

DESIGNING AN ENGLISH TEACHING MATERIAL FOR TENTH GRADE STUDENTS OF CULINARY STUDY PROGRAM

Iman Brilianto, Sofian, Yanti Sri Rezeki
English Language Education Study Program
Teacher Training and Education Faculty
Tanjungpura University Pontianak
Email: iman5109@gmail.com

Abstract

This study was aimed to design a book that can be used as supplementary material to teach English for culinary study program. This study was classified as Research and Development (R&D). The step of conducting this study used ADDIE model with the exclusion of implementation (I) stage and evaluation (E) stage so this study tended to focus on doing three phases only; analyze, design, and develop. The subjects of this research were English teacher and 32 tenth grade students of culinary study program of SMKN 3 Singkawang. The tools for obtaining the data were questionnaires, interview, and internal validation. The result of this study is a course book for culinary study program namely English for Culinary for beginner level. Internal validation was carried out up to two times to have better product.

Key words: *Supplementary materials, Teaching material, Culinary study program*

To cite this paper (in APA style):

Brilianto, I., Sofian, Rezeki, SR. (2020). Designing an English teaching material for tenth grade students of culinary study program. *Journal of English Education Program*, 1(2), 97-110

BACKGROUND

Vocational high school and other regular high schools both have the same study duration: three years. However, instead of being like senior high school which only teaches knowledge to students for bringing them to the university level, vocational high school is an educational institution which also has the responsibility to prepare the students to the world of work, or

in other words, labor market. This is in line with the act of the Republic of Indonesia No. 20 of 2003 on National Education System article 15 stating that vocational education is a secondary education program for preparing learners for a specific job. Mahirda and Wahyuni (2016) have stated that Indonesia as a developing country will need to promote vocational secondary education to improve labor market outcomes. "Vocational high school students should be a ready worker after they have graduated and they should also be competent enough to work abroad (Nurdin, 2019)".

However, some researchers have found that the qualification of graduated students is still below the expectation. Most of the students are not ready to work overseas. They are not even ready to work in their own country (Pasarija, 2019, Harahap, 2014). This has been the primary concern in Indonesian vocational school education. Several factors have been the causes of the students' low qualification to work abroad. One of them is the low English proficiency. According to Bramantyo (2012), students who are graduated from the vocational school cannot work abroad as they cannot speak English fluently, their English proficiency is still inadequate. It is also further explained that a need analysis should be done as soon as possible to solve the problem of inappropriate teaching material to students' needs and teachers' needs. According to Howard and Major (2005), there are three principles used in developing effective teaching materials, which are the appropriateness of material with teachers' needs, the appropriateness of material with students' needs, and the appropriateness of material with curriculum's needs. Therefore, a need analysis was crucial in solving the problem of teaching material.

Based on the survey of literature, the writer found that teaching material for VHS especially in English is hardly to fulfil students' need related to their study field. For some program, it is easy to discover the coursebook due to the number of markets demands such as the program for economics, law, agriculture, and medicine. However, there is also a study program that hardly to get the coursebook on the market for example beauty study program and office administration. Searching the online book catalog in various libraries on internet do not show encouraging result. The lack of existing materials is a serious challenge; particularly when the materials given by the teachers sometimes do not achieved the learning targets. Mahbub (2019) has found that in the context of vocational education in Indonesia, the fact revealed that both school-based curriculum (KTSP) and the curriculum 2013 (K13) of VHS and general schools have the same English learning materials. More surprisingly, the English teachers in SMKN 3 Singkawang even used the same course books that are provided by markets that the contents are frequently inadequate to the VHS students'

needs. Therefore, this has been one of the writer's motivation to develop teaching materials for vocational school students.

The teaching material that is related to cooking has been quite popular nowadays as a chef is one of the professions that is available in the labor market. Yulianingsih (2017) has reported that there are lots of job vacancy of being a cook in Australia, 300 cooks from Indonesia are needed to work in Australia's restaurant every year. However, there are only 10% of people who fulfilled the requirements.

Regarding the situation above, the writer is inspired to conduct a research about designing English teaching material which may fill the gap between the general English coursebook given in vocational school and the necessities of student career path in culinary work field. This study attempts to design an appropriate teaching material for culinary study program to expand students' proficiency in English in order to close the gap. Furthermore, regarding the regulation of the National Education Minister about English teaching in the vocational school, this study performs to design an appropriate teaching material that will be used in teaching English for vocational high school for culinary study program in Singkawang that accommodates the curricular as well as the job-market demands and revealing the efficacy of the newly designed teaching material compared to that of the ordinarily used by the teachers. The teaching material will be designed by using ADDIE (Analyzing, Designing, Developing, Implementing, and Evaluating) model.

