Analysis of Al-'Arabiyyah Lil Hayah Books as Teaching Material from the Perspective of Brian Tomlinson and Hitomi Masuhara's Theory

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Abstract

Teaching materials are crucial in the learning process, especially in Arabic language acquisition. "Al-'Arabiyyah Lil Hayah" serves as a reference guide for new students enrolled in the Special Program for Arabic Language Development (PKPBA) at UIN Maulana Malik Ibrahim Malang, providing a structured approach to enhance Arabic language skills across various academic disciplines. This study analyzes the book through the lens of the theory of different levels of teaching materials proposed by Brian Tomlinson and Hitomi Masuhara. Utilizing a literature study with a qualitative approach, data were collected through documentation techniques and analyzed using the Miles, Huberman, and Saldana model, which includes data condensation, presentation, and conclusion drawing. The findings indicate that the four volumes of "Al-'Arabiyyah Lil Hayah" largely align with the recommendations of Tomlinson and Masuhara at basic, intermediate, and high levels. However, certain gaps remain, notably the absence of a comprehensive comprehension approach in Volume 1 and a deficiency in extensive reading and listening activities in Volumes 2 and 3. Additionally, Volume 4 lacks real-world professional language use materials, such as newspapers and research reports, which are essential for high-level learners. These shortcomings highlight a disconnect between the theoretical framework and the practical needs of students. Consequently, this research underscores the need for future studies to conduct a more thorough analysis of the suitability of the content, learning activities, and instructional approaches utilized in "Al-'Arabiyyah Lil Hayah," ensuring they effectively address the specific needs and characteristics of students at UIN Maulana Malik Ibrahim Malang.

Keywords: Arabiyah Lil Hayah, Teaching Materials, Brian Tomlinson, Hitomi Masuhara

ملخص

تُعد المواد التعليمية أمرًا بالغ الأهمية في عملية التعلم، وخاصة في اكتساب اللغة العربية. ويُعدّ كتاب "العربية للحياة" بمثابة دليل مرجعي للطلاب الجدد الملتحقين بالبرنامج الخاص لتطوير اللغة العربية في جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج، حيث يوفر منهجًا منظمًا لتعزيز مهارات اللغة العربية في مختلف التخصصات الأكاديمية. تحلل هذه الدراسة الكتاب من خلال عدسة نظرية المستويات المختلفة لمواد التدريس التي اقترحها براين توملينسون وهيتومي ماسوهارا. وباستخدام دراسة أدبية ذات منهج نوعي، تم جمع البيانات من خلال تقنيات التوثيق وتحليلها باستخدام نموذج مايل زوهوبرمان وسالدانا، الذي يتضمن تكثيف البيانات وعرضها واستخلاص النتائج. تشير النتائج إلى أن المجلدات الأربعة من كتاب "العربية للحياة" تتوافق إلى حد كبير مع توصيات توملينسون وماسوهارا على المستويات الأساسية والمتوسطة والعالية. ومع ذلك، لا تزال هناك بعض الثغرات، لا سيما غياب منهج الاستيعاب الشامل في المجلد الأول والقصور في أنشطة القراءة والاستماع المكثفة في المجلدين ٢

و.٣. بالإضافة إلى ذلك، يفتقر المجلد ٤ إلى مواد الاستخدام اللغوي المهني في العالم الحقيقي، مثل الصحف والتقارير البحثية، والتي تعتبر ضرورية للمتعلمين ذوي المستوى العالي. تسلط أوجه القصور هذه الضوء على وجود انفصال بين الإطار النظري والاحتياجات العملية للطلاب. وبالتالي، يؤكد هذا البحث على الحاجة إلى إجراء دراسات مستقبلية لإجراء أكثر شمولاً لمدى ملاءمة المحتوى والأنشطة التعليمية والأساليب التعليمية المستخدمة في كتاب "العربية للحياة"، وضمان تلبيتها الفعالة للاحتياجات والخصائص المحددة للطلاب في جامعة مولانا مالك إبراهيم الإسلامية الحكوميةمالانج.

الكلمات المفتاحية: العربية للحياة، المواد التعليمية، بريان توملينسون، هيتومي ماسوهارا

Introduction

Al-'Arabiyyah Lil Hayah is the primary teaching material in the Special Program for Arabic Language Development (PKPBA) organized by UIN Maulana Malik Ibrahim Malang.[1] This program is managed by the University Language Development Center and is mandatory for all new students.[2] In its implementation, PKPBA uses teaching materials in the form of Al-'Arabiyyah lil Hayah books, which are local products from the University compiled by lecturers. This Al-Arabiyah Lil Hayah (ALH) teaching material book is also used in universities other than UIN Maulana Malik Ibrahim itself as the originator. Some PTKINs that have used ALH teaching materials as teaching materials in Arabic language learning include UIN Alauddin Makassar, UIN Walisongo Semarang, IAIN Kudus which has been running for approximately 2 years.[3] This is an indicator that Al-Arabiyah lil Hayah teaching materials have great complexity both in structure and effectiveness. This attractiveness is the background for researchers to further analyze the teaching materials.

As for teaching materials in general, in the learning process is a vital and most important aspect. Teaching materials are a key element in teaching and learning activities.[4] In order to realize effective learning, lecturers and students must work together in providing and utilizing the

[1] Dina Indriana and Ali Maksum, *"Implementation of The Special Arabic Language Learning Program (PKPBA) for New Student at The Tarbiyah and Teacher Training Faculty UIN Sultan Maulana Hasanuddin Banten | Implementasi Program Khusus Perkuliahan Bahasa Arab (PKPBA) Bagi Mahasiswa Baru Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasnauddin Banten,"* Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (March 31, 2023): 53–69. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.3173

[2] Anita Andriya Ningsih, *"Tanmiyah Al-Mahārat Al-Lughawiyyah Li Thullāb Kuliyyah Al-'Ulūm Wa Al-Tiknulūjiya Min Khilāl Al-Ta'Līm Fī Al-Hawāi Al-Thalaq,"* Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban 5, no. 2 (December 28, 2021): 219-34. DOI: https://doi.org/10.15575/jpba.v5i2.14278

[3] M Abdul Hamid et al., *"Penggunaan Aplikasi E-Learning 'HATI' dalam Pembelajaran Bahasa Arab di Perguruan Tinggi Keagamaan Islam Negeri,"* Arabi: Journal of Arabic Studies 8, no. 1 (2 July 2023): 108–22. DOI: https://doi.org/10.24865/ajas.v8i1.595

