IRREGULARITIES IN VOCABULARY LOAD AND DISTRIBUTION IN SAME LEVEL TEXTBOOKS WRITTEN BY DIFFERENT WRITERS

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Abstract

A syllabus provides a focus for what to be studied and how the contents should be selected and sequenced. In Malaysia, the syllabus has an additional role that is to guide the textbook writers in producing textbooks for school use. The English Language Programmes for Malaysian secondary schools provide more than one textbook for every academic level. These textbooks must comply with the syllabus in order to achieve the same learning objectives at the end of each programme. There will also be public examinations at the end of Form Three and Form Five. Two Form 2 textbooks were chosen and WordSmith 3.0 was used to analyse these textbooks to identify whether the textbooks were similar and had included all the contents listed in the syllabus. The findings show that one of the textbooks is relatively better that the other in terms of types, distribution of words, presentation of items in the syllabus and repetition of new linguistic items throughout the textbook. This reveals that ad hoc writing of textbooks by different writers for a similar level can lead to irregularities, the most severe problem being non-conformity to syllabus requirements.

Keywords: distribution of words, presentation of items, repetition of new linguistics items, textbooks, Wordsmith 3.0, syllabus requirements

INTRODUCTION

Mc Kay (1978) says that a syllabus provides a focus for what should be studied, along with a rationale for how that content should be selected and ordered (cited in Brown, 1995). Brown (1995) stresses on the necessity of a syllabus to be detailed as to ensure that the desired content for the course or programme is covered in a standard sequence. These definitions emphasize that a syllabus should provide information on what to be studied, how to select the content, how to sequence the content to ensure standardisation of the course or programme throughout.

Standardisation of course / programme is important and it is the job of the syllabus to ensure that the course / programme is carried out in a

100

Mukundan, Jayakaran
Irregularities in Vocabulary Load and Distribution in Same Level
Textbooks Written by Different Writers

standard manner. In Malaysia, textbooks are provided for each academic level. However, schools from different zones are prescribed with different textbooks though the levels are the same. This is one of the reasons why the textbooks prescribed for the same level need to comply strictly with the requirements of syllabus. Another reason is that the national examinations are set based on the syllabus. The textbooks should provide equal input for the students. It would be unfair for students from areas where supplementary materials are inaccessible and the textbooks are their sole source to the language.

AIM OF THE STUDY

The aim of the study is to find out whether two textbooks of the same level follow what is suggested by the syllabus. For this study, two Form 2 textbooks are used and a computer programme called WordSmith 3.0 is used to analyse these textbooks to gather the relevant information for the following research questions.

(1) To what extent are there differences between two books written for the same level and directed by the same syllabus?

(2) To what extent are there differences between the content in books and the syllabus requirements?

LIMITATION OF THE STUDY

The findings of this study are confined to the textbooks analyzed only. No generalization should be made on other textbooks prescribed for the Malaysian Secondary School English programme.

METHODOLOGY

This study looks at two textbooks used for teaching English Language to Form 2 students. Textbook 1 consists of 17 units covering the four skills: listening, speaking, reading and writing, as well as grammar structures and vocabulary. These units are grouped under six themes namely At Work, Spare Time, Going Places, Knowing Things, Dear John and Local Events. Each unit consists of twelve pages and is composed of seven different sections. The sections are i) Language Point, ii) Practice, iii) Listening, iv) Reading, v) Study Skills, vi) Writing and vii) Enrichment. All these sections are integrated as they are linked both thematically and grammatically.

Textbook 2 consists of twenty-two different units with four revision units after every four to five units. It is divided into seven different sections. The sections are i) Listen Well, ii) Pronounce Well, iii) Speak Well, iv) Read Well, v) Use Grammar Well, vi) Write Well and vii) Enrichment. It covers all the four skills of Listening, Speaking, Reading and Writing, while "Pronounce Well" focuses on accuracy of pronunciation and intonation and Use Grammar Well focuses on accuracy of the grammatical structures.

The syllabus provides a list of words to be taught in the Form II English Language programme. The vocabulary items are spread into fifteen different contexts. These items need to be taught in the context under which they are listed or in other relevant contexts. Most of the vocabulary items have been introduced earlier, either in the Primary School English Language Programme or in the Form 1 suggested vocabulary. (Pusat Perkembangan Kurikulum, 1992).

Each page of the selected Form II English textbook and the suggested word list in the Form II syllabus are scanned into the computer using a high-speed scanner, to convert them into the Tagged Image File format (TIF). The image files are saved in the computer hard disk before they go through the Optical Character Recognition (OCR) process to convert all the TIF files into computer text files (.txt). The text files have to be checked for errors manually before they are saved and renamed according to the respective units of the textbook. Three of the WordSmith Tools 3.0, the KeyWord tool, the WordList tool and the Concord tool are used to analyze the text files.

RESULTS AND DISCUSSION

The study will look at some general statistics of the textbooks such as the number of pages, units, words, density ratio and consistency ratio. It will also look at the distribution of vocabulary in general and in comparison to the suggested word list in the Form 2 syllabus. This will help to determine whether all the contents in the syllabus are found in the textbooks. The distribution and recycling of the vocabulary will be checked for adequacy. One of the grammar forms, that is the use of sequence connectors will be used to check the presentation and sufficiency of practice and recycling of the items throughout the textbooks.