METHOD

The researcher used research procedure namely; ADDIE Approach developed by Branch (2009). Branch (2009) explains about ADDIE model, which consists of five phases namely analyzing, designing, developing, implementing, and evaluating. In this research, the writer had done the three steps model that decided by Branch (2009) those are analyze, design and develop (ADD).

In this phase, before analyzing, the writer had looked into the students in the classroom and asked the teachers. It was used to obtain the information about students' need and teachers' needs to have good teaching materials. The result of analysis stage was information about students' need and teachers' need which used for the writer to analyze the requirement, structure, content and what materials that need to put in the textbook that had been designed for tenth grade students of culinary program. In this case, the writer decided to design a teaching material based on information that had been collected by questionnaire and interview in analyze phase.

The writer created syllabus and collected the appropriate materials such as reading text, pictures, and task to make the first draft of the textbook which refers to curriculum. After that, the writer tried to make the tasks linked to the material in the coursebook. The result of design stage was the first draft of the product that need to do an internal evaluation in development phase.

In this phase, the writer focused on the revised and constructed the course material into internal evaluation and change the first draft of the textbook to reach the needs of culinary study program. it took a number of measures of work progress undertaken, and each progress that is always representing to the previous results until certainly gained a new educational product. The writer used an assessment rubric to do internal evaluation to make sure it is beneficial and appropriate to support Culinary study program. The results of revising the course material in the internal evaluation phase by the writer himself identified as the first model. The product was a package with the teacher's handbook and students' book. In which, it was information on how to use and key answer of the textbook.

The participant of this study is X Tata Boga in SMKN 3 Singkawang especially that consist of 32 students. The writer intentionally chose them based on some considerations such as the principle of accessibility, effectiveness, and usefulness. In this study, the data was obtained using questionnaires and interview. To begin with, the needs analysis questionnaire used to gather the data of the target and learning needs in English. The students were asked to answer the questionnaire based on their characteristics and needs in learning English by selecting one or more answer from few options provided. Nevertheless, they also can offer different responses referred to the questions. The researcher interviewed an English teacher to assist the data from the questionnaire. Next, the researcher did self-evaluation through the evaluation rubric which suit to the criteria of the product to discover the suitability of the developed materials. The writer analyzed the assessment rubric which named checklist for textbook evaluation rubric which adapted from Jayakaran Mukundan, Reza Hajimohammadi, and Vahid Nimehchisalem. The checklist for textbook evaluation rubric consists of two main criteria namely; General attributes and learning-teaching content. These criteria are developed into sub-criteria which turn into assessment item. The rating scale of assessment rubric is explained in table below.

Table 1 Coding frequency

Coding Frequencies	Score
Strongly agree	0
Agree	1

Hesitate	2
Disagree	3
Strongly disagree	4

To measure the score of textbook validation, the data were analyzed by rating scale. Adapted from Harry Walker's instrument (2013), rating scale was calculated by this formula:

$$P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of categories}} \times 100$$

P= Percentage

Then the result was measured by this table:

Table 2 Guideline for Self-Evaluation

Numbers	Criteria
0%-20%	Bad
21%-40%	Poor
41%-60%	Enough
61%-80%	Good
81%-100%	Excelent

Adopted from Ridwan (2010, p.10)

FINDINGS AND DISCUSSION

Findings

The goal of this research was to design a supplementary material for culinary study program. The finding and discussion of this research are based on ADDIE Approach, however as stated in the background, the writer conducted three phases only, they are analyzing, designing and developing. The results of this research are presented into three points which are; need analysis result, the first draft of the product, and internal validation result. The first finding is need analysis result. The data was gathered from the questionnaire which was distributed in the classroom and interview with the teacher. The finding of need analysis was presented in the table below.

