The relevance and significance of language policy and planning in the creation of educational materials are covered in the article “Implementing language policy and planning through materials development” by Kennedy and Tomlinson. First, the writers outlined the characteristics of LPP and addressed the issues of why LPP should be produced, for whom it should be designed, and how LPP impacts sociopolitical domains. When referring to LPP in the realm of education, Kaplan and Baldeuf (2003) distinguishes several policy areas in language-in-education planning: access policy is the plans which deal with the curriculum; personnel policy deals with the educators; curriculum policy makes a decision on organization and content; materials and methods policy deal with the pedagogical approaches; resourcing policy is the one which makes choices about the founding and evaluation policy investigates how the language policy is effective. However, the economic growth of the county also has an impact on the design and acceptance of LPP, according to Euromonitor (2010). Hamid (2010) uses the example of Bangladesh as a country that struggles to secure funds for the ELT initiative. After reviewing the secondary-level English textbooks in Pakistan, Aftab (2012) analyzes the issues with primary school English. Baldauf, Kaplan, and Kamwangamulu (2011, p. 432) then discuss these issues and offer some inquiries that should be made of ELT programs in this field. .According to Liddicoat (2004) there are four sub-elements: methods, materials, curriculum and assessment. When there is low investment for long term language policies it is unlike to have the effects of it for a long term period. Additionally, macro and micro policies are outlined by concerns with Malaysian education. Hamid (2010) states that instead of planning policy for a macro level one should consider intending it for micro level.

Swanson and Bargwhal (2008) suggested the language proposal which can succeed. They offered seven tools for creating language proposals. The usage of LPP through the production and use of materials is the next major topic that is covered. The table is used to show how policies and international course books line up. The arbitrary outcomes shown that by encouraging critical thinking, course materials are in line with the needs of policy planners. The major disparity, however, is the inability to serve kids equitably who reside in urban and rural locations. Authors also spoke on the function of national publications in LPP.

With the help of the examples provided, I was able to gain a great deal of knowledge about creating LPP by reading this article. Additionally, I was given the opportunity to compare our language planning and policy with those of other countries and find solutions to issues pertaining to the creation of educational materials.Implementing LPP through material development and usage, in my opinion, is the most crucial aspect of the paper. These arguments expanded my knowledge of how I should handle materials while developing LPP because I am either a future teacher or policy maker. Additionally, I've learned that it's crucial to take into account each learner's level and where they live. The paper makes it abundantly evident that most issues arise as a result of policy makers without teaching expertise, materials created for radical new policies rather than for instructors or students, and occasionally incorrect acceptance of new policies by ministries of education.

This material is easily related to my prior course, Policy-5030: Language History and Planning. I studied how to create Language Policy Proposals for educational regions in this particular course, and I also created my own Proposal for schools. I want to point out that one of the finest resources for writing LPP is DJ Kaiser's draft post, "Grow your own onion."

I may state that as a conclusion: when developing LPP, we should actively consider material development. Due to the fact that LPP is a tool to modify the system and create new possibilities while material designing is the activity and study of creating resources for the language classroom, including the concepts and procedures for creating, implementing, and assessing materials (Tomlinson, 2001).

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