[4] Dian Risky Amalia and Bety Dwi Pratiwi, *"Preparation of Educational Materials with Integration on the Basis of Archipelagic Islam for the Intermediate Level at the Institute of Islamic Study Ma'arif Metro Lampung,"* Mantiqu Tayr: Journal of Arabic Language 1, no. 1 (January 31, 2021): 27–40. DOI: https://doi.org/10.25217/mantiqutayr.v1i1.1277

right teaching materials.[5] With teaching materials, lecturers are not only focused on the atmosphere in the classroom, but also become a determining factor in the overall success of learning. Teaching materials can be a set of materials that are arranged systematically and tailored to the needs and ability levels of students.[6] Teaching materials are also a means of understanding to students, in addition to methods, strategies and media.According to Faoziyah and Izzah, teaching material books are able to prepare readers and learners with transmitted cultural aspects, knowledge, the ability to criticize and respond to problems in events that occur, as well as convey various experiences.[7] Teaching materials are ideally made attractive,[8] teaching materials in the form of books are arranged with relevant content and provide interest to readers or students during the learning process.[9]

In the context of this research, the teaching material that will be the object of researcher analysis is Al-'Arabiyyah Lil Hayah, which has complex content and is systematically organized.[10] In addition, grammatical application, simple lexical word choice and daily context are very relevant to the lives of students at UIN Maulana Malik Ibrahim Malang.[11] These aspects will be analyzed further on how this teaching material can be relevant for various levels of ability, differences in speakers as well as differences in learner orientation.[12] Differences in ability levels, speakers or language users. and student learning orientation are elements of teaching material analysis from the theory put forward by Brian Tomlinson and Hitomi Masuhara. According to both of them, in this modern era there are very few foreign language teaching materials that can accommodate differences in language users or speakers and differences in student learning orientation.

Brian Tomlinson and Hitomi Masuhara emphasize that teaching materials should consider the differences in language users, levels, and purposes.[13] They advocatefor integrative materials that include activities designed to achieve learning objectives and promote mental readiness, reflection, production, and discovery of linguistic features. Teaching materials should function as

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[5] Lilis Dwi Andarwati et al., *"Learning Arabic Using Moodle Application Based E-Learning for Madrasah Aliyah │ Pembelajaran Bahasa Arab dengan Menggunakan E-Learning Berbasis Aplikasi Moodle untuk Madrasah Aliyah,"* Mantiqu Tayr: Journal of Arabic Language 3, no. 2 (July 16, 2023): 102–19. DOI: https://doi.org/10.25217/mantiqutayr.v3i2.3396

[6] Noza Aflisia and Hazuar Hazuar, *"Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif,"* Arabiyatuna: Jurnal Bahasa Arab 4, no. 1 (8 May 2020): 111-30. DOI: https://doi.org/10.29240/jba.v4i1.1380

[7] Laila Faoziyah and Nailul Izzah, *"Analysis of Arabic Language Textbooks for Madrasah Aliyah Class XI Based on the 2013 Curriculum | Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kelas XI Berdasarkan Kurikulum 2013,"* Mantiqu Tayr: Journal of Arabic Language 1, no. 2 (July 5, 2021): 117–32. DOI: https://doi.org/10.25217/mantiqutayr.v1i2.1480

[8] Nur Hasaniyah et al., *"Development of Arabic Speaking Teaching Materials Based on Tourism Anthropology: A Validator's Assessment,"* International Journal of Membrane Science and Technology 10, no. 2 (June 21, 2023): 1130–43. DOI: https://doi.org/10.15379/ijmst.vi.1342

[9] Abul Ma'ali, Faisal Mahmoud Adam Ibrahim, and Syuhadak Syuhadak, *"The Social Foundations for Developing the Arabic Language Curriculum According to Ahmad Fuad Effendy,"* Ijaz Arabi Journal of Arabic Learning 5, no. 1 (February 15, 2022): 14-29. DOI: https://doi.org/10.18860/ijazarabi.v5i1.13543

[10] Ikhlasul Amal, *"Kitab 'Al – 'Arabiyah Lil Hayah' Limaharatul Kitabah 'Ala Nadzariyati Abdurrahman Bin Ibrahim Al - Fauzan,"* Al-Tadris: Jurnal Pendidikan Bahasa Arab 10, no. 2 (December 29, 2022): 331-53. DOI: https://doi.org/10.21274/tadris.2022.10.2.331-353

[11] Isti Jayang Fitrah et al., *"Enhancing Students' Listening Proficiency (Mahārah Istima') in State Islamic Religious Higher Education Institutions by Utilising the e-Learning Application 'HATI,'"* Sustainable Jurnal Kajian Mutu Pendidikan 7, no. 1 (June 11, 2024): 6–15. DOI: https://doi.org/10.32923/kjmp.v7i1.4089

[12] Abdullah Ubaid and Taaib Maghfur, *"Pengembangan Tadribat Pembelajaran Istima' Buku Al 'Arabiyah Lil Hayah Berbasis Online,"* Lugawiyyat 3, no. 1 (May 31, 2021): 57–76. DOI: https://doi.org/10.18860/lg.v3i1.12320

[13] Brian Tomlinson and Hitomi Masuhara, *The Complete Guide to the Theory and Practice of Materials Development for Language Learning* (Hoboken, NJ: John Wiley & Sons, 2017), hlm. 291-324.

sources of learning support, motivation, and reference for both learners and teachers. They highlight the inconsistency between the authors' intentions and users' needs, stressing that materials must be tailored to the users' backgrounds for effective use.[14]

The purpose of this study is to analyze Al-'Arabiyyah Lil Hayahas Arabic teaching material at UIN Maulana Malik Ibrahim Malang based on the theory of Brian Tomlinson and Hitomi Masuhara. This study aims to assess the effectiveness, relevance, and suitability of the material in this book with the principles of developing teaching materials put forward by the theory. Such as the difference between levels, and the suitability of Al-'Arabiyyah Lil Hayah with the recommendations of Brian Tomlinson and Hitomi Masuhara.

The novelty of this research lies in the application of Tomlinson and Masuhara's theory, which is rarely used in the context of evaluating Arabic teaching materials, especially Al-'Arabiyyah Lil Hayah. This research makes a new contribution by examining teaching materials from a different perspective, namely the theory of teaching material development that focuses on learner experience, emotional involvement, and the meaningfulness of material in the context of second language learning.