The presentation of the findings and the discussion will follow the order of the research questions stated earlier.

To what extent are there differences between two books written for the same level and directed by the same syllabus?

General Statistics of the textbooks.

Textbook 1 consists of 203 number of pages and the lessons are divided into 17 different units. Each unit has an average 12 pages. There are 48,929 tokens and 3,856 types. The text density ratio is 0.1 and the text consistency ratio is 12.7.

Textbook 2 consists of 219 numbers of pages and the lessons are divided into 22 different units including four revision units. There are 41,441 tokens and 3,678 types. The text density ratio is 0.1 and the text consistency ratio is 11.3. Table 1 shows the statistics of both texts.

Table 1: Summary of the Statistics of Textbook 1 and Textbook 2

	Textbook 1	Textbook 2
No of Pages	203	219
No of Units	17	22
Average No of Pages Per Unit	12	10
Tokens	48 929	41 441
Types	3 856	3 678
Density Ratio	0.1	0.1
Consistency Ratio	12.7	11.3

The statistics in Table 1 shows that Textbook 1 has more tokens and types that Textbook 2, even the total number of pages and units are less that the later. Three possibilities may contribute to this outcome. First, Textbook 2 could contain more graphical presentation. Secondly, Textbook 2 could contain more "white space" (which according to the principles of materials development is essential) than the previous textbook and finally Textbook 1 has less graphical presentation and less use of white spaces.

Text Density Ratio

The Wordlist Tool is used to provide this information. The proposition of types and tokens shows the density of the text (Nation, 1990). It is calculated by dividing the number of types by the number of tokens found in the textbook. It measures the text intensity. The higher the ratio, the more compact the textbook becomes. Table 2 shows the total number of tokens and the total number of types and the density ratio of each unit in Textbook 1.

Table 2: Token, Types and the Density Ratio of Units of Textbook 1

Text File	No of Pages/Unit	Tokens	Types	Density Ratio
Unit 1	12	2,290	505	0.22

Unit 2	12	2,754	595	0.22
Unit 3	14	3,188	805	0.25
Unit 4	10	2,260	582	0.26
Unit 5	13	3,132	673	0.21
Unit 6	12	2,985	677	0.23
Unit 7	10	2,361	592	0.25
Unit 8	12	2,126	533	0.25
Unit 9	10	2,491	645	0.26
Unit 10	12	3,286	664	0.20
Unit 11	10	2,432	583	0.24
Unit 12	10	2,688	574	0.21
Unit 13	12	2,887	733	0.25
Unit 14	12	3,247	845	0.26
Unit 15	14	3,774	894	0.24
Unit 16	12	3,422	878	0.26
Unit 17	15	3,606	770	0.21

From the information in Table 2, it can be seen that the total number of pages for each unit is not distributed evenly as it claims. However, on average, the total number of pages per unit is 12 pages. The total number of tokens varies from one unit to another. The number of types introduced in the units also shows a similar pattern.

This can clearly be seen in Figure 1 that displays the total number of tokens in each unit in the textbook. Unit 15, *Writing Letters*, has the highest number of words (3774 words), while Unit 8, *Finding the Way*, has the lowest number of words (2126 words) in the textbook. It shows some inconsistency in the distribution of words for every twelve-page unit in the textbook.
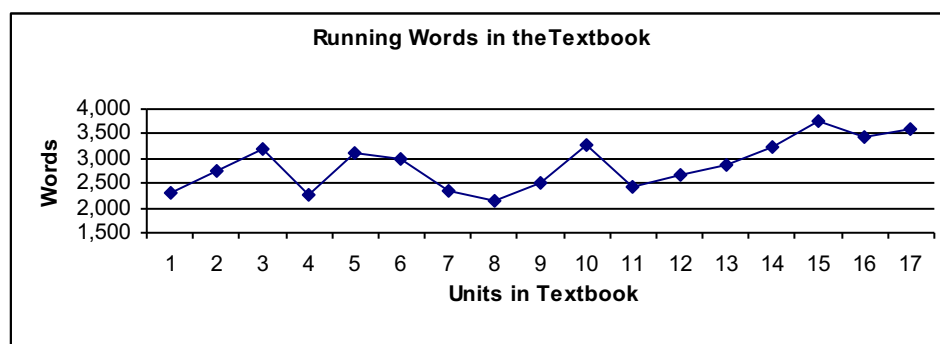

Figure 1: The Total Number of Tokens in Textbook 1

104

Mukundan, Jayakaran
Irregularities in Vocabulary Load and Distribution in Same Level
Textbooks Written by Different Writers

