合字典取名學之實用文本產出，再加以分析，這樣就可兼顧實用及分析文本的雙重目標。

若章法學和字典取名學要合作的話，從寫作觀點切入，可連結這兩種學問。字典取名學的寫作三部曲為：姓名寫作、對聯寫作和自傳寫作，透過以姓名文字為線貫串寫作模式，從而產生文本，再用章法學分析。亦即由學生創作文本，而非經由古人文本，學生自行分析，而非老師分析給學生看。以下我則是要依此觀點展開論述。

貳、井字格取名法提供章法學分析材料：漢字延伸成短文

7 文章的篇章結構，含縱、橫兩向。其中縱向的結構，由內容，也就是情、理、景、事等組成；而橫向的結構，則由邏輯層次，也就是各種章法，如今昔、遠近、大小、本末。詳見陳滿銘：《章法學綜論》（台北市：萬卷樓），頁176。

8 陳佳君指出：「由於物像紛繁，思維多端，故情、理、事、景的搭配皆有可能出現，因此在處理上需特別注意。大致上來說，寫景言情屬本節所論之「情景法」，敘事議論者，則是「敘論法」，而即景說理或敘事抒情者，則可用「泛具」法分析。總之，在選擇章法分析結構時應多方考量，以最能表現作品的特色為要。」詳見陳佳君：《虛實章法析論》（台北：文津出版社，2002年11月），頁66。

9 詳見鄭韶風〈漢語辭章學四十年述評〉，收入陳滿銘，《章法學論粹》，頁435-442

10 例如，翰林版無敵高中國文（六）隨身讀，書中正是採用章法結構來分析課文。只是書中所用的詞與陳滿銘教授的章法術語不同，我覺得不需去套用這40種章法術語，直接就課本本身的詞語去分析，較佳。

11 字典取名學之相關理論和實踐，詳參謝明輝：《應用華語文：以字典取名學為例》（高雄：麗文文化，2012年8月）。

我們目視井字格圖，很容易發現中間部份存有許多附有形音義的漢字群，其間可用部首區分，此為井字格取名法的一大特色。兩格中的漢字本屬各自意義，但在搭配後，構詞形成更豐富意義，再延伸成短文，則產生更完備的人生意義。上圖中，我幫陳滿銘兒子取名為陳侯銓、陳俞禕和陳泳鉞等三種選項。第一組侯銓之名中，侯是官名，銓是權衡，兩種各有意義，但經名字化後，它們組合後的新義是，期待兒子能當政治人物，步步高昇，謀得高官之位，做事公正，不作貪官，奉公守法，做人民愛戴的父母官。第二組俞禕之名中，意指人生中行事能從容自得，獲得美好的成果。第三組泳鉞之名中，從字形拆開角度看，與其父滿銘的部首相同，從水和金部，合二字可解釋為做任何事永遠成功。在字音上，泳為仄聲，鉞為平聲，聲調有變化。因此，最後我選擇泳鉞作為滿銘之子名。

以上筆者透過井字格取名法產出許多漢字和名字詞語，接下來是如何利用這些名字詞語產生篇章，然後再分析章法。注意的是，傳統的課堂上，是由教師分析古詩文章法，幫助學生理解課文含義，但這文本是仰賴古聖賢而完成。但本文主張文本由學生創作，章法由學生分析，因此課堂上，以學生為主體，教師傳授章法後，主要由學生去思考自己所創作的文本。這將激發學生更多文學創意，達到師生學習雙贏局面。而這源源不絕的文本產生可以借助井字格取名法。

同時具備章法學和字典取名學知識的老師，在實施井字格取名法後，開始設計問題與學生互動，試著運用井字格內的漢字來產生文本。如以下三個問題：

1「試將井字格取名法之心得寫下，自訂題目，文體不拘。」2「井字格中，哪個字代表你現在的心情，為什麼？」3「試以井字格中任一字為題，寫一篇作文。」就第一題而言，欲將心得寫下，必然對取名法有深刻的認識，筆者運用井字格取名法為陳滿銘教授之子取為泳鉞，過程中一定思想紛紜，經由學生自行取名，自行就此問題寫心得，自然就產生文本，筆者試作範文如下：

1 試將井字格取名法之心得寫下，自訂題目，文體不拘。

「從井字格撈出泳鉞」

我的名字取為泳鉞，是運用井字格取名法取的。上完這堂課，我發現此法的特點有二：一是落實語文教學，二是增加漢字敏感度。

就我所知，有些老師會幫學生取名，他們大都用的是經典法，因為看的書多，而從古書去挑取名字，如姓顏的同學，從古籍「書中自有顏如玉」之句摘錄下來，取名為顏如玉。除了經典法外，還有較常見的算命法。算命師排你的生辰八字，配合陰陽五行，取出的名字，號稱是前途無量，像謝明輝三字，就是他父母去找算命師，付了一些錢取出來的。

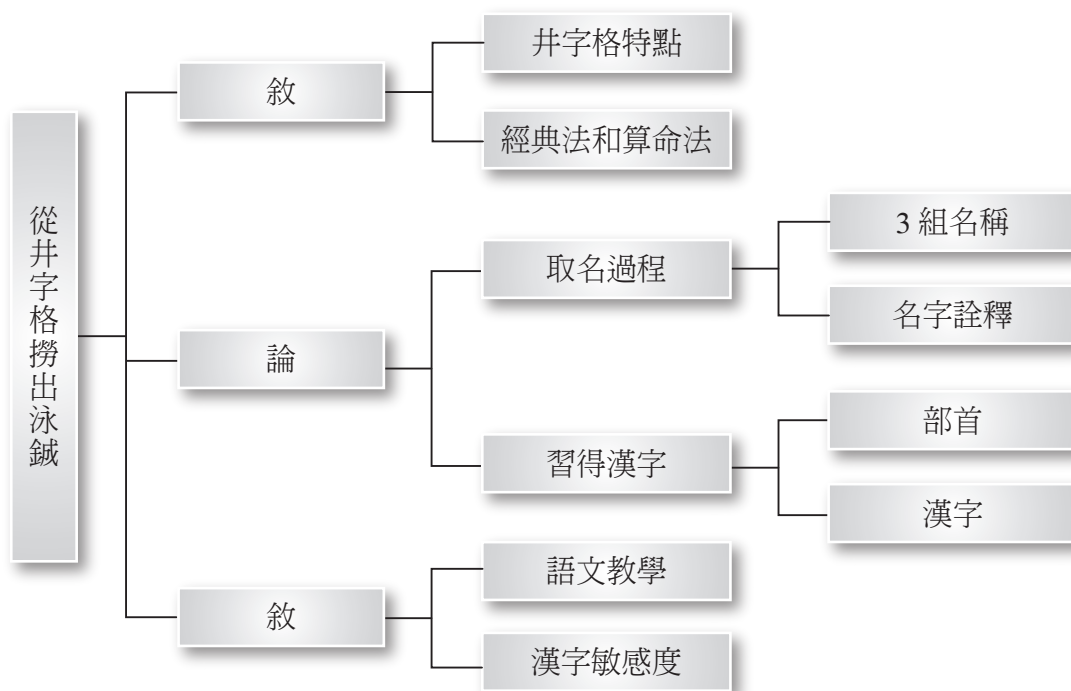
現在謝明輝發明了井字格取名法，超越前賢的取名成果，兼具教學和語文兩大意義。我叫陳泳鉞，是井字格取名法的受益者。取名過程中，原先有陳侯銓、陳俞禕和陳泳鉞三組可供選擇，後來我選泳鉞，是因為父親滿銘的字偏旁有水和金部，且經由我的字義創造解讀，讓我感到做任何事都將永遠成功的喜悅，也因此培養樂觀積極的

人生態度。課堂中，我學到這個取名方法後，將來也能幫我小孩取名，這樣的語文教學讓我獲益不少。

其次，我學了一些漢字，像禕、岷和琿等字，從它們的部首得知，這三字分別和示山玉等意義有關，訓練出我的漢字敏銳度，禕解釋為美好，應該是與求神得福連結。而查字典時的選字，我必須逐一將漢字形音義看清楚，咀嚼一番，然後挑選出有意義的字填上井字格內，這無形中都讓我對漢字有新的體認。

井字格取名法若能運用於各級學校的語文課程中，必然受到學生的歡迎，畢竟他們學到了取名藝術或實用技能，這種落實於教學和漢字敏銳度的取名法，在過去的中西方課堂上，確實不曾見過，的確是一項語文新學問，我期待它能開花結果，做出更大的貢獻！¹⁴

就章法學角度，本文分析結構為論敘法。¹⁵本文共分四段，旨在說明井字格取名法的特點及作者對其感想。第一段先揭出此法的特點有二，第二段敘述其他種取名方法，經典法和算命法，第三段則論此法的特點，第四段敘述強調此法之特點。換句話說，其結構為主要是由先敘後論的結構組成。一二段為敘，三段為論，四段為敘。如下圖所示：



第一二段敘中，指出井字格取名法之兩個特點，兼提另兩種取名法，經典法和算命法。第三段論中，主要從取名過程和觀摩漢字兩方面來論述井字格取名法的特點，兼具

14 本文經投稿已刊登在《台灣新聞報·西子灣副刊》，2013年9月3日，網址：<http://www.newstaiwan.com.tw/index.php?menu=newst&ms=9&nnid=147625>

15 論敘法的定義是，將抽象的道理與具體的事件結合起來，使之相輔相成的一種章法。詳參陳滿銘：《章法學綜論》，第二章〈章法概說〉，十五、論敘法，頁25。

教學和語文學習的意義。取名過程是就井字格中選出三組名稱，再對其作內涵詮解，亦能透過部首觀察而增加漢字敏感度。第四段再總結本文所論的井字格取名法乃兼具語文教學和增加漢字敏感度。由上列的章法結構圖的層次分析，的確對文本的理解收到極好的效果。而文本的產出是在操作井字格取名法後，學生所發想而產出的文本，而非古詩文之文本。

除了讓學生產出取名心得的作品外，老師亦可再設計其他與井字格相關的問題，讓學生去思考及創作。學生面對井字格取名法的課程內容，必然覺得很新鮮，心中起伏較大，故配合課程需要，從井字格的字群來挑一個，這種全面的觀察漢字，亦能增進漢字學習效果。筆者試作範文如下：

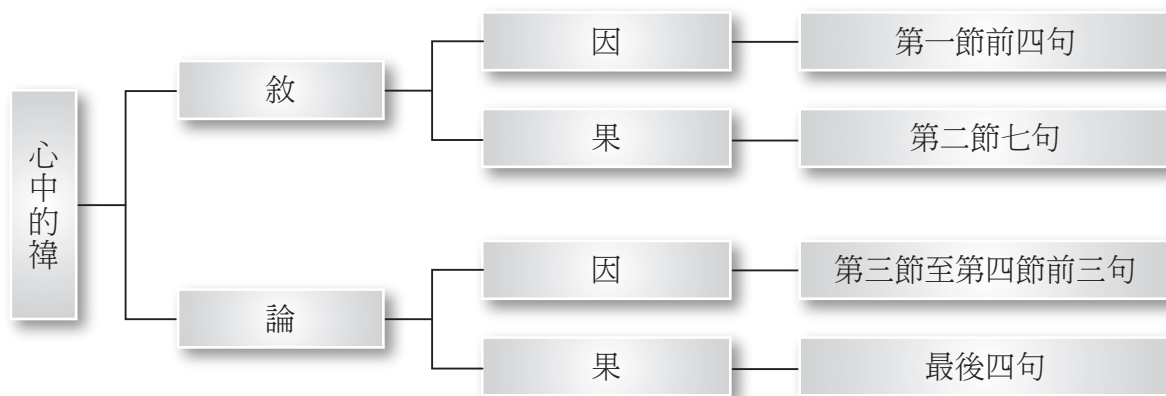
2 井字格中，哪個字代表你現在的心情，為什麼？

「心中的禕」

禕與我玩躲貓貓 / 躲在字典裏 / 用盡各種方法和眼力 / 就是找不著
 躲了幾千年後 / 在偶然的機緣下 / 我學了井字格取名法 / 透過取名參考表 / 依照特別的查字典步驟 / 翻撥層層字霧 / 禕終於出現了
 禕與伊同音 / 所謂伊人 / 在書一方 / 我倆雖隔字海 / 但仍相依 / 相依則美好
 井字格裏 / 茫茫字海 / 俊信侯琿熊 / 只有禕字美好 / 禕伊依一 / 在我心中 / 始終如一

16

此詩共分四節，此詩屬敘論結構。一二節為敘，三四節為論，而下層則為因果結構，如下圖所示：



在井字格中，我挑選了禕字代表我的心情，它有美好之義，於是用新詩體寫成，主要透過作者經由字典尋找到禕的喜悅為本篇主旨。詩的開頭用一種俏皮口吻表現我與禕玩躲貓貓的遊戲。第一節「禕與我玩躲貓貓」至第二節末句「禕終於出現了」是在敘述禕在幾千年前就創造出來了，但我卻在井字格取名法中找到了禕，認識了她的美好。接下來論述為何美好，及在我心中的意義。透過同音，延伸禕的意義，有專一、相依、伊人等義，強

16 本文經投稿已刊登在台灣新聞報西子灣副刊，2013年8月22日，網址：<http://www.newstaiwan.com.tw/index.php?menu=newst&ms=9&nnid=147062>

調喜歡偉字是因她美好，同時表達專一之情。依結構圖來看，很清楚表達此詩之含義。就章法而言，第一層是敘論結構，第二層是因果關係。學生在文本產出後，又自我分析，必然對文學創作感興趣，無形提昇語文能力。

既然學生是從字典依部首挑出喜歡的字，那他們對一些字應該有一些想法，故可就一字為題來抒發己見，筆者試作範文如下：

3 試以井字格中任一字為題，寫一篇作文。

「俠」

俠有兩種涵義，一種是會武功的，一種是俠義精神。俠當形容詞時，都可能具備這兩個意涵，如俠士、俠客、俠骨等。若再加上職業屬性，則可成俠師、俠醫、俠工、俠農、俠政、俠商等。古代的俠或小說中的俠，通常是具備武功的，像金庸《笑傲江湖》筆下的令狐沖，或是司馬遷《史記·遊俠列傳》中的郭解、朱家。而現代，俠已廢掉武功，突顯俠義精神。