The literature study that can be used as a research reference to perfect this research consists of several studies, including 5 studies with the object of Al-'Arabiyyah Lil Hayahas the object of analysis. Then 5 studies raised the theory of teaching materials from Brian Tomlinson and Hitomi Masuhara. The first research by Sa'diyah and Wiranegara (2023), titled *"Pancasila Values in The Book of Al-Arabiyah lil Hayah as Arabic Learning Materials"* researched the Pancasila values listed in the Al-'Arabiyyah Lil Hayah teaching materials.[15] This article aims to find out the values of Pancasila contained in the book al-'Arabiyah lil Hayah volume I written by the language development center team of UIN Maulana Malik Ibrahim Malang. The next research was conducted by Toifah and Faruq (2021), entitled *"The Teaching of Indonesian Culture-Based Speaking Skills Using the Textbook 'al-Arabiyah Lil Hayah'"*[16] which examines the teaching of Indonesian culture-based speaking skills using the *al-Arabiyah Lil Hayah* textbook. The results showed that teaching was carried out in four ways: planning every semester, teaching materials on the theme of Arabic speaking skills combined with Indonesian culture in a *("melting pot"),* varied learning methods and learning evaluation. The third research was conducted by Abdul Hamid et al (2023), entitled *"The Use of E-Learning Application 'HATI' in Arabic Learning at State Islamic Religious Universities".* The article analyzes the perceptions of students from several PTKIN who use application-based *Al Arabiyah lil Hayah* teaching materials under the name *"HATI"*.[17] Based on the research, the results show that *Al-Arabiyah lil Hayah* teaching materials are in demand and get considerable attention from students. The fourth research was conducted by Agustina et al (2024). The research was entitled *"Student Participation in Learning Speaking Skills with*

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[14] Brian Tomlinson*, "Materials Development for Language Learning and Teaching,"* Language Teaching 45, no. 2 (April 2012): 143–79. DOI: https://doi.org/10.1017/S0261444811000528

[15] Halimatus Sa`diyah and Dian Arsitades Wiranegara, "*Pancasila Values in the Book of Al-`Arabiyah Lil Hayah As Arabic Learning Materials*: -," JP (Jurnal Pendidikan): Teori dan Praktik 8, no. 2 (October 8, 2023): 86–94. DOI: https://doi.org/10.26740/jp.v8n2.p86-94

[16] Nur Toifah and Umar Al Faruq, *"The Teaching of Indonesian Culture-Based Speaking Skills Using the Textbook 'al-Arabiyah Lil Hayah,"* Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature 4, no. 2 (August 31, 2021): 211–24. DOI: https://doi.org/10.22219/jiz.v4i2.17268

[17] M Abdul Hamid et al., *"Penggunaan Aplikasi E-Learning 'HATI' dalam Pembelajaran Bahasa Arab di Perguruan Tinggi Keagamaan Islam Negeri,"* Arabi: Journal of Arabic Studies 8, no. 1 (July 2, 2023): 108–22. DOI: https://doi.org/10.24865/ajas.v8i1.595

the Think Pair Share Model".[18] The study discusses the Think Pair Share learning model which has a role in increasing student interest and ability. The fifth research was conducted by Salis (2020), with the title *"The Application of Information Technology-based Derby Writing Technique in the Arabic Language Center (PKPBA) of Maulana Malik Ibrahim State Islamic University Malang".*[19] The research discusses the information technology-based Derby Writing technique in the Special Program for Arabic Language Lectures (PKPBA) at Maulana Malik Ibrahim State Islamic University Malang and students' opinions on the use of the technique.

There are 5 studies that analyze using the perspective of Brian Tomlinson. Among them were conducted by Yuliana and Melani,entitled *"A Content Analysis of Students' English Textbook Based on Tomlinson's Theory".*[20] The research examines how well the English textbook *"English Class XII SMA/MA/SMK/MAK Revised Edition 2018"* meets the standards of a good textbook proposed by Tomlinson. Based on the study, fourteen out of sixteen criteria of Tomlinson's theory for a good textbook are perfectly fulfilled.The second research was conducted by Syahid et al (2024), with the title*"An Evaluation of the Cambridge English for Job Hunting Textbook Through the Lens of Tomlinson's Theory: A Comprehensive Analysis of Content and Effectiveness".*[21] Based on the results, the teaching materials are in accordance with the principles of Tomlinson's theory in which the practical and relevant aspects of learner orientation are the main indicators. The third research was conducted by Arrahman et al, entitled *"Innovation in Digital Module Development for Higher Education through a combinationof 4D methods, Tomlinson and Chunking models".* This study aims to analyze the development of digital modules in accordance with the principles of Tomlinson and Chunking.[22] The fourth research was conducted by Narhan et al (2021) with the *title "An Analysis Vocabulary of English Textbook for First Grade of Senior High School".*[23] The study discusses the analysis of vocabulary in the English Material textbook for grade I high school students.and the fifth research was conducted by Abdul Shahid et al (2024) with the title *"An Analysis of The ESP Textbook 'English For Specific Purposes For Meetings' Based Tomlinson's Theory".*[24] The study discussed the evaluation of the effectiveness of the textbook "English for Specific Purposes for Meetings" written by Kenneth Thompson based on tomlinson's perspective.

[18] Rahmah Fadhilah Agustina, Muassomah Muassomah, and Nuril Mufidah, *"Student Participation In Learning Speaking Skills with the Think Pair Share Model,"* Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab 12, no. 1 (June 30, 2024): 125–38. DOI: https://doi.org/10.24952/thariqahilmiah.v12i1.10991

[19] Rohmatulloh Salis, *"The Application of Information Technology-Based Derby Writing Technique in the Arabic Language Center (PKPBA) Universitas Islam Negeri Maulana Malik Ibrahim Malang: The Application of Information Technology-Based Derby Writing Technique in the Arabic Language Center (PKPBA) Universitas Islam Negeri Maulana Malik Ibrahim Malang,"* Tarling: Journal of Language Education 3, no. 2 (June 17, 2020): 171–89. DOI: https://doi.org/10.24090/tarling.v3i2.3753