Aspect	Indicator	Percentage	Finding
Goal	The students' goal of studying English	87.50%	b. To be able to communicate in English both written and spoken to support future job
Lacks	Students' view about their current level of English proficiency	81.25%	a. beginner: to be able to comprehend simple sentences and utterances in the daily life

Table 3 Result of goal aspect

Aspect	Indicator	Percentage	Finding
Wants	Students' Want in learning English	68.75%	a. able to master vocabulary well, both general vocabulary and technical term of culinary word

Table 4 Result of Lacks aspect

Aspect	Indicator	Percentage	Finding
Procedure	Type of listening activity that students want	28.13%	b. Writing down some important points of the texts
	Type of speaking activity that the students want	34.38%	a. Demonstrating a dialog/monolog which is provided in the textbook
	Type of reading activity that students want	50.00%	a. Reading a text and answering some questions based on the text
	Type of vocabulary tasks that the students want	37.50%	a. Finding new words in a text and their meaning based on the context
	Type of writing activity that students want	37.50%	b. Completing blanks on an incomplete paragraph
	Type of grammar exercise that students want	34.38%	a. Memorizing the grammar formula
	Type of pronunciation task that the students want	34.38%	d. pronouncing word by word

Table 5 Result of Wants aspect

Aspect	Indicator	Percentage	Finding
Input	Type of listening text that students want	59.38%	d. authentic materials such as new, films, and songs
	The length of the listening input that the students can comprehend	50.00%	c. <150 (short) words
	Type of speaking text that students want to comprehend	34.38%	a. monolog and dialog
	The length of speaking input that students can comprehend	46.88%	b. 150-200 (medium) words
	The type of reading text that students want	43.75%	c. Text with pictures
	The length of the reading input that the students can comprehend	71.88%	b. 150-200 (medium) Words
	The type of writing text that the students want	46.88%	b. A simple text containing terms on culinary
	The length of the writing input that the students can comprehend	53.13%	c. <150 (short) Words

Table 6 Result of procedure aspect

Aspect	Indicator	Percentage	Finding
Necessities	Students' view about necessary level to have to support their higher Education	78.13%	c. advanced: to be able to comprehend types of text and the explicit meaning of it
	Students' view about topic of reading text they will read the most in Culinary field	87.50%	a. Culinary terms in English
	Students' view about skill to have in culinary study program	78.13%	b. speaking

Table 7 Result of Wants aspect

Aspect	Indicator	Percentage	Finding
Setting	Students' view about a better place for the teaching and learning process	78.13%	a. In the classroom
	Students' view about a better way to do the Tasks	50.00%	c. In a small group (3-4 students)

From the table above, it is clear that the teachers and the students of culinary study program need specific material in this case ESP textbook in order the teaching and learning could be effective and relevant. The data gathered from this stage is used and analyzed as foundation to conduct the next stage. After the learner's needs and learning needs had been analyzed, the course grid which conveyed the curriculum and functioned as the blueprint of the units was made right after.

In development stage, the researcher planned the first model of culinary book. Designing the first draft of the product is a long and complex process to accomplish. It is because there are at least two aspects that should be taken into account. First, the researcher should understand the curriculum which will be the underlying guidelines providing the researcher with language skills, content, and values to be taught in order to ensure that the goals and objectives of the curriculum are covered. There are two aims of learning English in the tenth grade of vocational high school, they are: mastering the knowledge and basic skills of English to support skill programs competence achievement and applying them to communicate not only in written but also spoken on intermediate level of proficiency (BSNP, 2006). Second, the researcher used the data that has been gathered in the previous stage for making the course grid in line with students' need. The content of the product is composed referred on SK and KD of vocational high school in the first semester. However, the writer only takes three topics in the first semester.

From each basic competence, the researcher developed certain indicators into four language skills that had been inserted. It was described in a course grid. The course grid includes the topics, titles of the unit, skills, vocabulary, and grammar. Lastly, the writer composed the assignment for four skills which compatible with the students' need and appropriate with the existing curriculum.

This book consists of three units. Every unit have a type of language exercise built around topic referred to food science and culinary terms. Every unit contains at least one listening exercise, a language focus part followed by assignment, speaking section and vocabulary building which was made to bring the language previously studied into active use. Reading and writing tasks also include practice boxes which give language and skills that are essential when implementing work-related tasks. The complete page of the book is 22 pages. Also, the writer designed the cover and the lay out. The structure of the material comprises the cover, lay out, and pictures. The cover was designed to be attractive and iconic. It was expected that the


cover can attract the students to learn and also can represent the content of the draft clearly. The lay out of the draft was designed simple and minimalism. Besides, it is easy to find the way around the draft because the layout is clear enough. The draft is also completed with some pictures to help the students get better understanding toward the purpose of the task. The information down below is the illustration of every unit.