林杰梁醫師，他是長庚醫院臨床毒物科主任，長年洗腎，因肺部感染併發多重器官衰竭而死，得年 55 歲。由於長期與毒物抗戰，常與執政當局或食品廠商辯駁，為民眾健康把關，素有俠醫之稱。俠醫是指他在醫學領域有卓著的貢獻，並具俠義精神，為民眾把關有毒食品，不受利益誘惑，亦不受強權威脅，勇於揭發廠商偷工減料醜聞。除了破除傳統健康舊觀念，如解毒餐和生機飲食，他還提出健康的十種吃法，在網路上流傳影響。

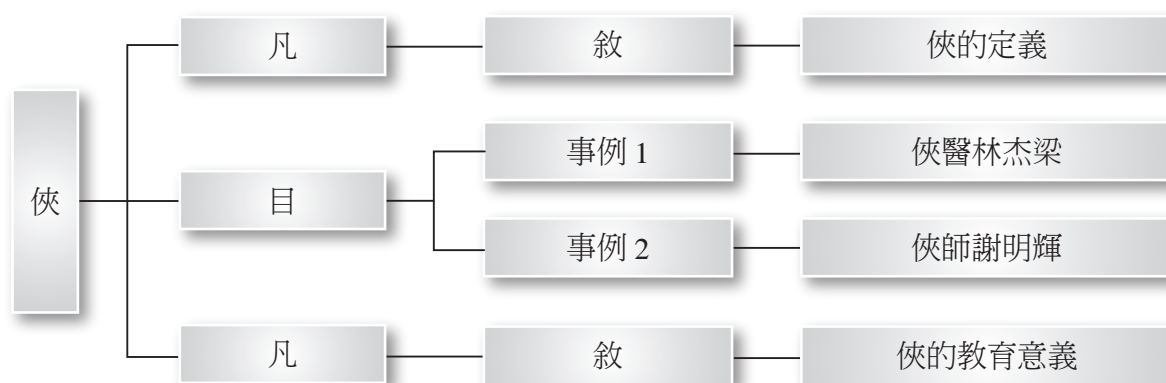
謝明輝老師，發明字典取名學，他正努力將這門新學問推廣給世人知道。他已將語文新理念發表在專書、期刊論文及開設相關課程。謝老師正處於拓荒的階段，勇於向執政當局建言，雖獲政府相關單位及教育部的正面回應，但尚未形成一股風潮，落實於教育課程。語文教育的創新及國際連結是刻不容緩之事，但未有遠見的部份學者，仍安於現狀，不願改變。謝老師在艱困的時代中，正在流浪博士的浪潮下，載浮載沉，但他不畏惡風惡海，仍堅持信念，勇於推廣新理念，我相信他未來會成功的，我們應尊稱他為俠師。

俠醫和俠師都代表某種領域的俠義精神，不畏時流，勇於創新，堅持理念，接受挑戰，推廣國際，將為時代留下俠的教育典範。¹⁷

本文就章法學可將結構分析為凡目法¹⁸。本文共分四段，透過俠醫和俠師之例，強調俠的精神，即教育意義。第一段為凡，指出俠的涵義有二，第二三段則分別舉俠醫和俠師為例，目一和目二。第四段為凡，總結俠義精神，提出俠的教育真諦。章法分析圖如下所示：

17 本文經投稿已刊登在《台灣新聞報·西子灣副刊》，2013 年 9 月 2 日，網址：<http://www.newstaiwan.com.tw/index.php?menu=newst&ms=9&nnid=147547>

18 凡目法的定義是，在敘述同一類事、景、情、理時，運用了「總括」與「條分」來組織篇章的一種章法。詳見陳滿銘《章法學綜論》，頁 27。



上圖中，第一段總括俠的定義為二：武力的，精神的，且提出現代意義則是俠的精神。總括精神意義的俠後，二三段則為兩目，舉出兩個具體事證，一是俠醫，一是俠師。最後再回到總括，俠的精神即在教育意義。

以上舉三段借由井字格取名法的課堂思考點，筆者讓學生自行創作短文，再運用章法學的知識加以分析個人作文的章法。由於井字格取名法的漢字產出後，會增加學生的文字敏銳度，且查字典的過程中，會激發很多創作的潛能，這種方式的創造文本，總比傳統一句式題目的作文還有趣，並且具實用性。這三種創造文本方式只是起頭而已，老師還可依井字格取名法的課堂實施經驗，再設計更多的問題討論，豐富井字格取名法的寫作方法，如習作井字格內某漢字的起源演變。

參、姓名對聯提供章法學分析文本：名字延伸成短文

當筆者運用井字格取名法取出人名後，接著以名字為首作一姓名對聯。¹⁹現試以泳鉞為首，作一幅姓名對聯，如下：

泳通章法聞國際，鉞就千文析妙華。

對聯僅有兩句，但所含括的意義很廣，可再聯句而成章，產出文本，如下所示：

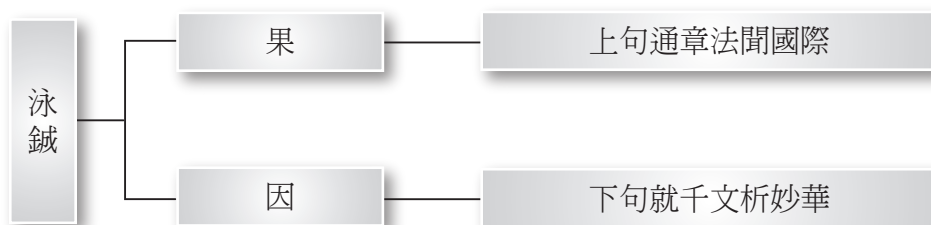
此姓名對聯的涵意是，我的專長是研究篇章章法，透過章法分析使讀者對文章義理之結構有一清楚瞭解，並希望此項技能揚名國際，得到國際社會的認可。別小看這門章法學，它必須經歷千篇文章的分析經驗，始能逐漸獲得文章精華，從中得到啟迪。

上列短章是根據對聯而擴展，因此筆者主要針對姓名對聯分析章法即可。此對聯可分析為因果法。²⁰由於滿銘之子欲繼承衣鉢，故泳鉞須閱讀多篇文章並分析其要旨，這是下

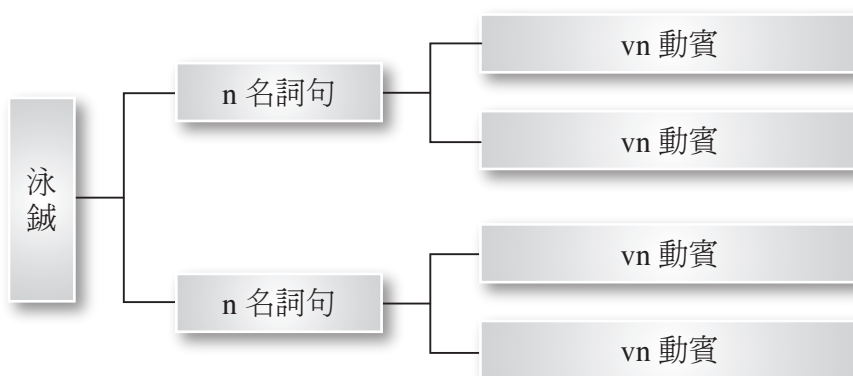
19 創作姓名對聯的方法和原則，請參謝明輝《應用華語文：以字典取名學為例》（高雄：麗文文化，2012年）。

20 所謂因果法，是指由一因一果所組合而成的一種章法。詳參陳滿銘《章法學綜論》，頁23。

句，爲因，而熟練後始能對章法學精通並發揚光大使之成爲國際化學問，這是上句，爲果。章法分析圖如下所示：



上圖可看出果在上句，而下句爲因，下句是章法學習歷程，上句則是期望章法學能推銷全世界的結果。而姓名對聯除了內容可用章法分析外，其語法分析亦可，請看下列語法分析圖：



由於泳鉞是人名，代表自我本身之義，先不管其實際涵義。²¹其他六字須要分析，上句「通章法聞國際」，可分析成「通章法」和「聞國際」兩個詞組，其語法爲動賓結構，動詞加名詞的組合。下句「就千文析妙華」之語法結構與上句同，屬動詞加名詞的組合。分析後，有助理解姓名對聯涵意。我們再看另一對聯：

燁血果決瀟灑駛，詰學慎守輕鬆超

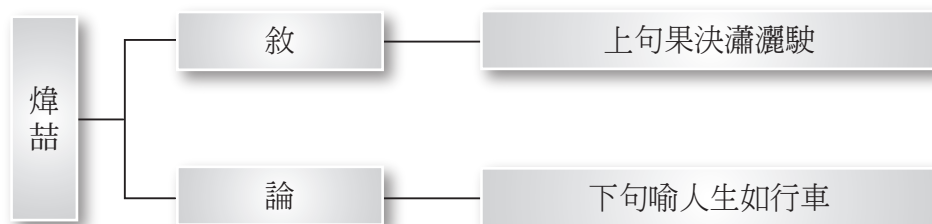
意義：燁是深紅色的意思，深紅色的血液就是因為血液沒有足夠的流動，代表冷靜的意思，在道路上，唯有冷靜的思緒和果決精準的判斷才能在茫茫車海中瀟灑又自在的奔馳。然而道路的行車規矩卻是繁雜且嚴謹的，因此俗話說：「守法是回家最安全的路」唯有慎守這些至尊法則，才能在路上輕鬆自在，既不會造成別人的困擾，自身安全也多一分保障。有了諸多優勢後，在超車上自然也能做到「眼到、手到、腰到，車就到」的境界。

此理念看似只與道路上的行車較有關聯，其實不然。馬路就像人生一樣，只有冷靜和果斷才能在人生的道路中盡可能得做出正確的決定。除此之外，人生中尚有許多

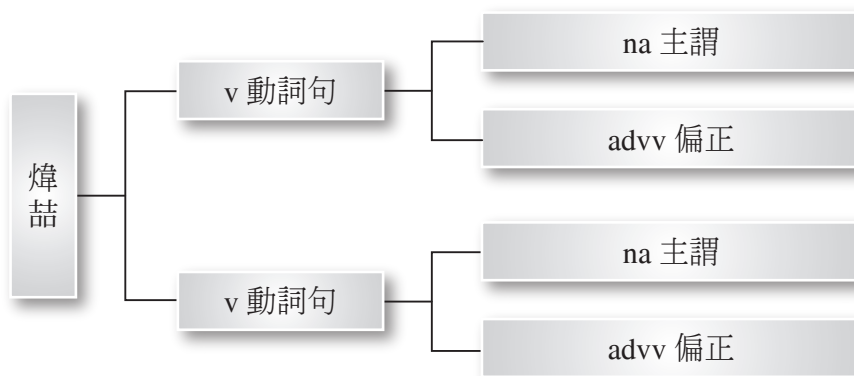
21 關於姓名對聯的創作方法及原則，詳參謝明輝：〈初探創作姓名對聯之具體策略及其應用〉《台灣科技大學人文社會學報》第8卷第4期，頁325-345，2012年12月。

原則必須遵守，就像交朋友的真誠、待人處事的原則一樣。若這些原則都能做到，要超越別人就變得更加得心應手了。（中山大學 國文二午班 機一乙 淞喆）

此聯結構為論敘法。短文是學生詮釋姓名對聯的第二文本，它可幫助我們修正姓名對聯的寫法，但暫不管它，筆者透過短文的詮釋，更能分析出章法。上句是敘述學生能果斷而自在奔馳於車海中，而下句則是論人生意義如同行車，唯有謹慎始能超越他人。分析圖如下：



經由上圖分析，我們當然可能理解對聯涵意。筆者亦可從語法結構分析，如下圖所示：



由「瀟灑駛」和「輕鬆超」兩個詞組，判出兩句為動詞句。而上句是主謂結構，說明作者果決，而瀟灑是修飾駛，屬偏正。下句情況同上句。

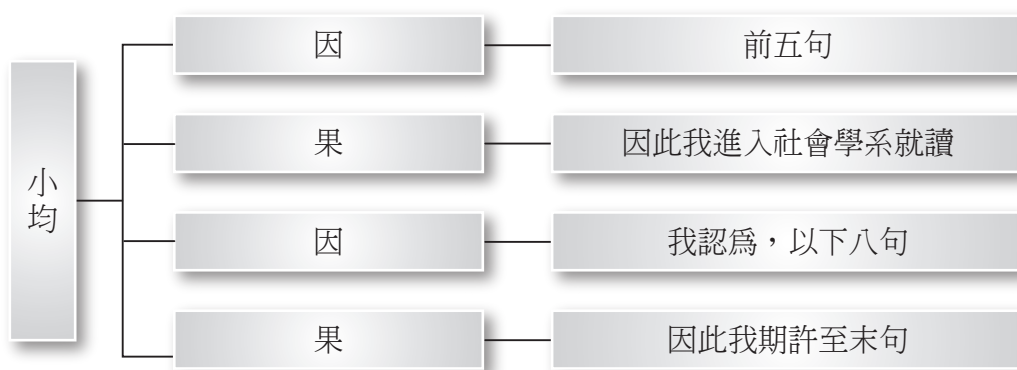
對聯意義又可結合實用情境，延伸成自我介紹短文，以下則以中山大學大一學生的作品為例：

1 小鍊廣通明社會，均文精繪著千書

自我介紹：我熱愛藝文創作，並且對社會現狀與變遷，一向有濃厚興趣。在高中三年的尋尋覓覓中，我發現了一個相當適合我的科系——社會系。因此我進入社會學系就讀，在短短的時間之內，我便了解到這就是我想知道的、我想要的。我認為，要是世人都能學習社會學，不一定要多深入，只要具有最基本的概念，這世間一定會劇變。人們會了解社會的架構和運作，能夠思考並且能具有批判的精神，不再盲目盲從，隨波逐流。因此我期許我能在大學這幾年，奠定社會學的基礎，同時加強文筆和畫技。期許畢業後從事文學與知識普及工作，積極與其他傳媒合作，創造第