The same pattern is expected from the total number of types introduced in each unit. Figure 2 shows the number of types being introduced in each unit in the textbook. Unit 15 (894 words) has the highest number of different words and the lowest is Unit 1 (505 words).
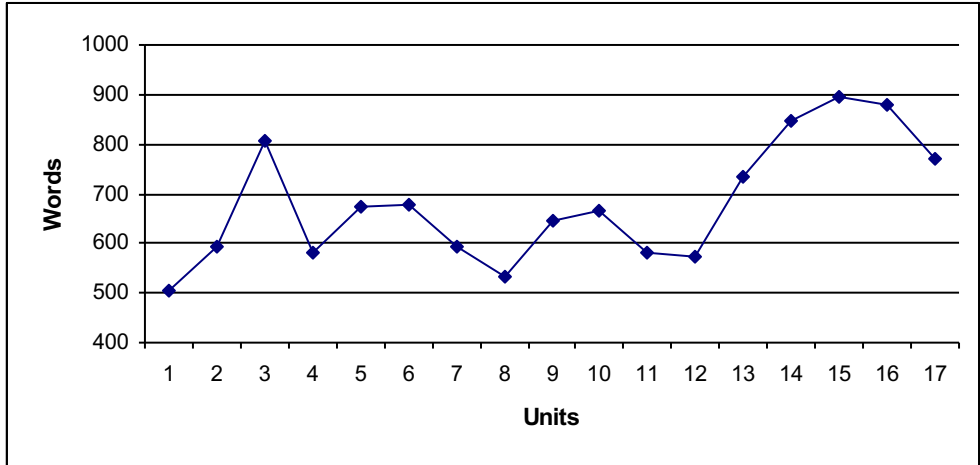

Figure 2: The Total Number of Types in Textbook 1

The text density ratio, which refers to the compactness of the text, will further prove that inconsistency of number of words in each unit in the textbook. The density ratio of each unit should be consistent to indicate that the words are equally distributed throughout the units, which is not in this case. Figure 3 shows the fluctuation of the density ratio of all units in the textbook

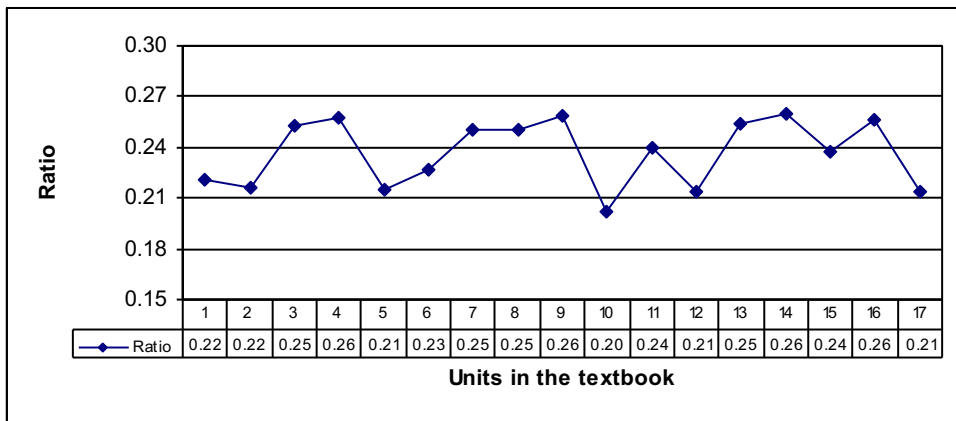|	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ratio	0.22	0.22	0.25	0.26	0.21	0.23	0.25	0.25	0.26	0.20	0.24	0.21	0.25	0.26	0.24	0.26	0.21

Figure 3: The Density Ratio of Units in Textbook 1

Table 3 shows the total number of tokens and the total number of types in the textbook and the density ratio of each unit in Textbook 2.

Table 3: Token, Types and the Density Ratio of Units of Textbook 2

Text File	No of Pages / Unit	Token	Types	Density
1	10	1,648	415	0.3
2	13	1,938	349	0.2
3	11	2,003	426	0.2
4	8	1,466	388	0.3
5	10	1,774	404	0.2
6	6	1,397	353	0.3
7	13	2,073	551	0.3
8	9	2,081	491	0.2
9	9	1,837	441	0.2
10	11	2,090	557	0.3
11	11	2,273	548	0.2
12	7	1,266	384	0.3
13	9	2,004	498	0.2
14	11	2,178	508	0.2
15	11	1,495	395	0.3
16	12	2,504	447	0.2
17	8	1,517	452	0.3
18	10	2,209	523	0.2
19	12	2,449	595	0.2
20	10	2,046	492	0.2
21	9	1,396	444	0.3
22	8	1,797	485	0.3

From the information in Table 3, it can be seen that the total number of pages for each unit is not distributed evenly. On the average, each unit has 10 pages. The total number of tokens varies from one unit to another. The number of types introduced in the units also shows a similar pattern.