Unit 1

Unit 1: This unit covers preparing the menu. It includes about what makes a good menu, labelling the different parts of a menu, identifying types of a menu and finding food information. The topics include dishes, courses, and types of menu. This unit focuses on creating a menu for a restaurant.

UNIT 1

PREPARING THE MENU



Picture 1.1

What do you know about preparing a menu?
Write T (true) or F (false).

A menu ...

1 only provides a list of food and prices. ()

2 is often a customer's first introduction to a restaurant. ()

3 does not usually give prices for all the items served in a restaurant. ()

4 is an important marketing tool for a restaurant. ()

5 is not something that sticks in the minds of customers. ()

Read the text and answer following questions

Before deciding on a menu you need to do some market research of the local competitors by looking at their menus, their web sites and seeing what marketing strategies they use. Wider research into regional, national or global trends in people's eating and drinking habits can also be useful. For example, are there more vegetarians today than there were a few years ago and should you consider this in your menu? Do people prefer eating locally sourced fresh organic produce and how can your menu reflect and promote this? After your initial research, it is important to fully understand the location as 80% of your potential customers will probably be people who live or work within ten minutes of your restaurant. What can you offer them on your menu that other restaurants in the area do not?

1. What is the purpose of the text?
a Checking the menu is accessible to customers
b Helping customers order
c The importance of doing research before deciding a menu
d The job of a menu

Picture 1 of Unit 1

Unit 2

Unit 2: This course is telling about things in the kitchen and equipment for cooking. The topic includes kitchen areas, kitchen machinery equipment, and materials. This course covers kitchen organization and comparing different cooking appliances. The focus of this unit is students are able to comparing different cooking appliances and technical data of cookware products.

UNIT 2

IN THE KITCHEN

Match the kitchen areas with their uses.

- 1 The main kitchen is ... a [] where equipment and non-perishable goods are stored.
- 2 The cold preparation section is ... b [] where dishes, pots and pans are washed and stored.
- 3 The service area is ... c [] where hot food is prepared.
- 4 The storeroom is ... d [] where orders are placed and waiting staff collect food.
- 5 The cold storage room is ... e [] where perishable goods are stored.
- 6 The dishwashing area is ... f [] where raw ingredients are prepared.



Kitchen design may vary according to the following things: the food outlet location, the type of customer, the number of covers, the menu, the service and the number of staff. However, the organization of every kitchen should always follow two basic rules: a **linear production line**, so that there is a logical progression from preparation to service to improve efficiency, and a **separation of processes**, to avoid contact between raw materials, packaging, leftovers and kitchen waste, which can lead to contamination. Therefore, the kitchen should be in a strategic point, between the storage areas and the restaurant, so that raw materials are conveniently stored and final dishes are served quickly to customers. Inside the kitchen, space is divided according to the type of activity carried out in different areas. Each area (or specialist station) is equipped and located to communicate with the other areas. For example, the cold preparation section, the area where raw materials are prepared, must be near the cold storage rooms, where perishable goods are stored. Next to this, you usually find the storerooms, where equipment and non-perishable goods are stored. Whereas the main kitchen or hot dish section, where hot food is prepared, must be directly connected to the service area, where orders are placed and waiting staff collect food. This in turn must be near the dishwashing area, where dishes, pots and pans are washed and stored.



Read the text again and answer the questions.

- 1 What does a linear production line improve?
- 2 Where must the cold preparation section be?
- 3 What does a separation of processes help avoid?
- 4 Where should the kitchen be?
- 5 Where are equipment and non-perishable goods stored?

Picture 2 of Unit 2

ENGLISH FOR CULINARY

Unit 3

Unit 3: The topic of this unit is different foods, different cooking method. It covers the role of nutrition in food and health and about cooking techniques. the example of recipes as the guideline for students to make their own recipe. At the end of this course, students apply their knowledge of nutritional concepts to make a recipe.

UNIT 3 **Different Food, Different Cooking Method**

Label the pictures eatwell food plate with the different food categories.