二個「啟蒙」。讓「專門學術」不再「專門」於學術界，能普及於大眾，提升大眾人文素養。（中山大學 社會系 蘇小均）

短文可分析為因果結構。我們只要抓住關鍵詞「因此」，可得出學生在敘述她為何讀社會系，她為何加強文筆和畫技。其章法結構圖如下所示：

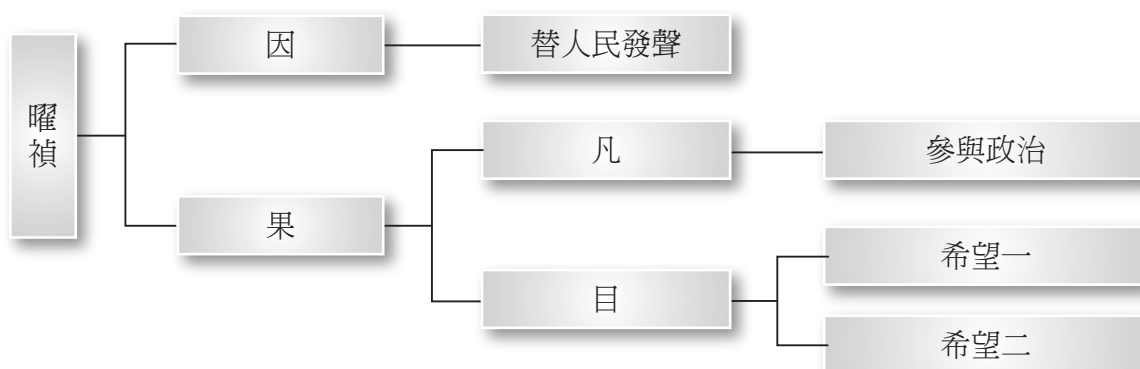


我們再看另一則自我介紹：

2 曜儀星辰照政界，禎泰人民享福祉。

自我介紹：曜儀閃耀的意思，禎泰吉祥安定的意思。我想像一顆閃耀的星星照亮台灣的政治界，現今台灣的政治已大都流於口水戰，很少是有替人們發聲的，如果有大部分都是為了自己的選票，不然就是只為了大部分選民而棄小選民或是沒有影響力的人民於不顧，所以我以後如果可以的話希望能參與政治，真正替人民求得他們所需，希望我的政治能讓台灣吉祥安定，讓人民真正的享受他們應有的權利，更希望能透過我替人民著想的心意能讓其他參與政治的政客能真正為台灣人民著想，讓台灣的政治更加茁壯成長，人民能無憂無慮過生活，享受政客們帶給他們的福祉。（中山大學 政經系 游曜禎）

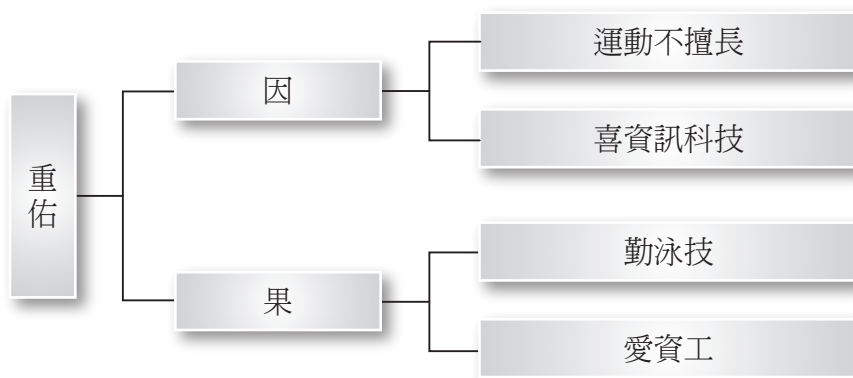
此段可分析為因果結構。因為前四行，果為後四行，其間以「所以」一詞作分開標誌，其句為「所以我以後如果可以的話希望能參與政治」。其章法分析圖如下：



章法圖說明學生欲從政之因為替人民發聲。而參與政治的結果是希望讓台灣安定，亦希望人民安心。再看下例章法因果結構圖：

3 重勤泳技心胸闊，佑愛資工志氣高

自我介紹：我對陸上運動不擅長，舉凡跑步、籃球、羽球等，都一竅不通，但是對水上活動，特別是游泳，卻情有獨鍾。每當我在游泳時，都會想像自己是一條優游的魚，心胸也跟著開闊。因此，上大學後我決定要勤練游泳，希望游泳能成為我的運動強項。我從小就喜愛電腦軟體、程式等資訊科技，因此我選擇就讀資工系，並擇我所愛，愛我所擇。而且我不只是想單純的完成學業，而是立志成為下一個比爾蓋茲！（中山大學資工系 陳重佑）



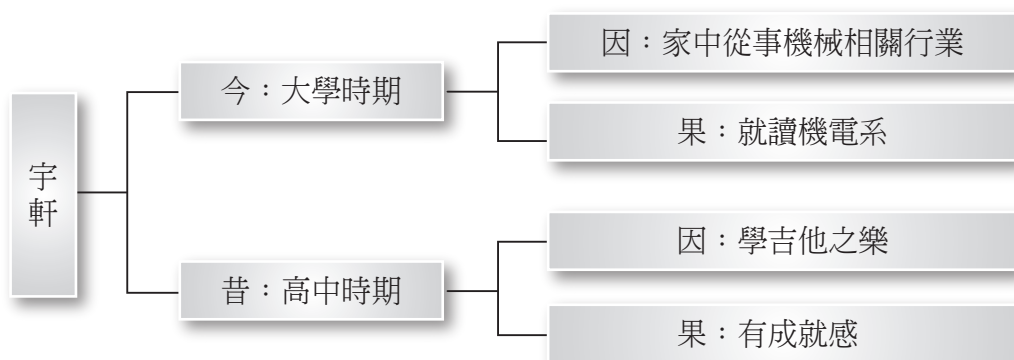
從重佑自我介紹短文可知，因為運動不擅長及喜愛資訊科技這兩個原因，才有了勤泳技和讀資工系的人生目標。我們再看虛實章法結構例子：

4 字通機械傳家業，軒喜樂音撥琴弦

自我介紹：我是劉宇軒，今年十八歲，來自台中。家中是從事機械相關行業，所以我選擇中山大學的機電系就讀，正如我的上聯所描述，我希望在大學四年的求學過程中將機械這方面的知識學習透徹，未來才能擁有繼承家業的本事；高中時期我開始學吉他，在一次次努力練習的過程中，我不斷的體會彈吉他的快樂，我開始跟人家組樂團，一起玩音樂，甚至還上台表演，感受到那種榮耀，所以下聯描述的就是我非常熱愛吉他、熱愛音樂。（中山大學機電一甲 劉宇軒）

此詩分析為時間的虛實法²²。文中第三行的高中時期是關鍵語句，分為昔今兩個時間，今時間表達就讀機電系之因，及繼承家業之果。而昔時間表達學吉他快樂之因，亦說明能藉此感受榮耀之果。章法分析圖如下所示：

22 時間的虛實法的定義：是將「實」時間（昔、今）與「虛」時間（未來）糅雜於篇章中，以求敘事（寫景）、抒情（議論）的最好效果的一種章法。



以上我透過姓名對聯及自我介紹短文的章法或語法分析，可知學生創作文本，自行分析章法，可增進對作品的欣賞能力，且姓名對聯及其所延伸的自介短文文本對他們也有實用價值，跟隨他們一輩子。

肆、對聯自傳提供章法學分析文本：將姓名對聯融入自傳

經由井字格取名法產出漢字群後，就依循「因字而生句，積句而為章，積章而成篇」的建構程序，漢字而成姓名詞語，再成姓名對聯，再成自我介紹，進而擴充為篇章，即自傳。這個由字寡而多的寫作邏輯，不但實用而且有趣。形成篇章的自傳有一特點，似乎無人說過，即創作時必須加入姓名對聯，使之產生有目的性的創作文本。自傳的體例大致都是從時間的虛實來分段，因此採用時間虛實法則較常見，以下舉兩例說明：

自傳之一

我出生在一個幸福美滿的家庭，我的爸爸是商人，也因為這個職業，所以他在面對問題時，總是以非常嚴厲的態度去處理，而且他總是以一種高標準的態度來教導我們做事所應該具備的嚴謹，他經常告訴我說：「你們學科學的人，就應該要具備這種做任何事都嚴謹的態度，否則就算只是個簡單的實驗也會因為輕浮而被搞砸。」有了爸爸的諄諄教誨，使我養成了做事嚴謹的態度，尤其是在做實驗的時候。

在我國中及國小的時候，我皆有代表班上去參加國語文的競賽，國小時代表班上去閩南語演講，國中時去國語朗讀，有了這些經驗，讓我在面對著人群比較不感到害怕，反而是比較敢於表達意見，此外我在高中時還加入了熱音社，熱音社在期末時都會有一場例行表演，而我也因此必須要和認識以及不熟的同學組團表演，經歷了這一次的表演，讓我學到和不熟悉的人溝通的技巧，以及如何兼顧學業和表演兩大難題的方法以及心態。

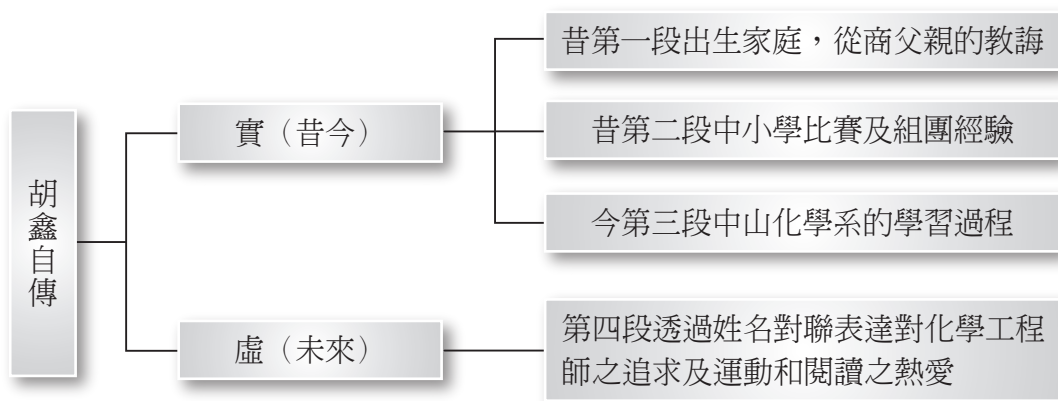
經過中山大學化學系的細心栽培，將我們以前所學的再更加深入探討了解，從最基本的開始學起，打下非常穩固的基礎，以及對各種儀器詳細的介紹解說和操作，相信我的實力會不亞於其他一流大學的學生。

最後我用這個對聯來表達我自己：「胡愛閱讀貫球技；鑫通生化勝眾儕。」我希

望能從同儕之中脫穎而出受到許多公司的賞識，成為化學方面的工程師，且利用工作的閒暇之時閱讀以增加人文素養或是打羽球以放鬆平常緊繃的心情。

（中山大學化學系胡鑫）

陳滿銘曾說：「在分析辭章時，先要透徹弄清辭章中『情』、『理』、『景』（物）、『事』的成分，再結合章法來掌握它們的邏輯結構。²³」而自傳是屬實用目的篇章，基本上是歸在敘事這類的，通常會從人的小時家庭狀況說起，所以幾乎所有自傳類的文章皆可分析為時間的虛實法。本自傳的分析圖如下所示：



自傳共分四段，前兩段敘述作者高中以前的家庭狀況和語文競賽及組團經歷，時間為昔，第三段敘述目前大學就讀化學系，時間為今，而末段藉由姓名對聯表達將來從事化學工程師和熱愛閱讀及運動之事，時間為未來，為虛。分析圖很清楚，讀者亦可由此學得自傳作法。再看下例：

自傳之二

自小生長於高雄縣的某個小鄉鎮，家庭屬小康，父親為工程師，母親為公務員，上有一個哥哥，已就業，雖然是家中的么女，但並沒有養成驕縱的個性，或許是哥哥與我年齡相差較大，父母會凡事都要求我獨立自主，不依賴別人，加上天性樂觀，因此在遇到挫折時，我都能努力爬起來。

由於父親與哥哥都於電子產業方面工作，從小耳濡目染之下，大學時期，我就讀於中山電機，在電機方面裏，由於領域眾多，因此我打算選擇電波組，電波組為未來的產業優勢，且精通這領域，一直都是我的興趣與目標。

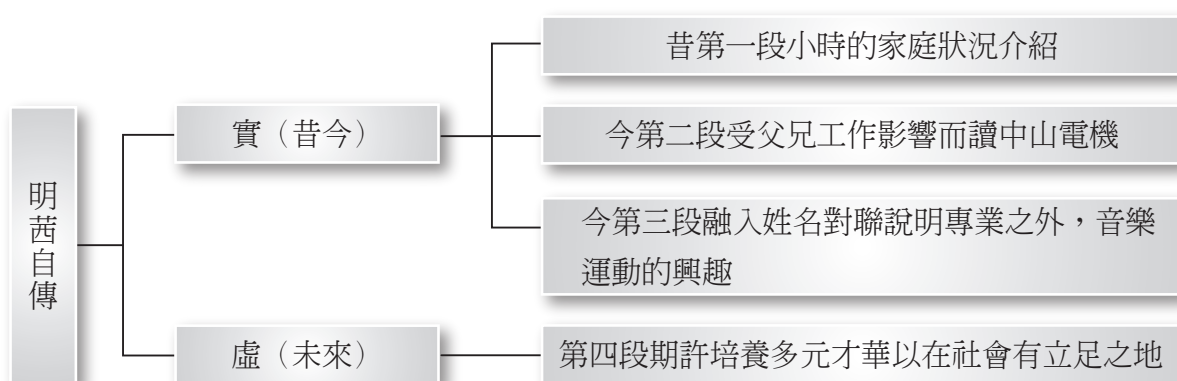
而除了讀書這方面之餘，我也參加了國標舞社，舞蹈及音樂已成為我舒解壓力的休閒活動，閒暇之餘，我偶爾會和同學去打打球，「明通音律善球技，茜精舞藝輔電機。」可說是我目前大學生活的最佳寫照。