This can clearly be seen in Figure 4 that displays the total number of tokens in each unit in the textbook. Unit 16 *Following Timetables* has the highest number of tokens (2504 words) and Unit 12 *Revision 2* has the lowest number of tokens (1266 words). The fluctuation in the total number of tokens is not severe if all the four revision units are excluded from the analysis. Units 6, 12, 17 and 22 are revision units and if these four units

are excluded, the fluctuation becomes mild except between Unit 14 *Understanding Diagrams* and Unit 16 *Following Timetables*. Refer to Figure 4.1.
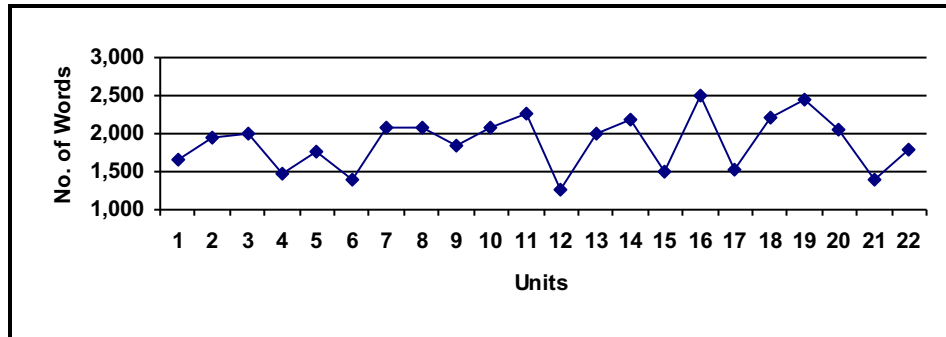
Figure 4: The Total Number of Tokens in Textbook 2
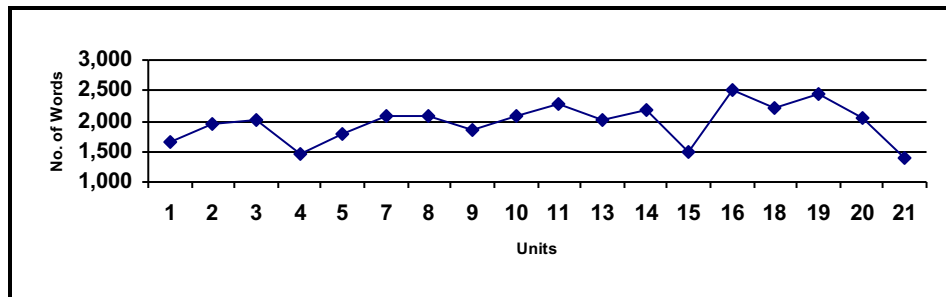
Figure 4.1:   The Total Number of Tokens in
                   Textbook 2– without revision units

The same pattern is expected from the total number of types introduced in each unit. Figure 5 shows the number of types being introduced in each unit in the textbook. Unit 19 U*nderstanding Cause and Effects* has the highest number of types (595 words) and Unit 2 *Getting to Places* has the lowest number of types (349 words) in the textbook. The four revision units do not cause major fluctuation as these units use words and structures taught earlier to strengthen students' knowledge.
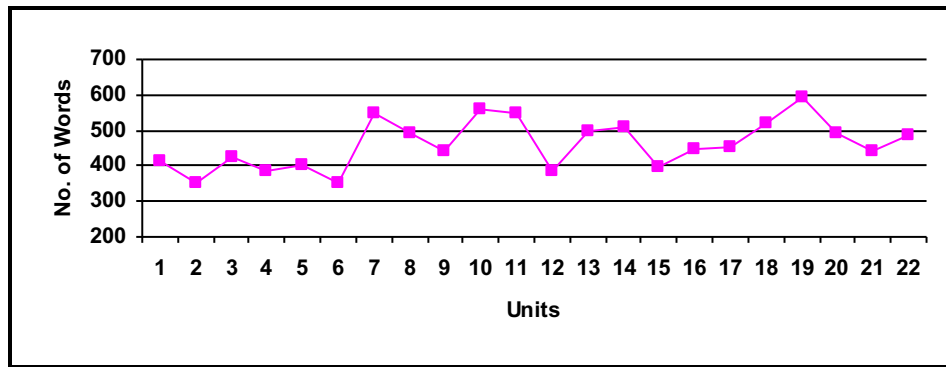
Figure 5: The Total Number of Types in Textbook 2

The text density ratio, which refers to the compactness of the text, will further prove that inconsistency of number of words in each unit in the textbook. The density ratio of each unit should be consistent to indicate that the words are equally distributed throughout the units, which is not in this case. Figure 6 shows the fluctuation of the density ratio of all units in the textbook. The range of the ratio is between 0.18 and 0.32, with a mean of 0.24.
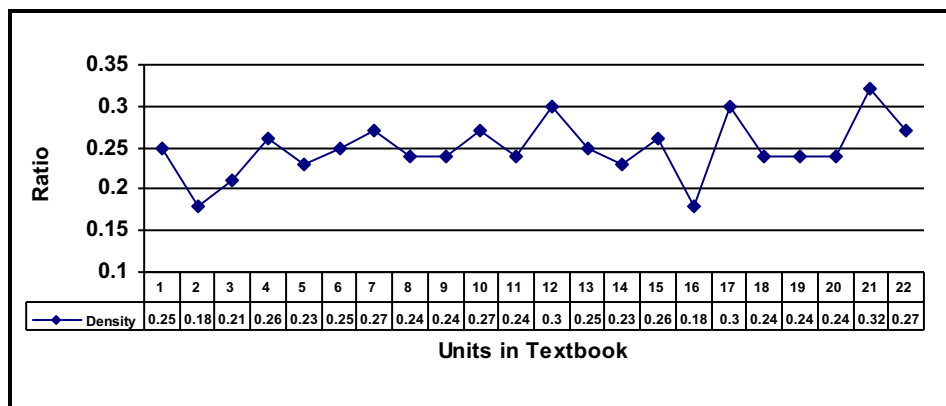
Figure 6: The Density Ratio of Units in Textbook 2