[20] Nur Melani Yuliana and Hesty Widiastuty, *"A Content Analysis of Students' English Textbook Based on Tomlinson's Theory,"* Journal of Foreign Language Learning and Teaching 2, no. 1 (December 9, 2022): 1–15. DOI: https://doi.org/10.23971/jfllt.v2i1.5536

[21] Abdul Syahid et al., *"An Evaluation of the Cambridge English for Job Hunting Textbook Through the Lens of Tomlinson's Theory: A Comprehensive Analysis of Content And Effectiveness,"* Pragmatik: Jurnal Rumpun Ilmu Bahasa dan Pendidikan 2, no. 2 (April 22, 2024): 149–64. DOI: https://doi.org/10.61132/pragmatik.v2i2.555

[22] *Reza Arahman et al., "Inovasi Pengembangan Modul Digital untuk Pendidikan Tinggi Melalui Kombinasi Metode 4d, Model Tomlinson dan Chunking,"* Jurnal JANATA 2, no. 1 (June 30, 2022): 11–25. DOI: https://doi.org/10.35814/janata.v2i1.3544

[23] Raees Narhan et al., *"An Analysis Vocabulary of English Textbook for First Grade of Senior High School,"* JURNAL PAJAR (Pendidikan dan Pengajaran) 5, no. 2 (March 2, 2021): 270-77. DOI: https://doi.org/10.33578/pjr.v5i2.8235

[24] Abdul Syahid et al., *"An Analysis of the ESP Textbook 'English for Specific Purposes for Meetings' Based Tomlinson's Theory,"* Inspirasi Dunia: Jurnal Riset Pendidikan dan Bahasa 3, no. 2 (May 7, 2024): 96–106. DOI: https://doi.org/10.58192/insdun.v3i2.2080

Based on the description of the literature study, the research urgency of the article title "Analysis of Al-'Arabiyyah Lil Hayah as Teaching Material from the perspective of Brian Tomlinson and Hitomi Masuhara's Theory" lies in the importance of evaluating and developing Arabic teaching materials that are in accordance with the needs of students at UIN Malang. In this era of globalization, mastery of Arabic is becoming increasingly crucial, not only for academic purposes but also to expand career opportunities in various fields. The *"Al-'Arabiyyah Lil Hayah"* textbook currently used at UIN Malang needs to be evaluated based on modern language teaching principles to ensure that the material presented is relevant, interesting, and effective in improving students' language skills. Therefore, this study aims to find the optimal way of integrating Tomlinson and Masuhara's theories in order to improve the quality of teaching materials.

The urgency of this research is also related to the increasing demands of education to provide contextual and student-centered teaching materials. Tomlinson and Masuhara emphasize the importance of materials that can motivate students through content that is meaningful and relevant to their experiences. Analyzing the book *"Al-'Arabiyyah Lil Hayah"* from the perspective of their theory will help in identifying the strengths and weaknesses of the existing materials, as well as providing recommendations for improvement. It is hoped that the results of this study can make a significant contribution in improving the effectiveness of Arabic language learning at UIN Malang, so that students can achieve higher language competence and be ready to face future challenges.

Method

This study employs a qualitative approach through a literature review, with a focus on the collection and analysis of data from a range of written sources pertinent to the field of Arabic language learning materials.[25] Notable references include the four volumes of "Al-'Arabiyyah Lil Hayah" and the framework proposed by Brian Tomlinson and Hitomi Masuhara in "Materials Development for Language Learning." The data was collected through the use of documentation techniques, which entailed a comprehensive examination of the texts in question. The primary subjects of this research are the teaching materials used by new students at UIN Maulana Malik Ibrahim Malang enrolled in the Special Arabic Language Development Program (PKPBA), with consideration given to the diverse academic backgrounds and language learning needs of the participants.

The data analysis was conducted in accordance with the Miles, Huberman, and Saldana model, comprising three stages: data condensation, data display, and conclusion drawing/verification.[26]

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[25] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D, Cetakan Ke-4,* (Bandung: Alfabeta, 2022), hlm. 277.

[26] M.B. Miles, A.M. Huberman, and J. Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (California: SAGE Publications, 2014), hlm. 12. https://books.google.co.id/books?id=p0wXBAAAQBAJ
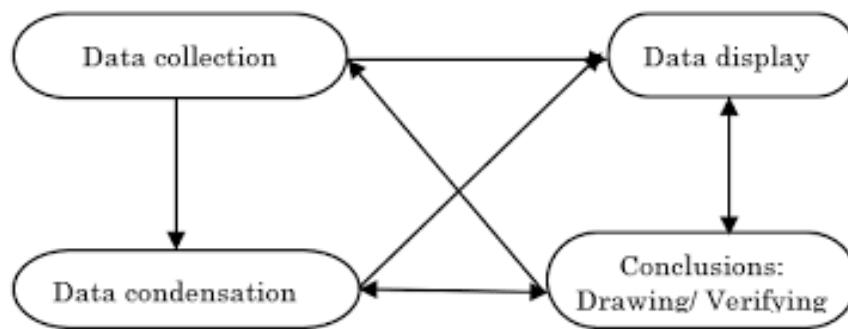
Figure 1. Figure of Analysis Theory Miles, Huberman, and Saldana

Based on Figure 1 which outlines the stages of data collection, data condensation, data display, and conclusion drawing, it is found that the systematic approach significantly enhances the clarity and organization of the research process. The structured progression through these stages allows for a focused examination of the teaching materials used in the Special Arabic Language Development Program (PKPBA). This method not only facilitates the identification of key themes and patterns in the data but also ensures that insights drawn are well-supported by the collected evidence, ultimately leading to a deeper understanding of how "Al-'Arabiyyah Lil Hayah" aligns with the diverse needs of the students.In the data condensation stage, pertinent information was selected and presented in a simplified manner, in accordance with the research objectives. The condensed information was then organized and presented in a clear format, utilizing narrative text, tables, and graphs for enhanced comprehension. Finally, the conclusion drawing stage involved interpreting the analyzed data to formulate insights regarding the alignment of "Al-'Arabiyyah Lil Hayah" with the theoretical framework. A visual representation of this analysis process would illustrate the interconnected stages and enhance comprehension of the systematic approach taken in the study.