- 1 milk and dairy foods
- 2 foods and drinks high in fat and/or sugar
- 3 fruit and vegetables
- 4 meat, fish, eggs, etc.
- 5 bread, other cereals and potatoes

We should eat a lot of fruit and vegetables, at least five portions a day, because they contain vitamins and minerals which are important to keep our body and mind healthy, and fibre, which helps digestion and makes us feel fuller so we eat less. Fruit and vegetables are also low in fat and calories so they help reduce the risks of heart disease, diabetes and obesity. A portion of fruit can be one apple, two kiwi, seven strawberries or one slice of melon. A portion of vegetables can be four tablespoons of spinach or green beans; three tabl spoons of carrots, peas or sweetcorn; or a medium size tomato.

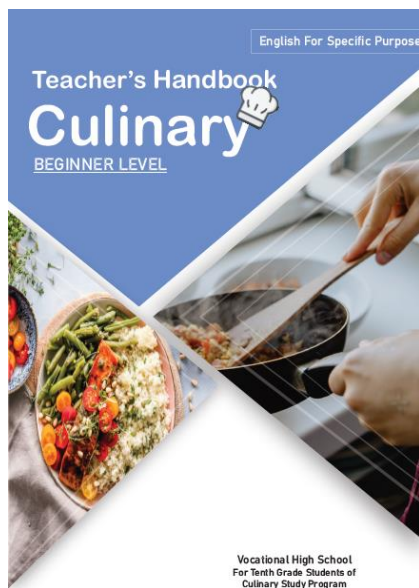
We need to eat some milk and dairy foods because things like cheese and yoghurt provide good sources of protein, which our bodies need for growth and repair, and even higher levels of calcium, vital for strong bones. The fat in dairy products is saturated and this can make us overweight and raise levels of cholesterol in the blood, increasing the risk of heart attacks and strokes. There are lots of healthier choices we can make, such as using low-fat milk and dairy products, using vegetable oil rather than butter and creme fraiche instead of cream in recipes.

We should also eat a lot of potatoes, bread, rice, pasta and other starchy foods because they contain carbohydrates, which give us energy, but also fibre, calcium and vitamin B. Some starchy foods are high in fat, but still healthier than fatty foods. Whole grain varieties like brown rice, wholemeal bread and pasta are particularly healthy. Potatoes are vegetables, but are classified as starchy foods and they are better for us when the skins are left on and when boiled or cooked in low-fat oil.

ENGLISH FOR CULINARY

Picture 3 of Unit 3

The teacher guide is to be used by teachers when implementing the English for culinary book. This teacher guide has been developed within the parameters set on the content-based approach to learning as specified in the course book. This teacher guide provides teachers with added instruction and answer key. It is anticipated that at the end of learning students will be equipped with the skills of speaking and listening, reading, and writing to assist them in work-related task. This teacher guide provides the opportunity and much more for students to achieve their full potential.



Picture 4 Teacher's Handbook

The last phase is internal validation. In this phase, the writer focused on the revised and constructed the course material into internal evaluation and modify the first model of the textbook to attain the needs of culinary study program. In this phase, the researcher also provides the internal evaluation sheet for himself to evaluate his product. It took 3 times of measures of work progress undertaken and every step that was always representing to the previous results until certainly gained an appropriate educational product.

The researcher consulted the supervisor up to two times and each researcher finished consulting the product the researcher would improve the product. The first consultation of the product refined the part of the course grid. In the second consultation, the researchers revise the product in terms of glossary. The objective of this phase is to consider and evaluate the quality and the effectiveness of the product and revised the product using the instrument and input from the supervisor. the first result of internal validation was showed with 99 points score which was calculated 68.75% and categorized enough criteria for a textbook. Hence, the researcher needs to revise and polish the product that had low score in certain criteria. Finally, after revising the product, the result was showed with 111 points score which was calculated 77.08% and categorized good criteria for a textbook.

DISCUSSION

The researcher designed English learning materials for Culinary Study Program because of the lack of existing materials need to have serious attention; particularly when the materials given by the teachers sometimes

do not achieved the learning targets. From those reasons the researcher develops ESP textbook as supplementary materials for culinary study program in SMKN 3 Singkawang. However, the researcher hopes that the result of this research can be used for other school with the similar study program. The procedure of this study had exclusion of implementation (I) and evaluation (E) stage only focused on three steps; analyze, design, and develop

The materials that were designed is referred to the result of needs analysis and internal validation. It is designed to fulfill the specific needs of the learners (Tomlinson & Masuhara, 2004, p. 169). The first thing to undertake is conducting a needs analysis. The research was conducted in November 2019 by distributing questionnaires to the students and interviewing English teacher in SMKN 3 Singkawang. The questionnaires were developed referred on the term of needs analysis proposed by Hutchinson and Waters (1987) that cover Target needs and Learning needs. The result of need analysis shows that the students need English learning material that relates to their skills program. They will use English when they work in the future for handling customers in restaurant or other working places.