Text Consistency Ratio

The consistency ratio is calculated by dividing the number of tokens by the number of types found in the text (tokens/types). It measures the consistency of the introduction of new vocabulary in the text. For example if the consistency ratio of a textbook is 12.7, it means that the introduction of a new word should be done after 12.7 of running words have been covered. In other words, the introduction of every new word *will only be done at every 12.7 interval.*

Table 4 shows the consistency ratio of each unit in Textbook 1. The range of the consistency ratio is between 3.8 and 4.9, with a mean ratio of 4.25. Figure 7 provides a clear picture of the consistency of introducing new words in each unit. A mild fluctuation in the ratio suggests that the textbook has a certain level of consistency in the introduction of new words in each unit.

Table 4: Text Consistency Ratio for Each Unit in Textbook 1

Text File	Tokens	Types	Consistency Ratio
Unit 1	2,290	505	4.5
Unit 2	2,754	595	4.6
Unit 3	3,188	805	4.0
Unit 4	2,260	582	3.9
Unit 5	3,132	673	4.7
Unit 6	2,985	677	4.4
Unit 7	2,361	592	4.0
Unit 8	2,126	533	4.0
Unit 9	2,491	645	3.9
Unit 10	3,286	664	4.9
Unit 11	2,432	583	4.2
Unit 12	2,688	574	4.7
Unit 13	2,887	733	3.9
Unit 14	3,247	845	3.8
Unit 15	3,774	894	4.2
Unit 16	3,422	878	3.9
Unit 17	3,606	770	4.7

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ratio	4.5	4.6	4.0	3.9	4.7	4.4	4.0	4.0	3.9	4.9	4.2	4.7	3.9	3.8	4.2	3.9	4.7

Chapters in the textbook
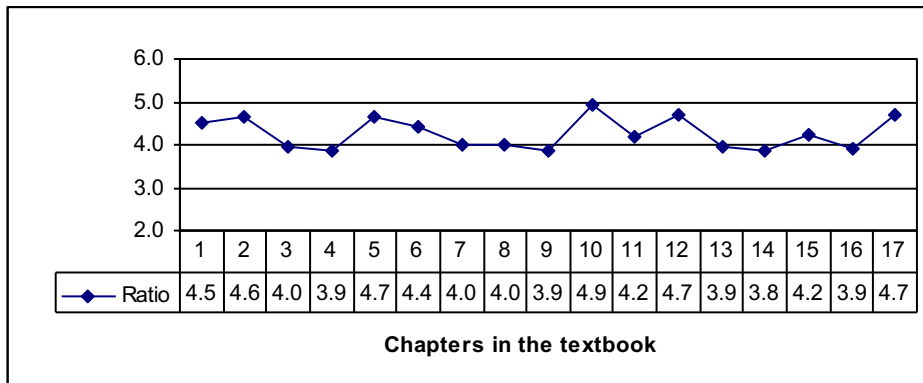
Figure 7: The Consistency Ratio of Units in Textbook 1

Table 5 shows the consistency ratio of each unit in Textbook 2. The range of the consistency ratio is between 3.1 and 5.6, with a mean ratio of 4.1.

Table 5: Text Consistency Ratio for Each Unit in Textbook 2

Text File	Token	Types	Consistency Ratio
Unit 1	1,648	415	4.0
Unit 2	1,938	349	5.6
Unit 3	2,003	426	4.7
Unit 4	1,466	388	3.8
Unit 5	1,774	404	4.4
Unit 6	1,397	353	4.0
Unit 7	2,073	551	3.8
Unit 8	2,081	491	4.2
Unit 9	1,837	441	4.2
Unit 10	2,090	557	3.8
Unit 11	2,273	548	4.1
Unit 12	1,266	384	3.3
Unit 13	2,004	498	4.0
Unit 14	2,178	508	4.3
Unit 15	1,495	395	3.8
Unit 16	2,504	447	5.6
Unit 17	1,517	452	3.4
Unit 18	2,209	523	4.2
Unit 19	2,449	595	4.1
Unit 20	2,046	492	4.2
Unit 21	1,396	444	3.1
Unit 22	1,797	485	3.7