Results and Discussion

In their book, The Complete Guide to the Theory and Practice of Material Development for Language Learning, Brian Tomlinson and Hitomi Masuhara reveal recommendations concerning several points related to the criteria that should be present in each level of language teaching materials. The points of recommendation are summarized in the following table:[27]

Table 1. Recommendation Points in the Development of Language Teaching Materials for Basic, Intermediate and Advanced Levels According to Brian Tomlinson and Hitomi Masuhara

Level	Recommendation Points
Beginner/Elementary	a. Comprehension approach b. Focus on vocabulary acquisition c. Focus on building confidence d. Development of a set of flexible scripts for teachers to use in movement learning (TPR Plus) e. Students are expected to find their own pragmatic,

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[27] Tomlinson and Masuhara, *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*, (Hoboken, NJ: John Wiley & Sons, 2017), hlm. 297-298.

		discourse and linguistic points through the various scripts provided
	f.	Students start to do extensive reading activities as they wish
Lower Intermediate/Intermediate	a.	Text-based approach
	b.	Materials are supplemented by extensive reading, listening, and observation activities as well as pragmatic discernment tasks
	c.	Encourages students to discover for themselves how a second language is used to achieve communicative functions
Upper Intermediate/Advanced	a.	Text-based approach
	b.	More reading, listening, and observing a second language in real use
	c.	Analyzing second language use in high-level discourse

Based on the table 1 it is found that Brian Tomlinson and Hitomi Masuhara have several recommendation points that should ideally be met in a good teaching material for three different levels. The recommendation points are then used as the basis for analyzing the conformity of Al-'Arabiyyah Lil Hayah book at each level with the recommendations. To reach a conclusion about its conformity with the recommendations of Brian Tomlinson and Hitomi Masuhara, two steps of analysis are carried out: first, documenting the differences of each level of Al-'Arabiyyah Lil Hayah and second, determining the conformity between the contents of each level of the book and its recommendations.

Differences Between Levels of al-Arabiyyah Lil Hayah Book

Al-'Arabiyyah Lil Hayahconsists of 4 volumes.[28] The order of the volumes in the book is based on the level of Arabic language skills starting from the most basic at volume 1 and the highest at volume 4.[29] The author has observed several aspects of the book, namely aspects of content, length of text presented, activities, and approaches used to find differences between levels. The process of analyzing these differences uses a method adopted from Brian Tomlinson and Hitomi Masuhara's method of analyzing differences between levels of the English Teaching Book entitled Speak Out.[30]

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[28] Abdul Muntaqim Al Anshory, *"The Use of Information Technology-Based Arabic Learning Media in the Arabic Language Center (PKPBA) Universitas Islam Negeri Maulana Malik Ibrahim Malang: Information Technology-Based Arabic Learning Media,"* Tarling: Journal of Language Education 3, no. 1 (January 4, 2020): 41–58. DOI: https://doi.org/10.24090/tarling.v3i1.3089

[29] Shofil Fikri, Makhi Ulil Kirom, and Dimas Luqman Al-Furqaan, *"Audacity: Learning Media Design in Listening Skills for Arabic Special Development Program,"* International Journal of Arabic Language Teaching 6, no. 01 (February 29, 2024): 1-18. DOI: https://doi.org/10.32332/ijalt.v6i01.7935

[30] Tomlinson and Masuhara, *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*, (New Jersey: John Wiley & Sons, 2017), hlm. 295.

Table 2. Differences Between Levels in the book Al-Arabiyyah Lil Hayah

Level	Content	Text		Activities		Approach
Volume 1	Common and safe topics with very little potential for controversy (such as introductions, family, daily activities, and work)	Dialog	4-7 Rounds with 2-11 words in each utterance	*Hiwar*	Listening, imitating, and constructing understanding of the meaning in hiwar assisted by pictures	Comprehension-based and Communicative Approach
				Mufradat	Text-based hiwar and picture-assisted	
		Narrative text	35-55 words	*Tarakib*	Example- and exercise-based in the first theme; Table- and formula-based in the next theme	
				Istima'	Distinguishes letter sounds, words, and sentences with very limited productive activity responses	
		Audio text	Letter sounds to short sentences	*Kalam*	Short questions and answers based on examples	
				Qira'ah	Read a short text and answer questions (explicit answers)	
				Kitabah	Practice writing letters, words and	

					sentences	
Volume 2	Common and safe topics with little potential for controversy (such as education and teaching, science and technolog, adolescence)	Dialog	6-8 Rounds with 2-24 words in each utterance	*Hiwar*	Listening, imitating, and constructing understanding of the meaning in hiwar assisted by pictures	Grammar-based and communicative approach
				Mufradat	Terms with longer definitions are starting to emerge	
		Narrative text	66-100 words	*Tarakib*	Based on new tables and formulas followed by exercises	
				Istima'	Listening to discourse followed by guided productive tasks	
		Audio text	Word sounds to dialog and discourse	*Kalam*	Start guided speaking practice	
				Qira'ah	Reading the text followed by guided tasks such as correcting sentences and answering questions	
				Kitabah	Writing words according to pictures to compose sentences into paragraphs	

Volume 3	Common and safe topics with little potential for controversy but open to opinion, preference and discussion (such as seasons, shopping, education and teaching)	Dialog	6-9 rounds with 2-27 words per utterance	*Hiwar*	Listening, imitating, and constructing understanding of the meaning in hiwar assisted by pictures	Text-based, grammatical, and applicative approaches
				Mufradat	• Involves word derivation, jama' forms, synonyms and antonyms • Involves terms that require definitions	
		Narrative text	84-220 words	*Qawaid dan Tarakib*	Addition of qawaid aspect	
				Istima'	Productive activities begin to emerge after listening such as turning the heard dialog into a narrative	
		Audio text	Sound of expressions to dialog and discourse	*Kalam*	• Start of questioning ما رأيك (expressing opinions) • Discussion activities begin to emerge	
				Qira'ah	• Start of	

					questioning مارأيك g (expressing opinions) • Reading questions with implied answers start to appear	
				Kitabah	Activities to summarize texts and turn dialogues into narratives	
Volume 4	Safe topics with little potential for controversy but plenty of room for opinions, personalization, preferences, and discussion (such as elections, Islamic organizations, and cultural diversity.	Dialog	5-8 rounds with 3-40 words in each utterance	*Hiwar*	Listening, imitating, and constructing understanding of the meaning in hiwar assisted by pictures	Text-based, grammatical, and applicative approaches
				Mufradat	• Involves word derivation, jama' forms, synonyms and antonyms • Involves terms that require definitions	
		Narrative text	150-400 words	*Qawaidand Tarakib*	The activity of analyzing the concept of qaidah in discourse began to emerge	

				Istima'	• Begin to summarize with a minimum number of words • Starting to appear activities to rewrite the discourse heard with a limit on the number of words	
		Audio text	Sound of expressions to dialog and discourse	*Kalam*	Dominated by speaking practice and open discussion	
				Qira'ah	The activity of finding the main idea, implied information, and moral message of the text begins to emerge.	
				Kitabah	Free essays, dialogs, and advertisements related to certain issues begin to emerge.	