在大學裡，我的功課雖稱不上頂尖，但也在中上程度，期望自己能更上一層樓，精進自己的實力，也多方面培養自己其他才華，使自己更具多元的智慧及競爭

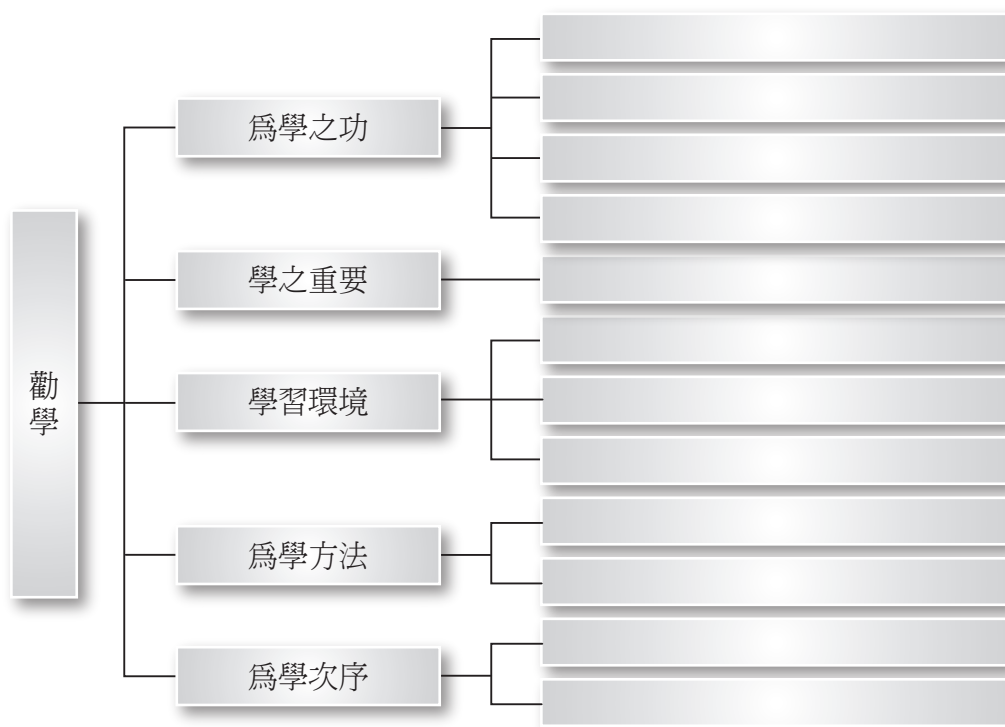
23 陳滿銘《篇章結構學》，頁 76

力，能在社會上擁有自己的一席之地。(中山大學電機系明茜)

本傳共分四段，前三段為實時間，後段為虛時間。第一段敘述兒時家庭狀況，為昔。第二段說明為何選擇中山電機系之因，為今。第三段則融入姓名對聯敘寫目前的大學生活，而末段則表達未來之期許，時間為虛。分析圖如下：



以上經由井字格取名法所產出的諸多文本中，雖然是採用陳滿銘教授的章法學，但其精神在於弄清文本之旨意，讀者看懂文意。因此有時章法分析過程中，我認為亦可針對文本特性而在分析圖的各層註上代表性的語詞則可，像高中翰林版國文課本第六冊隨身讀在分析《荀子·勸學》篇時，所作的分析圖如下：²⁴



24 這本隨身讀所作的各課分析圖，不依章法學的術語，而是隨文本需要而設，讀者看完後，亦對文本大意有所掌握。詳見宋裕等七人：《翰林版無敵高中國文(六)隨身讀》，台南翰林出版，未註年月，頁68。

上列分析圖中，筆者看不到情景法、因果法、久暫法等等的章法術語，該圖依據文本自身環境而總括一代表性詞語置入分析圖，如「爲學之功」「學之重要」「學習環境」等等，這樣的作法亦可採納。而陳滿銘所說：「可知分析一篇辭章的結構，要多方的嘗試，從不同的角度切入，作最好的分析。而這種角度的掌握，則非掌握內容之究竟與熟悉各種章法之理論與實際不可。」²⁵分析章法需熟悉章法理論亦是一種作法，而兩方兼行，則是完滿作法。

伍、結論

字典取名學是 2010 年代起逐漸新興的一門語文新學問，其屬跨領域的知識，不僅涵蓋姓名文化、陰陽五行思想、語言學、文學和國文教學等，尚可與章法學作一教學上的連結。本文已嘗試作一清楚的說明，即字典取名學可產出文本供章法學作分析。從創作文本（寫作）的角度看，字典取名學可經由井字格取名法中的漢字字群產出各文體的文本，這需透過老師的問題設計而生產，這些文本皆已投稿並獲《台灣新聞報·西子灣副刊》刊登。其次，透過名字製成姓名對聯，並產出自我介紹文本，最後則將姓名對聯融入自傳寫作，從而產出自傳文本。這些各類型文本產出後，我都運用章法學的理論去分析並製成章法分析圖，文中提供多種章法分析之例圖，皆可顯示字典取名學與章法學之供應關係，前者生產文本後，供章法學分析，在課堂上實施後，一方面增進文學創作能力，一方面對章法學理論的傳播亦有助益。

在教學的建議上，章法學本起於國文教學，主要透過分析課文文本以幫助學生理解篇章大意，這是單向的師對生的教授方式，本文提供字典取名學的文本產出方法，就是建議讓學生來自產文本，並自析文本，從中可提昇文學創作能力，且增進學生的寫作興趣，這是雙向的師教生且生饋師的教學雙贏局面。此外，當章法學分析作家之作品時，亦請採用我的兩本散文日記：《小明教授奮鬥日記：從軍生活》和《文學博士踰共大學的生命體驗》兩書，以增進對字典取名學發明者的認識。

總之，章法學主要能應用於高中國文課程的範文教學，但不適用大學國文，因現代大學生不喜歡範文教學，若停留在選文意識的國文教學，那將失去其生命的現代意義。唯有章法學和字典取名學攜手並進，由後者來產出文本，而前者作分析，並建議由學生自產自析，持續將中華文化扎根於各級教育課堂中。

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An Evaluation of Quantity of Speaking Activities in a Selection of English Conversation Textbooks Employed in Taiwanese Universities for Applied English Language Department Students

分析部分挑選的教課書用於在台灣部分大學中應用英語系之英語會話課中口說活動之量化研究

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Abstract

This study evaluates the speaking activities included in nine selected coursebooks employed in Taiwanese universities for English major students. The constraints of the coursebooks may be one reason why learners in Taiwan do not develop good speaking skills. However, when comparing English major students and non-English major students' English oral abilities, English major students are much better than non-English major students. In the study, an attempt was made English conversation coursebooks that provide more appropriated speaking activities than Freshman English coursebooks. Thus, the primary aim of this study is to examine whether the selected English conversation coursebooks provide sufficiently appropriate speaking activities.

The data for the study comes from evaluations of the nine selected English conversation coursebooks and includes an impressionistic overview checklist. The impressionistic overview checklists are used to check the quantity of speaking activities in each unit in the nine selected English conversation coursebooks. The results of the checklists demonstrate the match between the speaking activities in the English conversation coursebooks and what the literature identifies as the principles of speaking tasks. The results also reflect constraints with regard to the quantity of the selected coursebooks for Freshman English.

In view of this, the study finds that awareness, appropriated and autonomous activities are common in the English conversation coursebooks. The study compared the selected coursebooks for Freshman English, it suggests that awareness, appropriated and autonomous activities should be increased in Freshman English coursebooks. Overall, the study provides some suggestions

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for teaching English speaking and selecting English coursebooks. It also suggests some ideas for people who are interested in developing freshmen English speaking abilities. To adapt or rewrite the speaking activities in Freshman English coursebooks more similar English conversation coursebooks probably is a good solution for promoting Taiwanese freshmen English speaking abilities.

Key words: TOEFL- Test of English as a Foreign Language

TOEIC-Test of English for International Communication

Awareness-Raising Activities- Learners lack certain skills to handle speaking at the beginning; they may develop the skills to develop the ability to speak well through activities.

Appropriation activities- learners are required to construct language through collaboration.

Autonomous Activities- encourage practicing the speaking skills in real operating conditions with urgency, unpredictability and spontaneity.

Impressionistic Overview Checklist- getting only a general impression of coursebooks for evaluating quantity of speaking activities.

摘 要

本研究分析在台灣的一些大學中，應用英文系會話課所挑選的九本課本中說的活動，課本的缺點可能是造成台灣學習者無法發展好的英文說話技巧的原因之一。無論如何，比較英文主修的學生和非英文主修的學生的英文會話能力，英文主修的學生能力好很多，在這個研究當中，試著去找出英語會話課本是否比大一英文的課本提供更多適合之說的活動。因此，本研究的主要目標是檢核英語會話課本是否提供有效且合適之說的活動。

本研究的資料來自於九本英文會話課本的分析以及包括一份整體印象的檢核表，這一份檢核表被用來檢驗在這九本英文會話課本裡面每一單元說的活動之量化情形，這些檢核表的結果呈現出在這九本英文會話課本說的活動和文獻定義中說的任務宗旨互相吻合，這樣的結果也顯示出大一英文課本的量化部分的缺陷。

綜觀此研究發現體認活動、適合活動以及自主性的活動在英文會話課本非常普遍被看見，比較起大一英文課本，本研究建議應在大一英文課本當中增加體認活動、適合活動以及自主性的活動。整體而言，本研究提供一些英文口說教學以及選擇英文教課書之建議，同時也建議一些想法給那些有興趣提升大一新生英文口說能力之人士，在大一英文課本中揀選或重寫說的活動部分，使之更類似於英文會話課本可能是提升臺灣大一新生英文口說能力好的解決方法之一。

關鍵詞：托福：將英文視為外國語的測驗。

多益：國際溝通的一種英文測驗。

提升體認活動：學習者缺乏固定的技巧在剛開始時去掌控說話；他們可以透過這一些活動發展口說能力。

適合的活動：透過合作學習者被要求去建構語言。

自主性活動：在真實且未經思考、不可預知以及自主性的情況下，鼓勵練習口說技巧。

綜觀整體印象之檢核表：僅取得對教課書的一般印象用來分析說的活動之量化。

Introduction

TAAccording to the report on TOEFL scores, the average TOEFL score of all Taiwanese candidates means the country is ranked 18th out of 30 Asian countries (CNA, 2009). Also, according to the latest report on TOEIC, the average TOEIC score of all Taiwanese candidates is between 542-539(Taipei Times, 2013). The report shows that Taiwan is falling further behind many Asian countries. For instance, China's 747, Malaysia's 688, the Philippines' 678 and South Korea's 628. If Taiwanese learners spend a great deal of time and money learning English, why do they still not learn it well? In my experience, some Taiwanese students may use very limited words or phrase in dialogue. Some excellent students try to use whole sentences in their dialogues, but they still do not always express themselves clearly. Thus, the listeners do not get the exact meaning from the speaker. A few very weak students cannot even speak a single word, perhaps because they are too nervous to speak, or they need more time to consider what they will say. Therefore, it is an interesting topic to find and to discuss the reasons why Taiwanese college students are weak at speaking. On the other hand, most English major students may speak English much fluently than other major students. The present study attempts to evaluate the selected English conversation coursebooks for finding the constraints in speaking activities are as many as the coursebooks for Freshman English or not.

Review of the literature

Learning speaking is divided into three phases: First, learners need to be aware of the features of the target knowledge (2.1). Second, learners need to integrate these features into their existing knowledge (2.2). Third, learners need to mobilize the features in real-life situations (2.3) (Thornbury, 2005:37).

1. Awareness-raising activities

The approaches to enhance awareness-raising are listed below:

(1) Using recordings and transcripts

Using recordings and transcripts is one way to raise learner's awareness. They are usually used in many coursebooks and recognizing the gap between their performance and target standard performance is an important process in language learning. Thornbury (2005:58) claims that 'Activities aimed at raising awareness of the difference between the learner's current competence and the target competence is called noticed-the-gap activities' In another words, the task is like a cycle of perform-observe-re-perform. The process is listened to the task

being performed, learners study a transcript of the recording, then they note any features, such as useful expressions which learners will use into a re-performance. For instance, they may write a conversation which includes these features, then attempt to improvise a re-performance (Thornbury, 2005:58-59).

(2) Check gist

Check gist means teacher plays a segment of content, and ask some gist questions. For example, “Who is talking to whom?”, “What are they talking about?” or, “Why do they talk about it?” In the process, students will obtain main ideas about the topic (Thornbury, 2005).

(3) Topic shift

The teacher makes or selects a recording which includes at least 3 times the topics of changes in a conversation. The topics are relative with the weather, the food and the people. Ask three or four colleagues to improvise a conversation which the topics are listed for students in advance. First time, ask the learners tick or list the topics in the conversation they hear. Second time, ask them to write down the words of topic shift, such as *by the way*·····, *that reminds me*·····, *well*(Thornbury 2005).

(4) Discourse markers

Focus on discourse markers means script or improvise a conversation includes some popular discourse markers. For instance, “*like I say*·····”, “*yes, but*·····” and “*uh-huh*·····.” Leave the discourse markers out from the transcript and ask students to remember them, then checking with the recording to see the students are right (Thornbury, 2005).

2. Appropriation activities

In appropriation activities, learners are required to construct language through collaboration (Thornbury 2005:63). A number of appropriation activities which may be helpful for Taiwanese learners will now be presented.

(1) Chants

Chants are a playful form of activity that is based on drilling to repeat some chunks of language with a natural rhythm. Also, chants are more memorable than standard drills due to the fact that chants are usually contextualized. The best method to apply chants in teaching is to make sure that they incorporate repeated examples, multi-word sequences, and a consistent rhythm. In addition, learners should be encouraged to reconstruct chants in written form after listening to the chants several times (Thornbury, 2005:66).

(2) Dialogues

In the traditional classroom, the interaction takes place only between the teacher and all the students in the class. This is unsatisfactory when teaching speaking because learning to speak requires a huge amount of frequent interaction between learners. Dialogue may counter the weakness of the situation because if the teacher sets several pairs or groups to work together to carry out a dialogue, there must exist plenty of interaction among learners (Thornbury, 2005:72).

Some dialogues activities which are probably appropriate for learners in Taiwan include:

Items on board-teachers select some useful expressions from the dialogue, then write them on board and require learners to drill them several times. Finally, teachers encourage learners incorporate these expressions into their talk (Thornbury, 2005:73-74).

Memorizing scripts-first, learners may order a jumbled dialogue. Alternatively, they hear the dialogue on tape, and then repeat after the tape line by line. Learners practice the dialogue in pairs until they can do it from memory (Thornbury, 2005:74-75).

(3) Communicative tasks

In a 'two-way' activity, people generally talk more to negotiate for precision of meaning (Long and Porter 1985, cited in Bygate 1987:65). Hence, negotiation of meaning is a general strategy in communicative activities because all learners need to communicate to obtain the information which is demanded to complete the task.

Some communicative activities which are probably appropriate for learners in Taiwan include:

Survey-it involves the learners asking and answering questions in order to complete a questionnaire or survey based on a topic which the teacher suggests or the coursebook requires.

Guessing games- not only children but also adults like guessing games (Klippel, 1984:31). Guessing games may allow learners to use very simply types of utterances (Ur, 1981:27). Also, guessing games involve two-way interaction - players not only ask questions but also listen to the answers (Thornbury, 2005:84).

3. Autonomous activities

There are some autonomous activities which are probably appropriate for Taiwanese learners. They are:

(1) Presentations and talks

If teachers want to train the learners so that they obtain experience of talking in real life situations, the learners should be encouraged to speak in a sustained turn, with excellent preparation, in front of the class. For example, the show-and-tell activity is suitable all ages.