Figure 8 provides a clear picture of the consistency of introducing new words in each unit. If not because of Unit 2 and Unit 16, the consistency ratio of Textbook 2 (SM) will not fluctuate seriously.
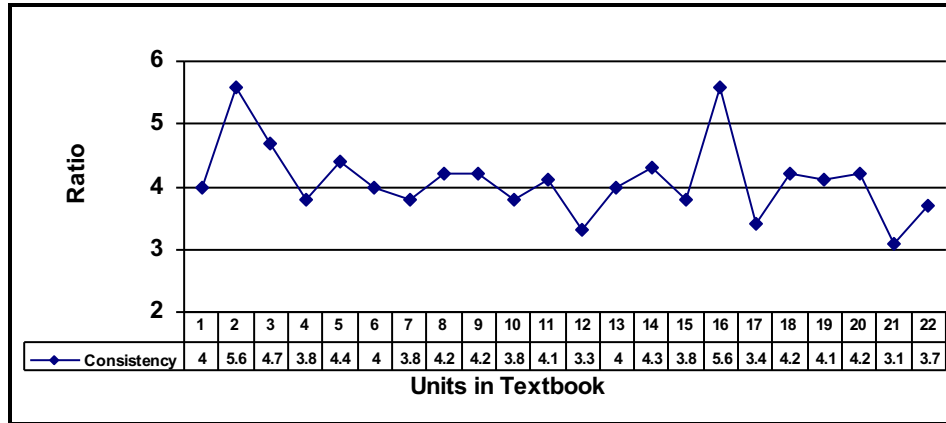
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Consistency	4	5.6	4.7	3.8	4.4	4	3.8	4.2	4.2	3.8	4.1	3.3	4	4.3	3.8	5.6	3.4	4.2	4.1	4.2	3.1	3.7

Units in Textbook

Figure 8: The Consistency Ratio of Units in Textbook 2

Comparison of Textbook 1 and Textbook 2

Table 6 displays the summary of tokens, types, density ratio and consistency ratio of units in both textbooks. Textbook 1 has more tokens and types compared to Textbook 2 and the differences of the two textbooks with respect to the total number of tokens and types, are very obvious.

As for the density and consistency ratios of units in both textbooks, on average, each unit in both textbooks has the same density and consistency ratio that is 0.24 and 4.1 respectively. This shows that there are no differences in the density and consistency ratios of all units in both textbooks. Figure 9 and 10, which show the density and consistency ratios of all units in both textbooks, confirm the findings.

Table 6: Summary of Tokens, Types, Density Ratio and
Consistency Ratio of units in both Textbooks

		Textbook 1	Textbook 2
	Highest	3774	2504
Tokens	Lowest	2126	1266
	Average	2878	1884
	Highest	894	595
Types	Lowest	505	349
	Average	679	461
	Highest	0.26	0.32
Density Ratio	Lowest	0.20	0.18

	Average	0.24	0.24
Consistency Ratio	Highest	4.9	5.6
	Lowest	3.8	3.1
	Average	4.1	4.1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
SM	0.25	0.18	0.21	0.26	0.23	0.25	0.27	0.24	0.24	0.27	0.24	0.3	0.25	0.23	0.26	0.18	0.3	0.24	0.24	0.24	0.32	0.27
FB	0.22	0.22	0.25	0.26	0.21	0.23	0.25	0.25	0.26	0.2	0.24	0.21	0.25	0.26	0.24	0.26	0.21					

Units in Textbook
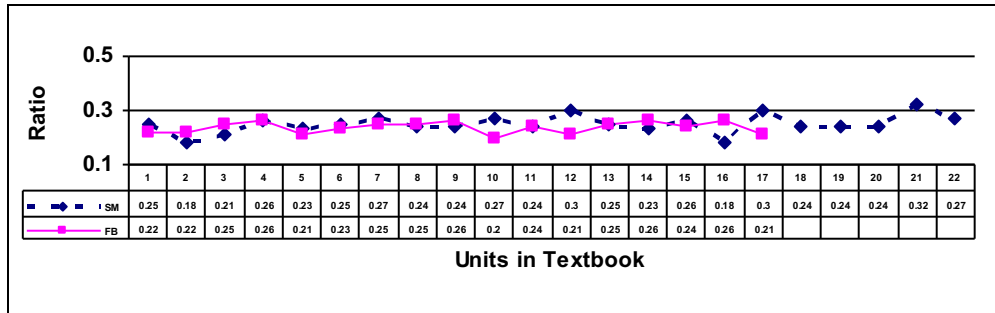
Figure 9: The Density Ratio of All Units

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
SM	4	5.6	4.7	3.8	4.4	4	3.8	4.2	4.2	3.8	4.1	3.3	4	4.3	3.8	5.6	3.4	4.2	4.1	4.2	3.1	3.7
FB	4.5	4.6	4	3.9	4.7	4.4	4	4	3.9	4.9	4.2	4.7	3.9	3.8	4.2	3.9	4.7					