Based on the table 2, it is found that the differences in the presentation of material in the Al-'Arabiyyah Lil Hayah book in its four volumes include content that raises general topics to contemporary topics, text lengths that gradually get longer, linguistic activities that gradually become more productive and open, and approaches that gradually move towards text-based and grammatical approaches. This is largely in line with the points of recommendation put forward by Brian Tomlinson and Hitomi Masuhara.

In terms of content, the book covers topics starting from the most general in volume 1 and gradually moving into topics that are more open to discussion, personalization, preferences,

and opinions in later volumes. For example, in volume 1, the topics are general topics that are close to everyday life and experienced by people in general, such as introductions, family, daily activities, and work. In vol 2 and 3, topics that have the potential for discussion and differences of opinion when viewed by different parties appear, such as the topics of Education and Teaching in Indonesia, Science and Technology, Adolescence, and so on. In volume 4, more open and contemporary topics are covered. These topics generally also involve issues that are developing in society such as Environmental Care, General Elections, Islamic Organizations in Indonesia, and Cultural Diversity in Indonesia.

In terms of the texts presented, both written texts and texts that are listened to in istima' activities, from the early volumes to the higher volumes the length of the texts gradually gets longer. Dialogue texts which in the early volumes started with only 4-7 turns with short utterances gradually increased until in the final volume they reached 9 turns with the length of each utterance reaching 40 words. The reading texts in the qira'ah activities, which in the early volumes only ranged from 35-55 words, gradually increased until by the end of the volume the reading texts could reach 400 words. As for the texts listened to in istima' activities, in the first volume, especially the early themes, the presentation is still dominated by audio sounds of new letters and words followed by simple loose sentences. From the second volume onwards, audios of short dialogs and short narratives appear, until in the final volume, longer dialog and narrative texts are presented.

In terms of the activities presented, Al-'Arabiyyah Lil Hayah presents linguistic activities that are classified based on the type of language proficiency *(maharat lughawiyyah)*. At all levels and all themes, the construction of activities consists of the same elements, namely *hiwar, mufradat, tarakib, istima', kalam, qira'ah, and kitabah*, except that starting in volume 3 the aspect of *tarakib* is added with qawaid which contains the consequences of the emergence of theoretical grammar rules that are more detailed than before. Each theme in each volume always begins with 3-4 hiwar which are then followed by the presentation of the main *mufradat* based on the hiwar. *Hiwar* and *mufradat* are always accompanied by pictures to help learners construct their understanding of the meaning they contain. In vol 1, the first theme of *tarakib* material is presented through speech exercises preceded by examples without any formulas or tables so that understanding of *tarakib* is expected to build itself through repeated speech practice. As for the next themes and levels, the presentation is preceded by new tables followed by exercises until in volumes 3 and 4 more detailed theoretical rules are added. In *istima'* activities, activities begin with efforts to master auditory sensitivity to similar letter sounds and gradually increase to word sounds, sentences, and discourse. This *istima'* activity is not only followed up with activities to answer questions, rewrite what has been heard, or other productive activities. *Istima*' activities are also sometimes followed by commands to do or draw what is heard so that the main purpose of listening is to capture the meaning contained therein. In *kalam* or speaking, activities begin in the early volumes with guided activities such as practicing utterances like the examples and short question and answer sessions such as the examples.

In the intermediate volumes the activities gradually increase to more complex but still guided activities such as dialogues based on pictures, chats with the help of a list of questions, describing pictures, and questions and answers about opinions begin to appear (مارأيك). As for the final volume, *kalam* activities have been dominated by open speaking practices such as

conversations to discussions and presentations related to certain issues. *Qira'ah* activities in all volumes are dominated by the process of reading texts followed by correcting statements according to the content of the text and answering questions about the text. However, in the middle and final volumes, the follow-up to reading has increased to more open questions and with answers that are no longer explicit but implied such as the emergence of questions related to opinions, main thoughts, and moral messages from the text. In *kitabah* activities, the early volumes of this book present activities that emphasize mastering the technique of writing Arabic letters without any demand for language production at all until reaching the ability to arrange random words into sentences. In the later volumes, the activities increase from guided sentence and paragraph writing to summarizing, rewriting texts, and creating free essays based on pictures or specific topics with a minimum word count.

In terms of the approach used, based on the author's observation, the Al-'Arabiyyah Lil Hayah book uses several different approaches in each volume. In Volume 1, especially in the first theme, the approaches used are comprehension-based and communicative approaches. The comprehension approach focuses on the acquisition of the meaning of speech while the communicative approach focuses on the process of teaching language as a means of communication rather than as an exposure to grammatical concepts.[31] This is indicated by the number of oral exercises without any explanation or tarakib table beforehand so that various linguistic understandings are built through repeated exercises until the learners automatically understand the meaning of the speech concept being studied. Similarly, mufradat and hiwar are not equipped with the meaning of Indonesian but are equipped with pictures so that the meaning is expected to be built through the thinking process of students independently. As for the next themes, the grammatical approach has begun to be used. This is indicated by tarakib activities that no longer begin with exercises but begin with tarakib tables followed by examples and exercises. In this volume there are still few productive activities and all are guided activities. In volume 2, a grammatical and communicative approach is used with more productive activities although still dominated by guided activities. In volumes 3 and 4, in addition to the grammatical approach, a text-based approach and an applicative approach are also used. The text-based approach seeks to function the text as a tool to help learners acquire productive skills.[32] This volume emphasizes more grammatical theory and the texts are more complex and contemporary. In this volume the productive process is more prevalent and activities are dominated by the application of language to that process.