Teachers may arrange the activity as a regular feature of lessons. The activity's benefits are that the learners know when and what they will say in advance. The learners should have plenty of time to prepare for the talk on a clear topic (Thornbury, 2005:94).

(2) Stories

Storytelling is a good way to encourage learners to produce a longer turn. Klippel (1984:130) suggests that 'The aim of these activities is to get the students to produce longer connected texts. For this they will need imagination as well as some skill in the foreign language.' Storytelling is like practicing narration speaking in the classroom and encourages learners to tell their own stories. Also, some coursebooks include personalized monologic or dialogic narrating tasks. Using a chain story is a popular activity among teachers. In groups, learners attempt to create another story based on the last speaker's creative story to complete a creative story (Thornbury, 2005:96).

(3) Role play

Role play is a special feature in language learning - it is a low input but high output activity (Ladousse, 1987:9). This is because teacher's involvement in role play is lower. On the other hand, learners have more right to decide how they will carry out the role play. Thus, it achieves the requirements of autonomous activity.

4. The general features of oral activities in English coursebooks

There are some general features found in oral activities in English coursebooks. Firstly, the selected grammar structures are presented in model dialogues (Littlewood, W. 1992:81; Mitchell & Martin, 1997:23; Cunningsworth, 1987:45; Islam & Mares, 2003:88).

A second general feature is that most coursebooks do not provide ample speaking activities due to the content being based on practising the selected grammar structures (Harmer, 2001:6; Reda, 2003:262). These two general features are usually found in oral activities in English coursebooks.

5. Evaluation of coursebooks

The impressionistic overview means getting only a general impression of coursebooks. Thus, the impressionistic overview is appropriate for a preliminary sift through many coursebooks before making a short list for specific analysis.

Checklist will now be designed to evaluate the oral activities in coursebooks in Taiwanese universities. It will be designed to check whether learners practise speaking through these activities in order to achieving a good standard of speaking or whether learners only practise

pronunciation in these coursebook activities.

Research methodology

1. Aim and research question

To achieve the aforementioned aims, the research question is proposed:

To what degree do the selected coursebooks incorporate and encourage speaking activities?

2. Design of the study

In order to address the question, I designed an evaluation checklist (see Appendix 1). The criterion uses the overall checklist method. Thus, the study adopts quantitative method, as the overall checklist method concerns quantity. In designing the evaluation criterion, the theory is based on Cunningsworth (1995:1-2)

3. Data collection and Data analysis

The nine selected coursebooks are published by several publishing companies and are applied using in some universities where are located at mid-Taiwan. Then I used the overall checklists to examine how many types of speaking activities are included in each coursebook. Thus, all the nine selected coursebooks will be evaluated for the research question.

The analysis bases on document analysis method which is a systematic examination of instructional documents such as assignments, lecture notes, and course or coursebooks evaluation results for confirming instructional needs and challenging and describing an instructional activity. Therefore, document analysis should include questions about the course purpose of the document (IAR, 2011).

According to the theory, the data will be evaluated from the overall checklists to check how many types of effective speaking activities are in the coursebooks. The types of speaking activity in the checklist were determined after writing the literature review and examining good speaking activities.

4. Limitations of the study

In the study there are only nine coursebooks which are published by 7 different publishing companies, which cannot represent all English coursebooks. Nevertheless, the analysis of the data still may reflect the main weaknesses of speaking activities in English coursebooks.

Results and discussion of the study

1. To what degree do the selected coursebooks incorporate and encourage speaking activities?

This section checks how many effective activities may be found in the nine selected coursebooks. The data will be presented with frequency ratings. The checklists are below:

Impressionistic Overview Checklist 1

Book's name and level Types of Activities	Listen In & Speak Out 2			English Conversation in Taiwan			Listening & Speaking B		
	Yes	No	%	Yes	No	%	Yes	No	%
Awareness activities									
Recordings & Transcripts	x		20/20 100%	x		14/14 100%	x		20/20 100%
Check gist	x		20/20 100%	x		14/14 100%	x		20/20 100%
Topic shift	x		20/20 100%	x		14/14 100%	x		20/20 100%
Discourse markers	x		20/20 100%	x		14/14 100%	x		20/20 100%
Appropriation activities									
Chants		x	0/20 0%	x		5/14 36%		x	0/20 0%
Dialogues	x		20/20 100%	x		14/14 100%	x		20/20 100%
Surveys		x	0/20 0%	x		14/14 100%		x	0/20 0%
Guessing Games		x	0/20 0%	x		14/14 100%		x	0/20 0%
Autonomous activities									
Presentations and Talks	x		20/20 100%	x		14/14 100%	x		20/20 100%
Stories		x	0/20 0%	x		2/14 14%		x	0/20 0%
Role Plays	x		20/20 100%	x		14/14 100%		x	0/20 0%
Other									
Songs		x	0/20 0%		x	0/14 0%		x	0/20 0%
Sentence Repetition	x		20/20 100%		x	0/14 0%		x	0/20 0%

Impressionistic Overview Checklist 2

Book's name and level Types of Activities	Interactions 2 Listening/Speaking			SPEAKING OF SPEECH			TOUCHSTONE 4		
	Yes	No	%	Yes	No	%	Yes	No	%
Awareness activities									
Recordings & Transcripts	x		10/10 100%	x		8/8 100%	x		12/12 100%
Check gist	x		10/10 100%	x		8/8 100%	x		12/12 100%
Topic shift	x		10/10 100%	x		8/8 100%	x		12/12 100%
Discourse markers	x		10/10 100%	x		8/8 100%	x		12/12 100%
Appropriation activities									
Chants		x	0/10 0%		x	0/8 0%		x	0/12 0%
Dialogues	x		10/10 100%		x	0/8 0%	x		12/12 100%
Surveys	x		10/10 100%		x	0/8 0%	x		12/12 100%
Guessing Games	x		10/10 100%	x		8/8 100%		x	0/12 0%
Autonomous activities									
Presentations and Talks	x		10/10 100%	x		8/8 100%	x		12/12 100%
Stories	x		10/10 100%	x		8/8 100%	x		12/12 100%
Role Plays	x		10/10 100%	x		8/8 100%	x		12/12 100%
Other									
Songs		x	0/10 0%		x	0/8 0%		x	0/12 0%
Sentence Repetition		x	0/10 0%		x	0/8 0%		x	0/12 0%

Impressionistic Overview Checklist 3

Types of Activities	Book's name Dynamic Listening & and level Speaking 1			New English Upgrade 2			Let's Talk 2		
	Yes	No	%	Yes	No	%	Yes	No	%
Awareness activities									
Recordings & Transcripts	x		12/12 100%	x		11/11 100%	x		16/16 100%
Check gist	x		12/12 100%	x		11/11 100%	x		16/16 100%
Topic shift		x	0/12 0%	x		11/11 100%	x		16/16 100%
Discourse markers	x		12/12 100%	x		11/11 100%	x		16/16 100%
Appropriation activities									
Chants		x	0/12 0%		x	0/11 0%		x	0/16 0%
Dialogues	x		12/12 100%	x		11/11 100%	x		16/16 100%
Surveys	x		12/12 100%	x		11/11 100%		x	0/16 0%
Guessing Games		x	0/12 0%		x	0/11 0%	x		11/16 70%
Autonomous activities									
Presentations and Talks	x		12/12 100%	x		11/11 100%	x		16/16 100%
Stories		x	0/12 0%		x	0/11 0%	x		2/16 12.5%
Role Plays		x	0/12 0%	x		11/11 100%	x		2/16 12.5%
Other									
Songs		x	0/12 0%		x	0/11 0%		x	0/16 0%
Sentence Repetition		x	0/12 0%	x		11/11 100%		x	0/16 0%

2. Findings and discussion

According to the data, most coursebooks satisfy to provide ample and varied speaking activities for learners. For instance, Listen In & Speak Out 2 provides 8 types of activities. More, English Conversation in Taiwan provides the most different 11 types of activities of other coursebooks. Interaction 2 Listening/Speaking also provides 10 types of activities. Compared with the coursebooks, Listening & Speaking B and Dynamic Listening & Speaking 1 only provide 6 types of activities. Besides, SPEAKING OF SPEECH provides 8 different types of activities. More, TOUCHSTONE 4, New English Upgrade 2 and Let's Talk 2 all provide 9 different types of activities. To compare the 13 types of activities which I listed on the Impressionistic Overview Checklist, Most coursebooks provide as many as different kinds of activities they can. Overall, the selected coursebooks provide from 6 to 11 different types of activities.

The awareness activities using recordings and transcripts might be suitable for Taiwanese learners as I mentioned in the literature review; according to the data, most coursebooks include all 4 types of awareness activities. Only Dynamic Listening & Speaking 1 does not find topic shift activity in the selected coursebooks. With regard to appropriation activities, the study includes chants, dialogues, surveys and guessing games, which I introduced in the literature review; According to the data, there is not any coursebooks include chants. It might be for all the publishing companies suppose that chants activity is not suitable for college students. Oppositely, eight of the nine selected coursebooks include dialogue activity which is more popular than the other appropriated activities. Survey activities were found in English Conversation in Taiwan, Interaction 2 Listening/Speaking, TOUCHSTONE 4, Dynamic Listening & Speaking 1 and New English Upgrade 2. Contrarily, there are only 4 coursebooks- English Conversation in Taiwan, Interaction 2 Listening/Speaking, SPEAKING OF SPEECH and Let's Talk 2 contain guessing game activities. In the study, the autonomous activities include presentations and talks, stories and role plays. In the literature review, I mentioned that these autonomous activities might be suitable for learners in Taiwan. The data showed that these autonomous activities were plenty to find in English Conversation in Taiwan, Interaction 2 Listening/Speaking, SPEAKING OF SPEECH, TOUCHSTONE 4 and Let's talk 2 the 5 selected coursebooks. Also, the data showed that Presentations and Talks and Role Plays were rich to find in Listen In & Speak Out 2 and New English Upgrade 2. In addition, the data showed that activities only based on presentation can be found in Dynamic Listening & Speaking 1 and Listening & Speaking B. All the nine selected coursebooks include at least one autonomous activity. But English Conversation in Taiwan only includes 14% story activity. More, the data showed that Let's Talk 2 only both includes 12.5% story activities and role play activities. General speaking, the data showed that

autonomous activities have very high percentage in the selected coursebooks. With regard to other activities, there are not any selected coursebooks which contain activities based on songs, it might be for most publishing companies consider that song activity is inappropriate for college students. In addition, only Listen In & Speak Out 2 and New English Upgrade 2 coursebooks include sentence repetition activities. Thus, chants, songs and sentence repetition activity are rare to find in the selected of Taiwanese English Conversation coursebooks.

Overall, the results of the analysis indicate two features. First, activities based on awareness activities, appropriation activities and autonomous activities. To compare with the three types activities, awareness activities are more than autonomous activities, and autonomous activities are more than appropriation activities. The second feature is songs and sentence repetition activities are rare to find in the selected coursebooks. Concerning the first feature, this is probably because the coursebook writers think that awareness activities, appropriation activities and autonomous activities are good for practising English conversation and developing oral abilities for the English in real life. Therefore, learning English conversation becomes the core of learning English due to the coursebook writers presenting the three good activities as core activities for practising English in class. The second feature might be the reason why Taiwanese English major learners do develop good speaking skills better than Taiwanese freshmen learners; learners not only need to learn speaking skills but also need to practise these skills in autonomous activities in order to prepare for real-life communication (Pattison, 1987 cited from McDonough and Shaw 2003; 140-141). According to Liu (2011) shows that the results of the analysis of the selected coursebooks which employed in Taiwanese universities for freshmen English indicate two features.” First, activities based on recording and transcripts, dialogues and sentence repetition are the most numerous in all the selected coursebooks. Second, the selected coursebooks fail to provide enough awareness activities, appropriated activities and autonomous activities (Liu, 2011:168-169).” To compare with the two different selected coursebooks, the coursebooks in last study are for freshmen English learners (Liu, 2011), these selected coursebooks in this study are for English major learners. The selected coursebook for freshmen English learners fail to provide enough awareness activities, appropriated activities and autonomous activities (Liu, 2011); on the other hand, the selected coursebooks for English major students provide plenty of awareness activities, appropriated activities and autonomous activities. In addition, sentence repetition is very popular in the selected coursebook for freshman English learners for practising new structures and reinforcing learning for the English examinations, which are grammar-focused. Oppositely, sentence repetition is very rare to find in the selected coursebooks for English conversation coursebooks.

Implications of the study and conclusion

1. Overview of the study and implications

In the study, there is one key finding found. It is the selected coursebooks for English conversation class provide sufficient awareness activities, appropriated activities and autonomous activities. Oppositely, the selected coursebooks employed in Freshman English class do not provide sufficient awareness activities, appropriated activities and autonomous activities. The finding shows that, when teachers are teaching speaking, they should not only focus on practising recordings & transcripts, dialogues and sentence repetition activities which are very popular in the selected coursebooks for Freshman English but also practising autonomous activities in order to provide learners with opportunities to practise real communication after they have developed good speaking skills. Because most speaking activities in the selected coursebooks for Freshman English are presented through selected grammatical structures, there is a lack of opportunities to practise good speaking skills. Furthermore, when teachers are choosing coursebooks, they should consider the coursebook must include awareness activities, appropriated activities and autonomous activities.

2. Recommendations

The data indicates it is necessary to add more awareness activities, appropriated activities and autonomous activities for freshmen so that they can apply good speaking skills. On the other hand, because the Freshman English coursebooks are bland, adding autonomous activities to coursebooks will improve them by increasing the variety of activities (Liu, 2011:170-171). For example, the blandness of the topics, the dullness of the repetitive format and the sameness of the methodology are characteristics of most coursebooks (Harmer, 2001:6; Tomlinson, 1998:20).

3. Conclusion

In this study I have evaluated the oral activities included in the nine selected coursebooks employed in Taiwanese universities for English major students in conversation class. The finding demonstrates that the selected coursebooks provide enough awareness activities, appropriated activities and autonomous activities. Perhaps, this is one of the reasons to help English major students' English oral abilities are much higher than most freshmen's English speaking abilities. Generally speaking, the speaking activities are presented according to selected linguistic structures and grammar in Freshman English coursebooks. The sentence repetition activities are not realistic – they are too polite, neat and predictable, without interruptions, pauses, fillers and overlaps. On the other hand, in contrast with controlled practice activities, it is rare to find

awareness, appropriated and autonomous activities (especially much rare to find autonomous activities) which provide learners with the opportunity to negotiate meanings included in the coursebooks and to practice good speaking skills in a real-life communication. Because the above constraints are common in the Freshman English coursebooks, this might lead to Taiwanese freshmen (except English major students) not being able to develop good speaking skills.

