

# Error Analysis of English Word Recognition of Junior High School Students

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The study aimed at understanding the error patterns of English word recognition of junior high school students, and investigating the differences in the error-word patterns among students at different grades and at different levels of English achievement. The study used the norm samples of “English Word Recognition Test for Junior High and Elementary School Students” as populations, and chose 290 students from grade 7 to grade 9 as subjects to conduct the error analysis, based on their errors in the test. The results of the study were as follows: the error patterns of English word recognition could be divided into eight phoneme error patterns and six semantic error patterns. The highest percentage of phoneme error patterns of students at different grades was the type of “vowel confusion”. In the aspect of semantic error patterns, the commonest error pattern was “semantic confusion”. The highest percentage of phoneme error patterns for junior high students at high, medium, and low English achievement was in “vowel confusion”. The commonest semantic error for the students of medium and high English achievement was “semantic confusion”, and the one for the students of low English achievement was “semantic error caused by phoneme similar”.

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