Conformity of Al 'Arabiyyah Lil Hayah with the Recommendations of Brian Tomlinson and Hitomi Masuhara

Related to the theory of developing language teaching materials for different levels, Brian Tomlinson and Hitomi Masuhara in their book mention several recommendations for guidelines in developing teaching materials for language learning at the basic, intermediate and higher

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[31] Noza Aflisia and Hazuar Hazuar, "*Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif,*" Arabiyatuna: Jurnal Bahasa Arab 4, no. 1 (May 8, 2020): 111-30. DOI: https://doi.org/10.29240/jba.v4i1.1380

[32] Nur Mei Ningsih, "*Pembelajaran Bahasa Indonesia dalam Kurikulum 2013 Berbasis Teks yang Berorientasi pada Pendekatan Saintifik,*" *Edukasi Lingua Sastra* 15, no. 2 (January 11, 2018): 31–42. DOI: https://doi.org/10.47637/elsa.v15i2.65

levels.[33] In Al-'Arabiyyah Lil Hayah, the basic level is reflected in volume 1, the intermediate level in volumes 2 and 3, and the high level in volume 4.

Basic Level

At a basic level, Brian Tomlinson and Hitomi Masuhara recommend a comprehension approach. The comprehension approach to second language education emphasizes acquisition of listening comprehension prior to and as a vehicle for acquisition of other language skills.[34] This approach is based on the assumption that receptive skills, listening comprehension in particular, provided a foundation for the development of productive skills, the approach placed emphasis on intensive exposure to the target language and the resultant understanding, while also advocating that production be delayed until learners would feel ready for it.[35] In the sense that all activities presented are focused on the acquisition of understanding of meaning. The language production process is not really required to be achieved at this level. This in turn is directly related to the emphasis on vocabulary acquisition and the process of building learners' confidence. The introduction of linguistic concepts such as sentence structure and its use ispresented through activities that are implied or do not straightforwardly present theoretical concepts and are formula-based. However, through a process of repetitive speech practice or activities that involve movement so that pragmatic and linguistic understanding will build by itself. They also recommend a set of flexible scripts that can be used for a variety of activities involving movement.[36]

In Al Arabiyyah Lil Hayah Brian Tomlinson and Hitomi Masuhara' recommendations are quite reflected in volume 1, especially in the first theme. This is seen from the process of introducing hiwar and mufradat which is a lot of help with clear pictures without any direct mention of Indonesian meaning. In addition, the introduction of tarakib aspects is also done through speech practice activities that are preceded by examples and assisted by pictures, not preceded by tables of rules or formulas. The exercises are done repeatedly so that in the end the concept of tarakib is understood by itself. Unfortunately, in the later themes - with the exception of theme 7 - the explanation of tarakib is often preceded by tables of sentence structure and then followed by exercises. In this volume, the productive process of language is still limited and very guided. This is in line with what Brian Tomlinson and Hitomi Masuhara recommend that the productive process is delayed until vocabulary acquisition and learner confidence are achieved. The process of listening or istima' at the basic level should be oriented to gain understanding (listening for meaning). This is reflected in the activity of doing something according to what is heard, one of which is in theme 5. This activity automatically then potentially involves movement. Sothe main goal of the listening process at the basic level is to acquire meaning first, not directly on the ability to respond with productive actions.

Brian Tomlinson and Hitomi Masuhara also recommend for the basic level a set of flexible scripts that can be used for a variety of activities involving movement. A material is considered

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[33] Tomlinson and Masuhara, *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*, (New Jersey: John Wiley & Sons, 2017), hlm. 297-298.

[34] H. Winitz, *The Comprehension Approach to Foreign Language Instruction* (Kansas:Newbury House Publishers, 1981), hlm. IX. https://books.google.co.id/books?id=sQ5ZAAAAMAAJ

[35] *Mariusz Marczak, "Comprehension Approach,"* dalam The TESOL Encyclopedia of English Language Teaching, ed. oleh J. I. Liontas, 1 ed. (New Jersey: John Wiley & Sons, 2018): 1–7. DOI: https://doi.org/10.1002/9781118784235.eelt0599

[36] Tomlinson and Masuhara, *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*, (New Jersey: John Wiley & Sons, 2017), hlm. 297.

flexible if it enables the teacher to become bendable enough to cater for the needs of learners in context.[37] However, this recommendation is not precisely reflected in volume 1 of this book even though activities involving movement are already present. The language materials in volume 1 of this book are systematically organized and directly specified texts and activities, so the level of flexibility is not as recommended by these two figures.

Intermediate Level

At the intermediate level, Brian Tomlinson and Hitomi Masuhara recommend a text-based approach in language learning teaching materials. A text-based approach explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers and viewers of texts. It involves listening to, reading, viewing and analysingtexts to understand how they are produced and what their effects are.[38] This means that texts are presented in an effort to help students achieve productive skills such as speaking and writing. This then leads to the presentation of texts that are engaging and encourage speaking and writing tasks. Different from the basic level which does not focus much on the productive process, at this level the productive process begins to be emphasized and reproduced even through guided tasks. From these activities that lead to productive and implementative processes of second language use, learners are then expected to be encouraged to find an understanding of how the second language is used and achieve communicative impact. They also recommend extensive reading, listening and attention activities to complement the main teaching materials. One of the huge benefits of extensive reading is that learners can acquire new vocabulary without making any deliberate effort to do so.[39]

Although in volumes 1 and 2 the approach in Al-'Arabiyyah Lil Hayah according to the author's observations tends to be comprehension, communicative, and grammatical approaches, basically all volumes in this book have a text-based approach as well, although the portions vary. This is because all volumes in this book involve a variety of texts to help learners produce language including at the lowest level. This includes the fact that all themes in all volumes always begin with a dialog text which is used as the first stimulant even before introducing mufradat. However, this text-based approach is increasingly emphasized starting from parts of volume 2 and especially volume 3 where the texts presented are getting longer and more complex. The information obtained from the text no longer only requires understanding but also encourages productive activities both speaking and writing. This is reflected in the activities of answering questions based on texts heard and read, writing down sentences heard, producing questions based on existing answers, and conducting conversations with the help of the list of questions provided. From these various tasks, learners are then expected to start applying the second language applicatively and achieve communicative impact when two-way question and answer activities occur. Brian Tomlinson and Hitomi Masuhara's recommendations regarding extensive reading activities in completing intermediate level teaching materials based on the author's observations have not been seen in volumes 2 and 3 of Al-'Arabiyyah Lil Hayah. This is because

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[37] Dat Bao, "*Flexibility in Second Language Materials,*" The European Journal of Applied Linguistics and TEFL 4, no. 2 (2015): 37–53. https://www.researchgate.net/publication/327415247

[38] Ntombi Mohlabi-Tlaka, Lizette De Jager, and Alta Engelbrecht, "*Policy, Practice, Purpose: The Text-Based Approach in Contemporary South African EFAL Classrooms,*" Per Linguam 33, no. 2 (December 2017): 22-35. DOI: https://doi.org/10.5785/33-2-713

[39] S. Leather and J. Uden, *Extensive Reading: The Role of Motivation*, ISSN (New York: Taylor & Francis, 2021), hlm. 65. https://books.google.co.id/books?id=EIkmEAAAQBAJ

all texts presented are always followed by activities that require a strong understanding of the text so that in that process the activities used are intensive reading and listening.