Overall, while MOE in Taiwan is encouraging all universities should help students may use English to introduce themselves because they find that many university students even cannot speak very simple English. It might be due to constraints in the speaking activities of Freshman English coursebooks. Adapting and rewriting speaking activities in Freshman English coursebooks are more similar with English conversation coursebooks which employed in Taiwanese universities; this probably is an efficient solution to promote English speaking abilities for Taiwanese freshmen

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APPENDIX 1 IMPRESSIONISTIC OVERVIEW CHECKLIST

Book's name									
and level									
Types of Activities	Yes	No	%	Yes	No	%	Yes	No	%
Awareness activities									
Recordings & Transcripts									
Check gist									
Topic shift									
Discourse markers									
Appropriation activities									
Chants									
Dialogues									
Surveys									
Guessing Games									
Autonomous activities									
Presentations and Talks									
Stories									
Role Plays									
Other									
Songs									
Sentence Repetition									

A Corpus-Based Analysis of Vocabulary Use in Compositions of Senior High School Students

從語料庫分析的角度看高中生作文字彙的使用

鄭明中 *

Ming-chung Cheng

(收件日期 103 年 12 月 11 日；接受日期 104 年 4 月 30 日)

Abstract

This study was a corpus-based analysis of vocabulary use in English compositions written by senior high school students with three different achievement levels (high-, mid- and low-achievement; HA, MA and LA). It considered whether students with different achievement levels differ in their vocabulary use in English compositions. This study covered 1,170 students' compositions under six familiar topics. The data collection lasted one semester. A word-processing program, *CCLang*, and two comparative corpora, the *Brown Corpus* and the *LOB Corpus*, were used in this study. The results were stated as follows. First, HA students performed better than MA and LA ones in concept and graphic word types and in the average length of sentences and compositions. Second, as far as lexical density was concerned, the percentage for HA students was also higher than those for MA and LA students. This implied more lexical variation in HA students' compositions and more challenges in reading their compositions. Third, with reference to the distribution percentage in the *Brown Corpus* and the *LOB Corpus*, MA students had a higher distribution of word percentages in each frequency range than HA and LA students. By corpus analysis of students' compositions, teachers would understand students' vocabulary use better and know how to strengthen students' vocabulary by teaching them vocabulary-learning strategies.

Key words: Corpus, Vocabulary, Word Frequency, Composition

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摘 要

本研究主要目的在於探索不同成就之高中生其作文字彙使用上的差異。本研究包含了在六個熟悉主題之下，六所高中學生所寫的一千一百七十篇作文。研究資料的蒐集歷時一個學期。為幫助分析及比對，本研究使用了文字處理程式 (CCLang) 及二個對比語料庫 (The Brown Corpus 及 The LOB Corpus)。研究結果如下。(一) 就概念字、字形字、文章長度及句子長度而論，高成就學生的表現比中、低成就的學生來的佳。(二) 就字彙密度而言，高成就學生的表現亦比中、低成就的學生來的好。(三) 就字彙在對比語料庫中的分配比例而言，中成就學生的表現，比起高、低成就的學生，在各個頻率區間中的分配比率均較高。透過對英文作文的語料分析，教師可以更瞭解學生的詞彙使用情形，並透過字彙學習技巧進而針對學生較弱的字彙段進行增強。

關鍵詞：語料庫、字彙、字頻、作文

Introduction

1. Background and Motivation

It has been extensively reported that high-proficiency language learners have much better learning achievements than low-proficiency learners in ‘four skills’ (i.e. reading, writing, listening and speaking). This is far clearer in *ACTFL Proficiency Guidelines* (1986),¹ by which learners of different proficiency levels are announced to have different language abilities (Brown, 2001; Hadley, 1993). To illustrate, novice learners can simply produce and identify isolated words and a few high-frequency phrases in their speaking and reading. On the contrary, advanced learners are able to converse in a participatory fashion and describe with paragraph-length connected discourse in their oral productions. They are also able to read longer prose of several paragraphs² in length, have a clear understanding of structures, and get the main ideas and facts in readings. Implicitly mentioned in the *Guidelines* is the vocabulary. The higher the proficiency level students have, the more vocabulary they will understand and use in their readings and writings (Smith, 1997; Zarry, 2000). Brynildssen (2000) stated that “the breadth and depth of a student’s vocabulary will have a direct influence upon the descriptiveness, accuracy and quality of his or her writing.” Ediger (1999:1) also noted that “variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language arts.” To be brief, it is essential for students to have a depth of vocabulary and elegant command of the language in order for writing to be more effective.

Though not fully studied as other language skills, vocabulary plays a significant role in ‘four skills’ and its development is always an important part in language instruction and learning (Chuang, 2000; Lado, 1988; Read, 2000). Wilkins (1972:111) even considered vocabulary more important than grammar by mentioning “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” As a result, a great body of literature (Foil & Alber, 2002; Manning, 1999; McCarthy, 1998; Rekrut, 1996; Schmitt & McCarthy, 1997) sheds light on vocabulary instruction and learning.

2. Statement of the Problem

In Taiwan, regardless of being a foreign language, English has become more and more significant and receives greater attention and emphases. However, vocabulary receives less attention, as compared with reading and listening (Chen, 2000). Moreover, most of the studies (Bensoussan & Laufer, 1984; Ediger, 1999; Grab, 1991; Nation & Coady, 1989) focused on

1 *ACTFL Proficiency Guidelines* divides language learning into four skills, and further divides each skill into four levels – novice, intermediate, advanced and superior, the first two of which are further divided into low, mid and high.

2 For more details, refer to *ACTFL Proficiency Guidelines*, or Hadley (1993: 501-511)

the relationship between reading and vocabulary (e.g. readability, text difficulty, etc.). Many researchers in education have assumed that vocabulary knowledge and reading comprehension are highly interrelated (Baker, 1995; Nagy, 1988; Nelson-Herber, 1986). Yet, compared with such a large sum of research, less literature (Chang, 1993; Chen, 1999; Chuang, 1993, 1996, 2000) put emphases on the relationship between vocabulary and writing. Chang (1993) indicated that lack of vocabulary gives rise to a great difficulty in students' compositions. Chuang (2000:6) remarked that "vocabulary is highly related to four skills; it is particularly important to examine the function of vocabulary in the acquisition of writing skills." He conducted research on corpus analyses of senior high school (SHS) textbooks and SHS students' writings, and provided useful pedagogical implications for SHS English teachers and textbook editors. Nevertheless, these studies did not center on vocabulary use between students with different achievement levels. Most SHS English teachers are of the opinion that high-achieved students perform better in writings than low-achieved ones not only in structures and organizations but also in grammar and vocabulary. Compared with low-achieved students' compositions, high-achieved ones' are more well-organized in ideas and thoughts and more complicated in their syntactic structures and texts. Most low-achieved students show fragments of sentences and ideas in their compositions. Also, with different English knowledge previously learned, students tend to make use of different vocabulary. As predicted by *ACTFL Proficiency Guidelines* and the literature above, high-achieved students should have better capabilities in their compositions and writings than low-achieved ones, so they should have more vocabulary ready for them to use. If it is so, what is the difference of vocabulary use among SHS students with different achievement levels? To pursue a deeper understanding towards this problem, this study will intend to provide a corpus-based analysis of vocabulary use in compositions of SHS students with different achievement levels and to explore the difference of vocabulary use among their compositions.

3. Significance and Purposes of this Study

On the basis of students' compositions, this study targets to investigate whether there is difference in vocabulary use in SHS students with different achievement levels. This present study desires to explore English learning through a corpus-based analysis. The corpora in this study contain 1,170 compositions written by SHS students with three achievement levels – high, mid, low. The comparative corpora in this study are the *Brown Corpus* and the *LOB Corpus*. The significance and purposes of this study are two-fold. First, the study intends to draw English teachers' attention to vocabulary use in compositions of SHS students with different achievement levels, and have them pay attention to vocabulary instruction. Second, this study can also give SHS students a deeper understanding of the distribution of vocabulary they use in the *Brown Corpus* and the *LOB Corpus*, and realize how they should promote their vocabulary use in

writings.

4. Research Questions of this Study

This study intends to contribute to the research in vocabulary and writing, and attempts to explore whether there is any difference of vocabulary use in compositions among low-, mid- and high-achieved SHS students. In the following, the research questions and hypotheses are stated.

- (1) How many words can each group of students use in their compositions? How many words does each sentence contain? Do high-achieved students have better abilities in vocabulary use than mid- and low-achieved ones?
- (2) How is the lexical density of each group of students? Are compositions of high-achieved students more difficult to read than those of mid- and low-achieved ones?
- (3) With the *Brown Corpus* and the *LOB Corpus*, do word distributions show any difference among the three groups of SHS students?

5. Definition of Terms

- (1) Balanced Corpora: Balanced corpora that contain texts from different genres and domains of use (Kennedy, 1998). In this study, the *Brown Corpus* and the *LOB Corpus* serve as the balanced corpora.
- (2) Comparative Corpora: The linguistic data used as models for comparison with other linguistic data to analyze linguistic features in a particular text (Stubbs, 1996). In this study, the *Brown Corpus* and the *LOB Corpus* serve as the comparative corpora.
- (3) Density Index: The ratio of different words to total words (Nation, 1990; Read, 2000).
- (4) Concept Word Type: Concept word is the based form of a word, without inflections and plurality (Cheng, 1999).
- (5) Graphic Word Type: Graphic words refer to words with different forms (Read, 2000). For example, *go*, *went*, *gone*, *goes*, *going* are five graphic word types; however, they belong to the concept word type 'go'.
- (6) Word List: In a word list, words appearing in a certain corpora are arranged either by alphabetic order or by word frequency order.
- (7) Word Token: Each appearance of a word is counted as a word token. To illustrate, there are eight word tokens in the sentence *He is a student and she is, too*.

Literature Review

This section mainly reviews corpus linguistics and vocabulary instruction related to this study. The first section briefly discusses the development of corpus linguistics in language

research. The second section is concerned with the status of vocabulary in language teaching and learning. The third section deals with the relationship between word frequency and vocabulary.

1. Corpus Linguistics and Corpus Analysis

The advent of computer technology has made a great progress in corpora, and corpus linguistics has exhibited its great influences on language study (Davis, 2000). Kennedy (1998:8-9) also stated the function of corpus linguistics in language study as follows.

Corpus linguistics, like all linguistics, is concerned primarily with the description and explanation of the nature, structure and use of language and languages with particular matters such as language acquisition, variation and change.... Analysis of a corpus by means of standard corpus linguistic research software can and frequently does reveal facts about a language which we might never previously have thought of seeking.

Modern computerized corpus linguistics saves a great amount of time for language teachers and researchers (Biber, Conrad, & Reppen, 1996; Murison-Bowle, 1996), textbook editors (Chang, 2002; Chuang, 2000) and lexicographers (Kiefer, Kiss, & Pajzs, 1994; Meijs, 1996). Previous lexicographers, such as Samuel Johnson, painstakingly collected and compiled language data manually. The collected language data did not offer quantitative evidence of language use. Nowadays, computerized corpus linguistics opens a new era to language studies. Language researchers and lexicographers can just sit before computers, search for a large sum of language data from different genres, and build quantitative language corpora. The most obvious examples are the balanced corpora: the *Brown Corpus*, the *LOB Corpus*, the *Cobuild Corpus*, and the *British National Corpus*.³ The *Brown Corpus*, established by Nelson Francis and Henry Kucera in 1960s, was concerned with American English only. It contains about 1,033,917 words among 500 stretches of written texts, nearly 2,000 words for each. The *Lancaster-Oslo-Bergen (LOB) Corpus*, as a British English counterpart to the *Brown Corpus*, also compiled 1,006,825 words. The distributions of the samples in the *Brown Corpus* and the *LOB Corpus* are similar, as listed in Table 1.

3 For a more thorough review of the historical development of corpora, refer to Chang (2002), Chuang (2000) and Chung (2000) .

Table 1 Sample Comparison between the *Brown Corpus* and the *LOB Corpus*

Genre	Sample Number		Genre	Sample Number	
	Brown	LOB		Brown	LOB
News report	44	44	Instructions	80	80
Editorials	27	27	General novels	29	29
Comments in Papers	17	17	Detective novels	24	24
Religions	17	17	Scientific novels	6	6
Techniques & hobbies	36	38	Adventures	29	29
Popular legacy	48	44	Romantic love stories	29	29
Literature, autobiography	75	77	Humors	9	9
Mixed genres	30	30	Total	500	500

With large balanced corpora, the quantitative and qualitative aims of language study can be easily achieved. For instance, lexicographers can rely on computerized linguistic corpora to obtain word meanings, use, frequency and collocations. What is more, language teachers are able to depend on the corpora to investigate grammar, structures, lexical items, word frequency and language use, and so are language learners. The learners can have access to corpora and cultivate their abilities to generalize the patterning induced from the corpora (Johns, 1991). Additionally, by having access to corpora, teachers can give learners the most frequent words, patterns, language knowledge from the naturally occurring texts (Barlow, 1996). Therefore, corpora are essential “not only for understanding language use, but also for designing effective teaching materials and activities (Biber, Conrad, & Reppen, 1996:129-130).” According to Biber, Conrad and Reppen (1998), corpus-based analyses show the following features.

- (1) It is empirical, analyzing the actual patterns of use in natural texts.
- (2) It utilizes a large and principled collection of natural texts (i.e. corpus) as the basis for analyses.
- (3) It makes extensive use of computers for analysis, using both automatic and interactive techniques.
- (4) It depends on both quantitative and qualitative analytical techniques.

To summarize, corpus linguistics and corpus analyses focus themselves on the observation of language use (Leech, 1992), broaden learning views of language teachers and learners, provide improvements for teaching materials, cultivate learners’ self-study skills, and widen their knowledge and understanding of language (Partington, 1998).

2. Vocabulary Instruction

Though vocabulary instruction plays an important part in language teaching and learning,

its status in the history is interesting. For example, Grammar Translation Method and Direct Method placed heavy emphases on the form-focused instruction of grammar and vocabulary, so vocabulary was regarded as the mainstream of language learning and teaching (Nunan, 1998). Nevertheless, from 1940s to 1970s, under the influence of structuralism whose foci were on syntax and phonology, vocabulary lost its main status in language teaching and learning. Vocabulary seemed to be the easiest aspect of a second language to learn and it didn't require formal classroom instruction (Hockett, 1958). After 1970s, the status of vocabulary has been promoted and vocabulary instruction has received more attention. For example, Lexical Approach regards vocabulary as the building block of language learning.⁴ As Nagy (1989:1) indicated, "lack of adequate vocabulary knowledge is already an obvious and serious obstacle for many students." Dublin and Olshtain (1986:111-112) stated that "possessing a good vocabulary stock is what enables many learners to use their knowledge effectively and in ways which fit their specific needs".