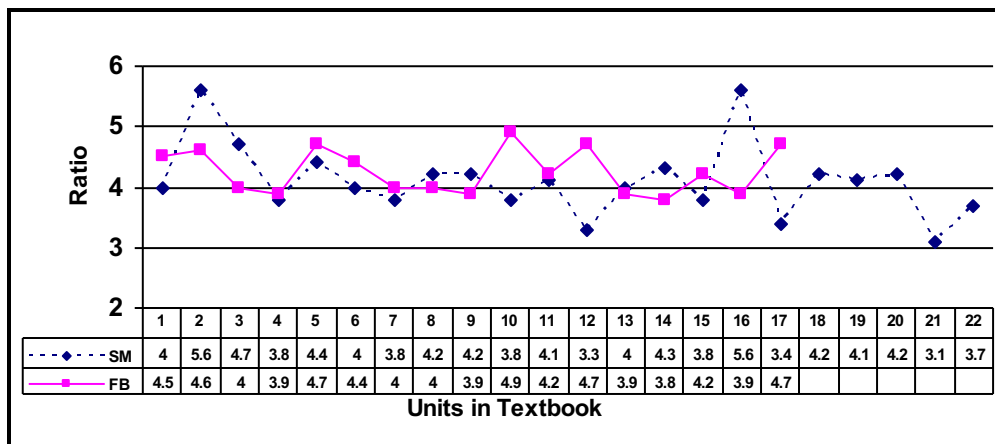**Units in Textbook**

Figure 10: The Consistency Ratio of All Units

Table 7 shows the results of the t-test. Levene's Test for equality of variance shows that at 5% level of significance, there is no significant difference between the variance of tokens, density and consistency ratios of the two textbooks, as p > 0.05. However, the two textbooks are significantly different in terms of types used in the textbooks.

112

Mukundan, Jayakaran
Irregularities in Vocabulary Load and Distribution in Same Level
Textbooks Written by Different Writers

Table 7: Results of the t-test

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
TOKENS	Equal variances assumed	3.648	.064	7.247	37	.000	994.4947	137.2234	716.4536	1272.5357
	Equal variances not assumed			6.928	27.428	.000	994.4947	143.5502	700.1691	1288.8202
TYPES	Equal variances assumed	6.644	.014	7.069	37	.000	218.1123	30.8559	155.5924	280.6322
	Equal variances not assumed			6.604	23.800	.000	218.1123	33.0253	149.9211	286.3035
DENSITY2	Equal variances assumed	1.324	.257	-1.285	37	.207	-1.1864	.9230	-3.0566	.6839
	Equal variances not assumed			-1.369	34.927	.180	-1.1864	.8664	-2.9453	.5726
CONSISTE	Equal variances assumed	.564	.457	.891	37	.378	.1484	.1665	-.1889	.4857
	Equal variances not assumed			.948	35.145	.349	.1484	.1565	-.1693	.4660

To what extent are there differences between the content in books and the syllabus requirement?

Distribution of vocabulary

The detailed consistency analysis provides information on the distribution of vocabulary in the whole textbook. Table 8 shows that out of 3856 different words in Textbook 1, only 1.7% (64 words) appear in all units. 8.04% of 3856 words (310 words) appear in half of the textbook (9 units). 51% (1966 words) appear once throughout the whole 17 units. The recurrence of words in this textbook is not balanced. The words are not being recycled enough.

Table 8: Distribution of Vocabulary in the Textbook 1

No of units covered	No of words appeared	No of units covered	No of words appeared
17	64	8	61
16	26	7	84
15	33	6	99
14	19	5	143
13	31	4	204
12	28	3	332
11	26	2	657
10	34	1	1966
9	49		

Table 9 shows the detailed consistency analysis for Textbook 2. It shows that 0.92% (34 words) appear in all units (22 units), 4.7% (172

words) appear in half of the textbook (11 units) and 56.4% (2075 words) appear once through out the entire textbook (22 units). The recurrence of words in this textbook is not balanced. The words are not recycled well.

Table 9: Distribution of Vocabulary in the Textbook 2

No of units covered	No of words appeared	No of units covered	No of words appeared
22	34	11	11
21	17	10	21
20	12	9	24
19	12	8	33
18	6	7	49
17	17	6	86
16	12	5	112
15	12	4	176
14	16	3	311
13	15	2	608
12	19	1	2075

Table 10 shows a comparison of the Detailed Consistency Analysis of Textbook 1 and Textbook 2. It shows that Textbook 1 has relatively better distribution of words than Textbook 2. Textbook 1 has higher percentages of words that appear in all units, words that appear in half of the textbook and it has a lower percentage of words that appear once throughout the entire textbook.

Table 10: Comparison of the Distribution of Vocabulary in the textbooks

	Textbook 1		Textbook 2	
Words that appear in all units	1.7%	64 words	0.92%	34 words
Words that appear in half of the textbook	8.04%	310 words	4.7%	172 words
Words that appear once	5.1%	1960 words)	5.6	2075 words

Vocabulary in the Syllabus VS Textbook

There are 329 suggested words / phrases in the Form II syllabus and 96 words are new words introduced in the Form II syllabus, while the remaining words are words that have been introduced earlier, either in the Form I syllabus or in the primary school syllabus. Words that share the same root word and have the same meanings are listed as one item and words that have the same form but with different meanings are listed as separate items. Table 11 shows the summary of new and old words/phrases suggested in the Form II syllabus.