Advanced Level

At the advanced or *mutaqaddim* level Brian Tomlinson and Hitomi Masuhara still recommend a text-based approach and encourage more reading and listening activities. They also emphasize observation and analysis of authentic second language use in the real world. At this level, it is possible to utilize high-level second language texts or research data.In volume 4 of Al-'Arabiyyah Lil Hayah, as in volume 3, the approach used is text-based, grammatical, and applicative. However, in volume 4 the topics are more open and contemporary and the text categories are relatively long, so in this volume, reading and listening activities become crucial and important aspects in the learning process. The reading and listening process in this volume is also followed up with more upgraded productive activities such as reading questions that mostly lead to implied answers and expressing learners' opinions and preferences on the issues discussed in the text. The texts presented - although not all - have involved credible articles both from academic writings as in theme 1 and from international websites as in theme 6. Thus Al-'Arabiyyah Lil Hayah in volume 4 is in accordance with Brian Tomlinson and Hitomi Masuhara's recommendations for the development of language teaching materials at a high level.

Referring to Brian Tomlinson and Hitomi Masuhara's recommendation points regarding the development of teaching materials for different levels, the four volumes of Al-'Arabiyyah Lil Hayah have largely fulfilled these recommendations. The first volume of Al-Arabiyyah Lil Hayah shows its compatibility with the concept of comprehension approach as recommended by Brian Tomlinson and Hitomi Masuhara. The use of the comprehension approach serves to avoid premature production activities by maximizing learners' time to find a lot of comprehensible input from reading, listening, viewing, and TPR (Total Physical Response) activities.[40] Some of the activities in the first volume also show the presence of TPR (Total Physical Response) activities where linguistic stimulants are responded to by learners with movement without the demand for a verbal response. Total Physical Response (TPR) limits the early stages of learning to listening only. The teacher speaks, but only requires a non-verbal response as confirmation of understanding.[41] The second and third volumes of Al-'Arabiyyah Lil Hayah as a representation of the intermediate level have also shown conformity with Brian Tomlinson and Hitomi Masuhara's recommendations which emphasize a text-based approach. The text-based approach is one of the most compatible with several principles of second language acquisition based on Brian Tomlinson's experience and observations of thousands of people in language classes around the world.[42] The fourth volume, which represents the advanced level, has largely conformed to the recommendations of Brian Tomlinson and Hitomi Masuhara. The approach used is a text-based approach with increased complexity compared to the previous level in terms of topics, text length, and grammar. Although not much, the fourth volume of Al-'Arabiyyah Lil Hayah has raised some texts that use the second language proficiently, namely from international websites

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[40] Brian Tomlinson, *Developing Materials for Language Teaching* (London: Bloomsbury Publishing, 2023), hlm. 527.

[41] Brian Tomlinson, *Developing Materials for Language Teaching* (London: Bloomsbury Publishing, 2023), hlm. 190.

[42] Brian Tomlinson, *Developing Materials for Language Teaching* (London: Bloomsbury Publishing, 2023), hlm. 104.

and from scientific works. This is in accordance with the recommendations of Brian Tomlinson and Hitomi Masuhara.

Looking at the compatibility of the materials in Al-'Arabiyyah Lil Hayah with Brian Tomlinson and Hitomi Masuhara's recommendations regarding the development of foreign language teaching materials for different levels, it can further be said that the use of the book is in accordance with the theory of second language acquisition that in natural language acquisition, learners only begin to really pay attention to syntax when they have acquired enough vocabulary and confidence to achieve success in communication in a foreign language and that materials for beginners and basic second language learners should reflect this natural process and focus on vocabulary acquisition and confidence rather than learning and practicing grammatical accuracy. No learner, whether learning a second language naturally or in the classroom, begins by communicating effectively and accurately. So it can be said that the flow of learning a foreign language starts from text or discourse and then moves on to syntax and grammar, not the other way around.[43] However, to maximize the suitability of the material in the Al-'Arabiyyah Lil Hayah book with the recommendations of Brian Tomlinson and Hitomi Masuhara more thoroughly, it is still possible to make improvements as mentioned in the discussion of each level above.

Closing

Seen from the perspective of Brian Tomlinson and Hitomi Masuhara's recommendation points regarding the development of second language teaching materials for different levels, the 4 volumes of Al-'Arabiyyah Lil Hayah have largely conformed to these recommendations both at the basic, intermediate and high levels. This is an advantage that needs to be appreciated because most of the recommendation points have been fulfilled. However, there are some points from the recommendations that need to be maximized in the book such as the comprehension approach that has not been applied in all themes in volume 1 (basic level), the absence of flexible scripts that can be used for various activities that involve a lot of movement in volume 1 (basic level), the absence of extensive reading and listening activities to complement the material in volumes 2 and 3 (intermediate level), and the lack of stimulants in the form of written texts, audio texts, and impressions, taken from the phenomenon of professional second language use in the real world such as from newspapers, research reports, international seminars, and the like in volume 4 (high level). This is expected to be taken into consideration for the development of teaching materials in the future.

A foreign language learning teaching material that aims to help the acquisition of language skills should be directly proportional to the theory of natural second language processing where learners will be more effective to first get input on the real use of the language and then continue to observe the grammar points, not the other way around. This will encourage learners to be brave and confident in applying the use of the language even though at first it is not syntactically and grammatically appropriate. Furthermore, gradually the use of the language is complemented by the disclosure of linguistic and pragmatic points until it reaches the skill of using the language precisely and accurately.

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[43] Tomlinson and Masuhara, *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*, (New Jersey: John Wiley & Sons, 2017), hlm. 297.

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