Vocabulary plays a significant role in four skills and its status can not be stressed too much. In daily conversation, Washburn (1992) estimated that at least 2,000 words were required. For making sense of news reports, 5,000 words were the basic requirement (Kelly, 1991). Vocabulary is closely relative to reading comprehension (Bensoussan & Laufer, 1984; Ediger, 1999; Grab, 1991; McQueen, 1996) and readability of texts (Bimic, 1990; Greene, 1991). Readers with restrictive amount of vocabulary focus themselves on decoding the basic elements of a text while reading (Read, 2000). What is more, for writing, it is essential for language learners to enlarge their productive vocabulary (Nation, 1990). Thereby, Laufer (1986:70) remarked that "without adequate lexi there is no proper language competence or performances." Read (2000:83) was in favor of the idea that "adequate knowledge of words is a prerequisite for effective language use." In a nutshell, vocabulary plays a crucial part in language learning.

3. Word Frequency Count

In language learning, word frequency count plays an important part in language teaching and learning. It can make a great contribution to curriculum design, learning goals, and textbook evaluations (Chuang, 2000; Nation, 1990; Reed, 2000). When facing foreign languages, language learners need to first focus on the high-frequency words of the language (Kennedy, 1998; MaCarthy, 1998; Nation & Waring, 1997). With the benefits of the computerized technology, to analyze vast corpora of data is feasible and word frequency lists can be obtained

4 Richards and Rodgers (2001:132) points out that "a lexical approach in language teaching refers to one derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching, but lexis, that is, words and word combinations."

easily. For example, famous word frequency lists are the *General Service List*, the *Teacher's Word Book of 30,000 Words*, the *Brown Corpus* and the *LOB Corpus*. Hence, more and more literature takes notice of the effects of word frequency (Marks, Foctorow, & Wittrock, 1974; Stahl & Fairbanks, 1986). By word frequency counts, teachers can give students the high-frequency words in language courses. Also benefited from word frequency lists are the editors of textbooks. Pan (2001) indicated that there are fewer overlappings of words between the textbooks of elementary schools and those of junior high schools, which is positive toward students' learning. Chang (2002) examined six different sets of SHS English textbooks, exploring four issues of vocabulary: (1) the consistency in vocabulary with junior high school English textbooks, (2) the density of new words, (3) new-word distribution in the word frequency list, and (4) the size of new words. She reported that there were significant differences in word overlaps with junior high school English textbooks, the density of new words, selection of words by word frequency, and the number of new words among the six senior high school English textbooks. She offered insightful suggestions for textbook editing and evaluations, the quantity of new words, enhancement of vocabulary knowledge, multiple exposures to new words, and orientation of textbook selection. To sum up, word frequency counts from large corpora have an influence on language instruction and learning. In this study, word frequency list can help the determination of the different distribution of vocabulary use in the compositions of high-, mid- and low-achievement students.

Method

This section presents the research design of this study, including the participants and research materials, instruments, data collections and data analyses. All of them will be discussed in details below.

1. Participants and Research Materials

The participants in this study consisted of 195 first graders from six senior high schools in Kaohsiung City. They were Kaohsiung High School (高雄中學), Kaohsiung Girl High School (高雄女中), Chian Chen Senior High School (前鎮高中), Fu Chen Senior High School (福誠高中), National Kangshan Senior High School (國立岡山高中), and National Chimei Senior High School (國立旗美高中). The students who were involved in this study were further divided into three groups, that is, high-, mid-, and low-achievement groups. The criterion for grouping was the levels students got in the *Scholastic Aptitude Test*. Students who intended to enter a senior high school needed to take the test. This was the reason why it could be used as a grouping standard. Students sitting for the test would be placed into one of

the fifteen levels. If students' evaluated levels were higher than level 11 (including 11), these students would be regarded as members of the high-achieved group. Students whose levels were evaluated lower than level 5 would be considered the members of the low-achieved group. Students between level 6 and level 10 belonged to the mid-achieved group.

Research materials covered 1,170 compositions written by these students. They were asked to write compositions on all the following topics: *My Best Friends*, *My Favorite Things*, *Cell Phones*, *Friendships*, *My Relaxation*, and *On Lotteries*. The topics reflected students' real-life experience, and attracted the most commonly used vocabulary. All students were familiar with these topics.

2. Instruments

The powerful corpus software *CCLang*, a language processing program designed by C. C. Cheng (1999), was used to count the words of corpora in this study. The program had the functions of counting word frequency, total word tokens, concept words, graphic words, and sentence length. In this study, hyphenated words, such as *low-level* and *mother-in-law*, are regarded as two and three words respectively. Moreover, *Excel* in *Microsoft Office* is also used to cope with a great deal of graphic words, calculate the results of the collected data, and manage tables and figures.

3. Data Collection

To collect the data, the researcher first chose the appropriate senior high schools for this research. With schools determined, the purposes of this study were conveyed to English teachers of these schools, and they all showed enthusiasm to get involved in this study. The data-collection period lasted one semester. The teachers had their students write compositions of all the given topics. Students were given two class periods to finish writing each composition. A total of 1,170 compositions were collected for corpus analysis. The copies of students' compositions of each level were re-typed into *Word* document files for following transformations from *.doc to *.txt formats.

4. Data Processing

Data processing included several steps. First, the compositions collected from high-, mid- and low-achieved SHS students were computerized to form three corpora: *HA Corpus*, *MA Corpus* and *LA Corpus*. Second, the language processing program *CCLang* was executed to obtain the word frequency counts, total word tokens, graphic words and concept words of each corpus, and estimated the number of sentences and of words in each sentence. Third, the *Brown*

Corpus and the *LOB Corpus* served as the comparative corpora. The graphic word types in the comparative corpora were divided into seven frequency ranges. The most frequent 1-1000 words were grouped as frequency range I, 1001-2000 as II, 2001-3000 as III, 3001-4000 as IV, 4001-5000 as V, 5001-6000 as VI, and words occurring over 6001 were categorized as frequency range VII. Fourth, *HA Corpus*, *MA Corpus* and *LA Corpus* were compared with the comparative corpora. The results displayed the distributions of words used by high-, mid- and low-achieved SHS students.

Results and Discussion

This section showed the results of the collected data, and desired to give answers to the previous research questions. The following discussion would go ahead in terms of the sequence of the research questions in this study.

1. Basic Descriptions of Word Use in HA, MA and LA Corpora

Showing the basic description about the number of concept words, graphic words, total word tokens and means of sentence length, Tables 2, 3 and 4 intended to provide an answer to research question 1. For explicatory convenience, research question 1 was restated below.

Table 2 Concept and Graphic Word Types and Total Word Tokens of HA, MA and LA

Corpus	Concept Word Type	Graphic Word Type	Total Word Tokens
HA	3,010	4,157	69,404
MA	2,350	3,157	55,045
LA	1,787	2,334	51,596

[Research Question 1]

How many words can each group of students use in their compositions? How many words does each sentence contain? Do high-achieved students have better abilities in vocabulary use than mid- and low-achieved ones?

In accordance to Table 2, as far as the gathered data were concerned, there was a tendency to the effect that HA students had better abilities than MA ones who were, in turn, better than LA students in terms of vocabulary use. The statistics in the columns of concept and graphic word types demonstrated the same tendency. No matter which word type was taken into consideration, HA students always used more vocabulary in their compositions than MA and LA ones.

However, in Table 2, the total word tokens of each group were not equal to one another (i.e. HA > MA > LA); therefore, if word tokens were equal in every group, things might be different. In Table 3, corpora of HA, MA and LA were compared in five equal-word-token groups. The first contained randomly chosen 10,000 word tokens, while the last included randomly chosen 50,000 word tokens.

Table 3 Concept and Graphic Word Types in Randomly-Chosen Five Word Token Groups

Word Tokens	HA		MA		LA	
	CW	GW	CW	GW	CW	GW
1: 10,000	1,273	1,610	1,260	1,596	1,158	1,450
2: 20,000	1,804	2,327	1,732	2,276	1,519	1,963
3: 30,000	2,148	2,800	2,133	2,774	1,657	2,069
4: 40,000	2,445	3,294	2,251	2,943	1,709	2,209
5: 50,000	2,619	3,601	2,350	3,177	1,787	2,334

CW: Concept Word GW: Graphic Word

Results illustrated the following four aspects. First, no matter which individual word token groups were taken into account, there was always a tendency that HA students performed better than MA and LA ones, and MA students were better than LA ones in their composition vocabulary use.

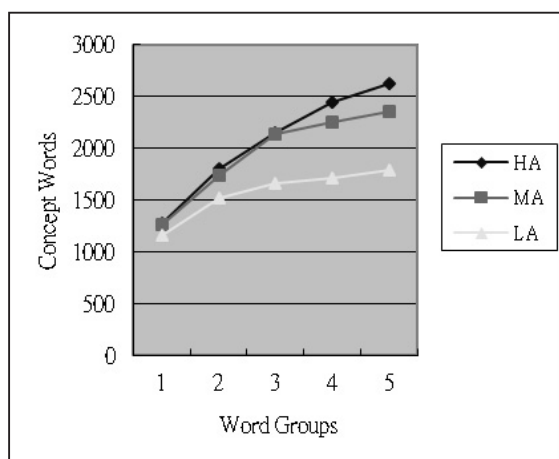


Figure 1: Concept Words of HA, MA and LA Students in Five Word Groups

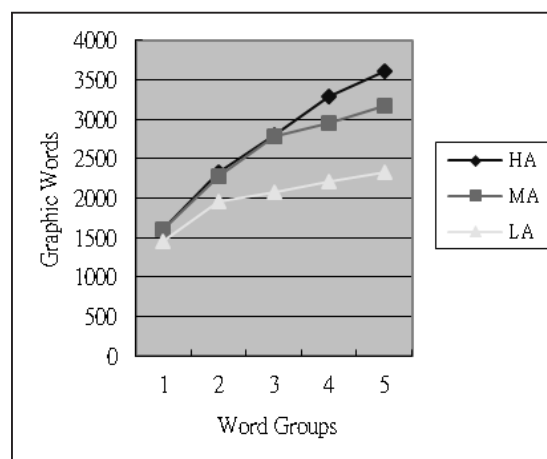


Figure 2: Graphic Words in HA, MA and LA Students in Five Word Groups

Next, in terms of HA, MA and LA, Figure 1 and Figure 2 showed an increasing tendency of concept and graphic word types when the total word tokens were enlarged gradually. Specifically, the more word tokens there were in corpora, the more concept and graphic word

types there would be. However, the increasing degrees were not the same among these three achievement groups. Third, in terms of concept and graphic word types, there was only slight difference between HA and MA in the first three word token groups, shown in the two figures above. More difference of vocabulary use occurred in the last two word token groups. That is, to distinguish HA from MA, the focus was supposed to be placed on the vocabulary use at and above the fourth word token group.

Last, LA students performed differently from HA and LA ones at and above the second word token group. Thus, to distinguish LA from HA and LA, the focus should be placed on the vocabulary use at and above the second word token group. This result demonstrated that LA students had limited abilities of vocabulary use in their compositions. They only had a restrictive number of words ready for use in compositions.

Table 4 Composition Number, Total Sentences and Sentence Length of HA, MA and LA Students

Corpus	Com.	Total S	Total WT	Words in each Com.	SL
HA	400	5,071	69,404	173.51	13.69
MA	400	4,232	55,045	137.61	13.04
LA	400	4,247	51,596	128.99	12.21

Com.: Compositions S: Sentence WT: Word Token SL: Sentence Length

Besides, the sentence length (SL) was shown in Table 4. SL was the ratio of total word tokens to total sentences. HA, MA, and LA corpora consisted of 5,071, 4,323 and 4,247 sentences respectively. The ratios showed that SL of HA students are longer, as compared with those of MA and LA ones. In addition, 400 compositions of each group were computerized into HA, MA, and LA Corpora. In terms of total word tokens, the means of word number in each composition for each group are 173.51, 137.61 and 128.99 respectively. The statistics also showed that more words were used in HA students' compositions than those of MA and LA students.

To be brief, based on this study, HA students showed not only the quantity (e.g. SL, words in each sentence.) but also the quality (e.g. concept and graphic word types) in vocabulary use when writing their compositions.

2. Lexical Density Index of HA, MA and LA Corpora

The lexical density indexes in compositions of HA, MA and LA students were shown in Table 5. The density indexes were the ratios of graphic words to total word tokens, indicating the variation and repetition of graphic word types in students' compositions. A higher percentage

stood for few different word repetitions (Nation, 1990; Read, 2000). The higher the lexical density index was, the more graphic words were utilized in compositions. What's more, the higher density index of a composition also implied more challenges in reading it, that is, more variation of words in students' compositions. Table 5 desired to answer research question 2, restated below.

[Research Question 2]

How is the lexical density of words of each group of students? Are compositions of high-achieved students more difficult to read than those of mid- and low-achieved ones?

Table 5 Lexical Density Indexes of HA, MA and LA Students in Total Word Tokens

Corpus	Graphic Words	Total Word Tokens	G / T Ratio
HA	4,157	69,404	1:16.7 (5.99%)
MA	3,157	55,045	1:17.44 (5.73%)
LA	2,334	51,596	1:22.11 (4.52%)

Table 5 indicated that the density index of HA students (5.99%), higher than those of MA and LA students (5.73% and 4.52%), meant that there was more lexical variation on the one hand, and, on the other hand, more graphic words were used in their compositions. Nonetheless, in Table 5, the total word tokens of each achievement groups were not equal to one another (i.e. HA > MA > LA). Hence, more objective results could be acquired if word tokens were equal in every group. Table 6 was the corpora of HA, MA and LA in five equal word token groups.

Table 6 Lexical Density Indexes of HA, MA and LA Students in Five Word Groups

Word Tokens	HA G / T Ratio	MA G / T Ratio	LA G / T Ratio
1: 10,000	1:6.21 (16.10%)	1:6.27 (15.96%)	1:6.9 (14.50%)
2: 20,000	1:8.59 (11.64%)	1:8.79 (11.38%)	1:10.19 (9.82%)
3: 30,000	1:10.71 (9.33%)	1:10.81 (9.25%)	1:13.43 (7.45%)
4: 40,000	1:12.14 (8.24%)	1:13.59 (7.36%)	1:17.14 (5.84%)
5: 50,000	1:13.89 (7.20%)	1:15.74 (6.35%)	1:21.42 (4.67%)

Results demonstrated three significant points. First, as for individual word token groups, the lexical density of HA students was always higher than those of MA and LA ones. As compared with MA and LA students, HA students used more graphic word types in their compositions, and

this implied more challenges of reading their compositions.