114

Mukundan, Jayakaran
Irregularities in Vocabulary Load and Distribution in Same Level
Textbooks Written by Different Writers

Table 11: The Total Number of Words / Phrases in the Form II Syllabus

	Total No of Suggested words / phrases	Total number of new words / phrases
Instruction – how to do something	35	8
Directions – places in the town or village	29	2
Messages – apology, condolence, congratulations, help or advice	26	8
Stories – Moral values	14	6
Information – interest	5	
Information – places in town or village	32	9
Information – electrical appliances	12	6
Timetables – bus, train	23	6
Diagrams – parts of body, animals, plants	54	8
Occupation – teacher, fireman	19	7
Vehicle – bus, train	17	5
Description – crops, animals	25	5
Events – weddings and festivals	15	4
Letters – informal	27	7
Forms – banking, order	15	12

It is found that almost all the vocabulary items in the suggested word list appear in Textbook 1. Table 12 shows the distribution of the suggested vocabulary in the Form II textbook. Only five words are not found in Textbook 1 and the words are 'axe', 'gather', 'to the left', 'to the right' and 'tooth'. 17% out of 329 words (56 words) appear in half of the textbook (9 units) and the remaining words appear in between 1 and 8 units of the textbook. There are words like 'eyebrow', 'eye lashes', 'heel', 'thigh', weighing scale' and 'whisker' appear only as labels in diagrams and not in context. These words are not recycled at all.

93.9% of the suggested words/phrases in Form 2 syllabus appear in Textbook 2. Table 12 shows the distribution of the suggested words/phrases in Textbook 2. Only one word, "well", appears in all 22 units. 12.2% (40 words/phrases) out of 329 appear in half of the textbook (11 units) and 20 words do not appear at all.

Table 12: Distribution of the suggested vocabulary in both textbooks

No. Of units covered	Number of words/phrases appeared in Textbook 1	Number of words/phrases appeared in Textbook 2
22		1
21		1
20		5
19		1
18		2

17	9	2
16	3	4
15	4	3
14	7	5
13	6	3
12	6	7
11	4	6
10	9	2
9	8	7
8	14	10
7	17	14
6	23	17
5	32	24
4	31	31
3	51	49
2	47	57
1	53	59
0	5	20

Table 13 show words / phrases that are found not to exist in Textbook 1 and Textbook 2. There are only five words/phrases that are missing in Textbook 1. Textbook 2 shows a higher number of missing words/phrases. It has 20 missing words/phrases.

Table 13: Words/Phrases that are not found (missing) in the textbooks

Syllabus Word List Cluster	Missing words / phrases	
	Textbook 1	Textbook 2
Instruction – how to do something		Edge (n) * Spoonful (n)
Directions – places in the town or village	To the left (adv) To the right (adv)	To the left (adv) To the right (adv) Traffic light (n)
Messages – apology, condolence, congratulations, help or advice		
Stories – Moral values		
Information – interest		
Information – places in town or village		Brick (n) Notice board (n) Weighing scale (n)
Information – electrical appliances		* Switch off (v)
Timetables – bus, train		* Air-conditioned (adj)
Diagrams – parts of body, animals, plants	Tooth (n)	Paw (n) Stomach (n) Whisker (n) Tooth (n)

116   Mukundan, Jayakaran
Irregularities in Vocabulary Load and Distribution in Same Level
Textbooks Written by Different Writers

		Tongue (n)
Occupation – teacher, fireman	Axe (n)	
Vehicle – bus, train		Steering wheel (n) Corridor (n)
Description – crops, animals		Yellow (adj)
Events – weddings and festivals	Gather (v)	
Letters – informal		Nephew (n) Niece (n)
Forms – banking, order		

CONCLUSION

The main objective of this study is to find out whether both the prescribed Form 2 textbooks follow closely to what is suggested by the Form II syllabus. Textbook 1 has more tokens and types compared to Textbook 2 and the differences of the two textbooks with respect to the total number of tokens and types, are very obvious. As for the density and consistency ratios of units in both textbooks, on average, each unit in both textbooks has the same density and consistency ratio that is 0.24 and 4.1 respectively. This shows that there are no differences in the density and consistency ratios of all units in both textbooks. Ninety-eight point five percent of the suggested vocabulary appears in Textbook 1 and 93.9% in Textbook 2. 1.5% (5 words/phrases) of the suggested vocabulary is not found in Textbook 1 and 6.1% (20 words/phrases) in Textbook 2. 17% of the suggested vocabulary appears in half of Textbook 1 and 12.2% in Textbook 2.

The differences in the tokens and types for both books are obvious but the density and consistency ratio of the two textbooks show no differences between the two. Both textbooks cover more than 90% of the words/phrases suggested in the Form 2 syllabus. The two books show a good distribution of sequence connectors. There are many examples where students can see them being used in different context. Generally, Textbook 1 is relatively better than Textbook 2 as it has higher number of types, better distribution of words and more efficient presentation of items in the syllabus.

The findings of this study reveal the importance of awareness amongst textbook writers and publishers that there can be irregularities in vocabulary load and distribution patterns of vocabulary in textbooks if they are written in an ad hoc manner. It has been shown in this research that the use of concordance software can help writers keep a view of load and distribution patterns as they are writing the book so that words (especially those listed in the syllabus) can be effectively distributed, repeated and recycled. Repetition and Recycling of vocabulary will help

students as words which are repeated and recycled effectively will help with retention and eventually, acquisition.

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