The design phase was conducted after analysis phase. In design phase, the writer was designed the first model of the product started from making the course grid that was made right after the data had been analyzed. The course grid contains the topics, titles of the unit, vocabularies, and skills. In this stage, the researcher compiled the materials which had been chosen and obtained from a number of sources. The textbook consists of three units. Every unit have a type of language exercise built around topic referred to food science and culinary terms. Moreover, every unit contains at least one listening exercise, a language focus part followed by assignment, speaking section and vocabulary building which was made to bring the language previously studied into real use. Reading and writing tasks also include practice boxes which give language and skills that are essential when implementing work-related tasks.

After the draft was completed, the researchers consulted with the supervisor up to two times. The first consult was about the course grid and the second consult was about the content of the materials. after the researcher consulted, the researcher checked and revised the product. In addition, to complete his product, the researcher did internal validation up to multiple times and gave the assessment sheet to himself to assess his product. There are some criteria that still have low score. Hence, the researcher needs to develop the product for improving the quality.

CONCLUSION AND SUGGESTION

Referring to this research, the writer has arrived in conclusions and suggestions drawn from the result of this research, Designing an English teaching material for tenth grade students of culinary study program in Academic Year 2019/2020. The conclusion and suggestion are described as follow:

Conclusion

In this research, the writer observed teaching material for VHS especially in English is hardly to fulfil students' need related to their study field. The English teachers in SMKN 3 Singkawang even used the same course books that are provided by markets that the contents are frequently inadequate to the VHS students' needs. the lack of existing materials need to have serious attention; particularly when the materials given by the teachers sometimes do not achieved the learning targets. Therefore, this has been one of the writer's motivation to develop teaching materials for vocational school students. The product of this research is in form of a book. The book is a supplementary material which was purposively designed to provide supplementary materials for vocational qualification in culinary field.

Self-evaluation was carried out to get some evaluation. The input from the self-evaluation were used to revise the draft. Based on the internal evaluation, the draft developed was categorized into good and it has fulfilled the criteria of good material. The revision of the draft was done more than once to get better quality of the draft until it fulfils the criteria.

Suggestion

Related to finding of this research, There are some suggestions offered by the researcher based on the research and development of the ESP textbook: The English teacher needs to see the teacher's guide book in order to know how to use the textbook properly. There was no review test in the end of the unit and thus the teacher should make by herself a test to review the material in each unit. The other researchers may investigate further and deeply about the material development in vocational high school in different skills program or other level. There are many problems that can be found in Indonesia education system. Every education unit has different English need and they can be exploited more. Considering the research limitations, further studies are necessary to be conducted. Some suggestions are also offered by the researcher especially based on the findings in the analysis and development phase.

REFERENCES

- Bramantyo. Bahasa Inggris lulusan SMK masih rendah (2012, July 3), *Oke news*. Retrieved from <https://news.okezone.com/read/2012/07/03/373/657784/bahasa-inggris-lulusan-smk-rendah>
- Branch, R. M. (2009). *Instructional design: The addie approach*. New York, NY: Springer
- Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- Howard, J., & Major, J. (2005). Guideline for designing effective language teaching materials. *The TESOLANZ Journal*, 12(1), 50-58.
- Hutchinson, T., & Waters, A. (1987). Needs analysis. In *English for specific purposes: A learning-centered approach* (pp. 53-64). Cambridge: Cambridge University Press.
<https://doi.org/10.1017/CBO9780511733031.010>
- Mahbub, M.A. (2019). English teaching in vocational high school: A need analysis. *Journal of English Education and Linguistic Studies*, 5(2), 229-258.
- Mahirda, K. & Wahyuni, H. (2016). Returning to general and vocational high schools in Indonesia. *Review of Economic and Business Studies*, 9(2), 9-28.
- Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V. (2011). Developing an english language textbook evaluation checklist. *Contemporary Issues in Education Research (CIER)*, 4(6), 21. doi:10.19030/cier.v4i6.4383
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667336>.
- Tomlinson, B. & Masuhara, H. (2004). *Developing language course materials*. Singapore: SEAMEO Regional Language Centre