Next, in terms of individual achievement groups, there was a decreasing tendency when the corpora were made up of more word tokens. Figure 3 showed that HA and MA students had almost the same abilities in vocabulary in the first three word token groups. At and above the fourth group, differences appeared between HA and MA. In other words, when there were more word tokens in the corpora, HA students performed better than MA ones in vocabulary use.

Third, as in Figure 3, LA students' abilities in vocabulary use were much worse than HA and MA ones'. No matter which word token group was under discussion, the lexical density index of LA students was lower than those of HA and MA ones. That is, when total word tokens increased in LA corpus, fewer new graphic words were added, which indirectly proved that LA students did not perform as well as HA and MA ones.

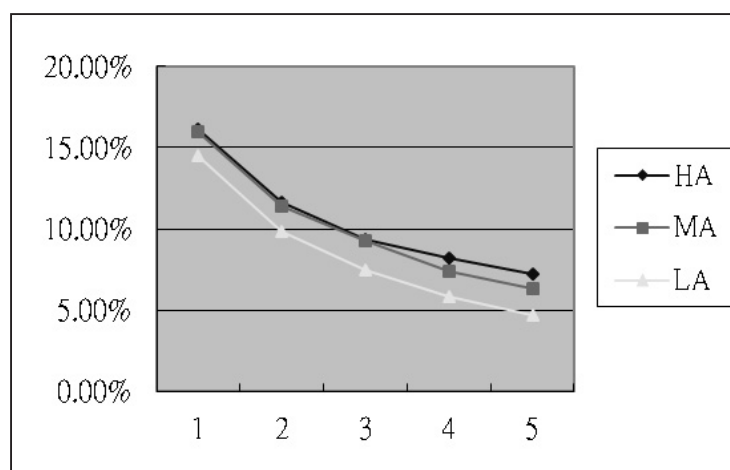


Figure 3: Percentage of Lexical Density of HA, MA and LA Students in Five Word Groups

3. Word Distribution of HA, MA and LA Corpora in the *Brown Corpus* and the *LOB Corpus*

In this section, the distribution of graphic words of HA, MA and LA corpora in the *Brown Corpus* and the *LOB Corpus* would be presented and discussed. Table 7 and Table 8 showed the number of graphic words in seven frequency ranges I-VII (hereafter, FR I-VII) in the *Brown Corpus* and the *LOB Corpus* and intended to answer research question 3.

[Research Question 3]

With the *Brown Corpus* and the *LOB Corpus*, do word distributions showed any difference among the three groups of SHS students?

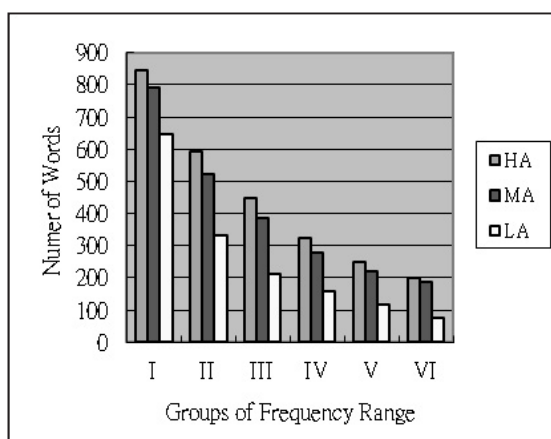
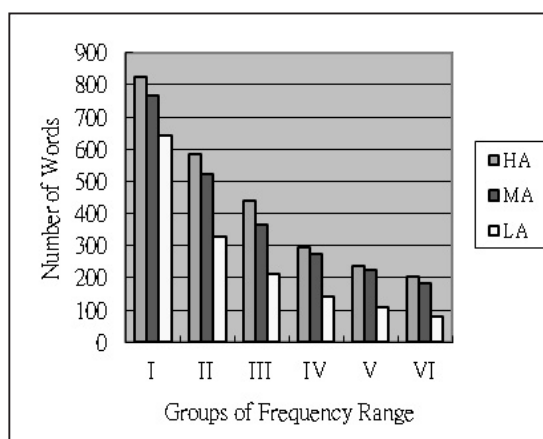
Table 7 Distribution of Words of HA, MA and LA Student in the *Brown Corpus*

Corpus	I	II	III	IV	V	VI	VII	I-VI
HA	846	594	450	323	248	201	1,495	2,662
MA	792	523	385	279	222	187	769	2,388
LA	647	331	213	160	116	76	791	1,543

Table 8 Distribution of Words of HA, MA and LA Sturdents in the *LOB Corpus*

Corpus	I	II	III	IV	V	VI	VII	I-VI
HA	824	584	439	294	239	205	1,572	2,585
MA	765	523	367	274	225	182	821	2,336
LA	641	330	211	141	109	82	820	1,514

Note that, in all achievement groups, FR VII contains more words than FR I to FR VI. The reason why more words existed in FR VII than in FR I to FR VI was that students used many proper nouns (e.g. Chinese names and food names) and place names (Kaohsiung, Chia-i and Taitung), all of which were rarely used in American and British English, and thus were grouped in FR VII. As a result, FR VII contained more words and occupied higher percentages. Table 7 and Table 8 superficially displayed that, not having equal word tokens, HA students could use more words than MA ones who, in turn, performed better than LA ones in vocabulary use, as shown in Figures 4 and Figure 5. It seemed that HA was actually the best among the three achievement groups in using the first 6,000 words in the *Brown Corpus* and the *LOB Corpus*.

Figure 4: Word Distribution of HA, MA and LA Students in the *Brown Corpus*Figure 5: Word Distribution of HA, MA and LA Students in the *LOB Corpus*

Yet, in terms of the percentages of word distributions, things would be different. Table 9 and Table 10 presented the percentage of word distribution of HA, MA and LA groups in

the *Brown Corpus* and the *LOB Corpus* respectively. As far as each achievement group was concerned, there was a decreasing tendency from FR I to FR VI. That is, FR I was the highest and FR VI was the lowest. In addition, among the words they could use, MA students distributed a higher percentage (i.e. 69.72%) in FR I to FR VI of the *Brown Corpus* and the *LOB Corpus* than LA students (i.e. 62.85 %) who, in turn, was higher than that of HA students (i.e. 59.20 %).

Table 9 Percentage of Word Distribution of HA, MA and LA Corpora in the *Brown Corpus*

Corpus	I	II	III	IV	V	VI	VII	I-VI
HA	20.35%	14.29%	10.83%	7.77%	5.97%	4.84%	35.96%	59.20%
MA	25.09%	16.57%	12.20%	8.84%	7.03%	5.92%	24.36%	69.72%
LA	27.72%	14.18%	9.13%	6.86%	4.97%	3.26%	33.89%	62.85%

Table 10 Percentage of Word Distribution of HA, MA and LA Corpora in the *LOB Corpus*

Corpus	I	II	III	IV	V	VI	VII	I-VI
HA	19.82%	14.05%	10.56%	7.07%	5.75%	4.93%	37.82%	62.18%
MA	24.23%	16.57%	11.62%	8.68%	7.13%	5.76%	26.01%	73.99%
LA	27.46%	14.14%	9.04%	6.04%	4.67%	3.51%	35.13%	64.86%

For easily interpreting the results, Figure 6 and Figure 7 showed the word distribution percentages in FR I to FR VI in the *Brown Corpus* and the *LOB Corpus*, and revealed several significant points. First, no matter which corpus was considered, the percentage of MA students was higher than those of HA and LA ones, except in FR I. This implied that, according to the vocabulary they use, MA students would distribute higher percentages in FR II to FR VI than HA and LA students.

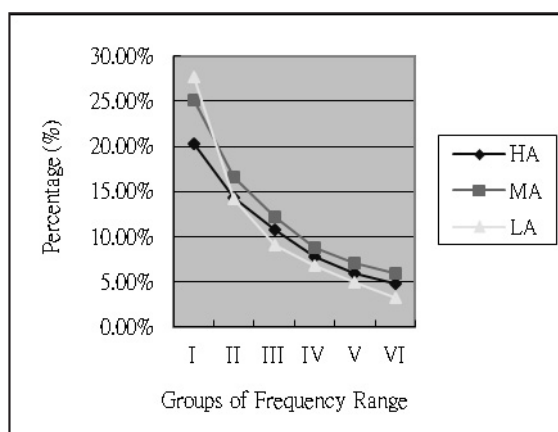


Figure 6: Percentage of Word Distribution of HA, MA and LA Students in the *Brown Corpus*

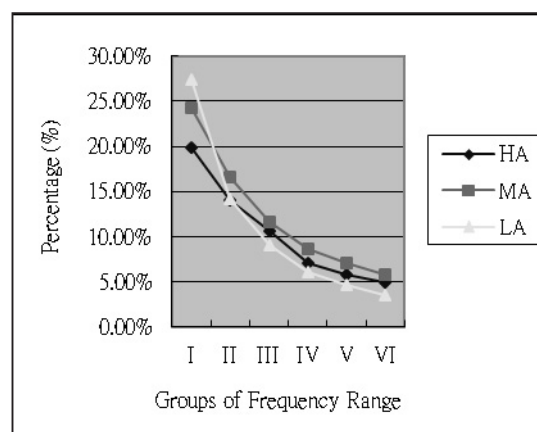


Figure 7: Percentage of Word Distribution of HA, MA and LA Students in the *LOB Corpus*

Second, except in FR I, as compared with LA students, HA ones distributed more percentages of word distribution from FR II to FR VI, which meant, with more graphic words in hand, HA students also performed better in distributing the words than LA students. Third, all in all, LA students did not perform as well as HA and MA students not only in the total number of graphic words, but also in the percentages of word distributions in FR I to FR VI. What's worse, from FR I to FR VI, LA students distributed the highest percentage in FR I. The quantity and quality evidence showed that vocabulary use in compositions of LA students should be further improved, and vocabulary learning strategies should be taught to them to strengthen their vocabulary abilities.

Generally, this study showed that HA students performed better than MA and LA students. However, attention should be paid to MA students. As previously stated, MA students did not perform worse than HA students in the first three word token groups in terms of graphic word counts and lexical density, and even performed better than HA students in the *Brown Corpus* and the *LOB Corpus*. This phenomenon suggests that teachers should help MA students to promote their vocabulary. For them to reach HA students' level, some strategies can be utilized. First, teachers' "frequent impromptu reminders of 'rules' for good language learning (in the present case, vocabulary learning) and encouragement of discussion and clarification" is necessary in the class (Brown, 2001: 213). This will assist MA students, as well as HA and LA students, to develop their self-awareness of their own learning styles. Second, teachers are suggested to use strategies-based instruction (SBI) in class. Specifically, SBI would help MA students to understand themselves better and develop language-learning strategies. For teachers' reference, Brown (2001:377) proposed five guidelines for communicative treatment of vocabulary instruction: (a) allocate specific class time to vocabulary learning; (b) help students to learn vocabulary in context; (c) play down the role of bilingual dictionaries; (d) encourage students to develop strategies for determining the meaning of words; (e) engage in "unplanned" vocabulary teaching. Third, MA as well as LA students can also benefit from HA students' sharing of their experience in writing and vocabulary learning, which can help MA and LA students realize what kinds of good vocabulary learning strategies HA students possess. Fourth, teacher can assist students to increase their vocabulary size by extensive reading (Day & Bamford, 1998, Green & Oxford, 1995, Krashen, 1993). Extensive reading is the key to students to get reading ability, linguistic competence, vocabulary, spelling and writing. As a result, instructional or extracurricular programs ought to give strong consideration to include the teaching of extensive reading. All suggestions above, but not limited to these only, will definitely cultivate students' abilities in vocabulary learning and use not only in the present but in the future as well.

Conclusion

1. Main Findings of this Study

This corpus-based study compared the vocabulary use in compositions of SHS students with different achievement levels. The major findings were summed up as follows. First, in concept and graphic word types, whether the total word tokens were equal or not, HA students performed better than MA and LA ones. Moreover, the average length of compositions and sentences of HA was also higher than those of MA and LA. This result showed that HA students had better abilities in vocabulary use than MA and LA students. Second, as far as lexical density was concerned, whether the total word token were equal or not, the percentage of HA students was always higher than those of MA and LA students. This implied more lexical variation in HA students' compositions and more challenges of reading their compositions. Most results in this study showed that HA students were the best users of vocabulary in compositions than MA and LA ones. Third, in terms of the distribution percentage of HA, MA and LA students in the *Brown Corpus* and the *LOB Corpus*, though not using as many words as HA students, MA students distributed higher percentage from FR II to FR VI than HA and LA students.

2. Pedagogical Implications

Though many factors (i.e. grammar, organizations, etc.) have effects on students' compositions, this study showed that vocabulary indeed played a crucial role in language learning, as indicated in Chuang (2000). The findings of this study provide several pedagogical implications. First of all, corpus analyses should be implemented in the classrooms. To possess better understandings about the vocabulary use of their students, teachers ought to use corpus analyses as foundations for language research. On the basis of corpus analysis of students' compositions, teachers would understand their vocabulary use better, and know how to strengthen their vocabulary through teaching appropriate learning strategies of vocabulary (McCarthy, 1999; Meijs, 1996; Partington, 1998).

Second, this study presents language teachers with a brief understanding of the word distributions of SHS school students with three different achievement levels. In this way, teachers will have a clear picture about what their students are supposed to be promoted. Third, LA students focus themselves on using high-frequency words in their compositions. High-frequency words are suitable for low-achievement foreign language learners, but only these words cannot enrich and deepen their compositions; more words are required in order to promote their quality of writing. Hence, teachers should have them familiarize new words and constantly review these words by extensive reading (Smith, 1997; Ediger, 1999) and useful instructional methods (Avila & Sadoski, 1996; Foil & Alber, 2002; Huang, 1997; Rekrut, 1996).

3. Limitations of this Study and Suggestions for Further Research

Several limitations awaiting further research exist in the study. First, only 195 senior high school students were involved in this study. More subjects are required so as to get more objective data and analytical results. Second, this study includes only six familiar topics, by which students can write down their words without much pressure. However, it is suggested that further studies should cover much wider topics. With more data collected from multiple dimensions, the results will become much more objective.

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