



Tensions and Challenges in Materials Design

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Syllabus Review: scratching the surface

- ☐ Does the rationale seem logical and informed by a needs analysis?
- ☐ Is there evidence that the syllabus is informed by relevant scholarship?
- ☐ Does the syllabus make the approach(s) to language learning and teaching clear?
- ☐ Are there opportunities for students to work as partners, or be involved in some way in what they learn and how they learn it?
- ☐ Are the assessment choices appropriate and balanced?
- ☐ Any examples of strengths or good practice?
- ☐ Any suggestions for change?



Ethics and Tensions

Needs Analysis

Materials for staff and students

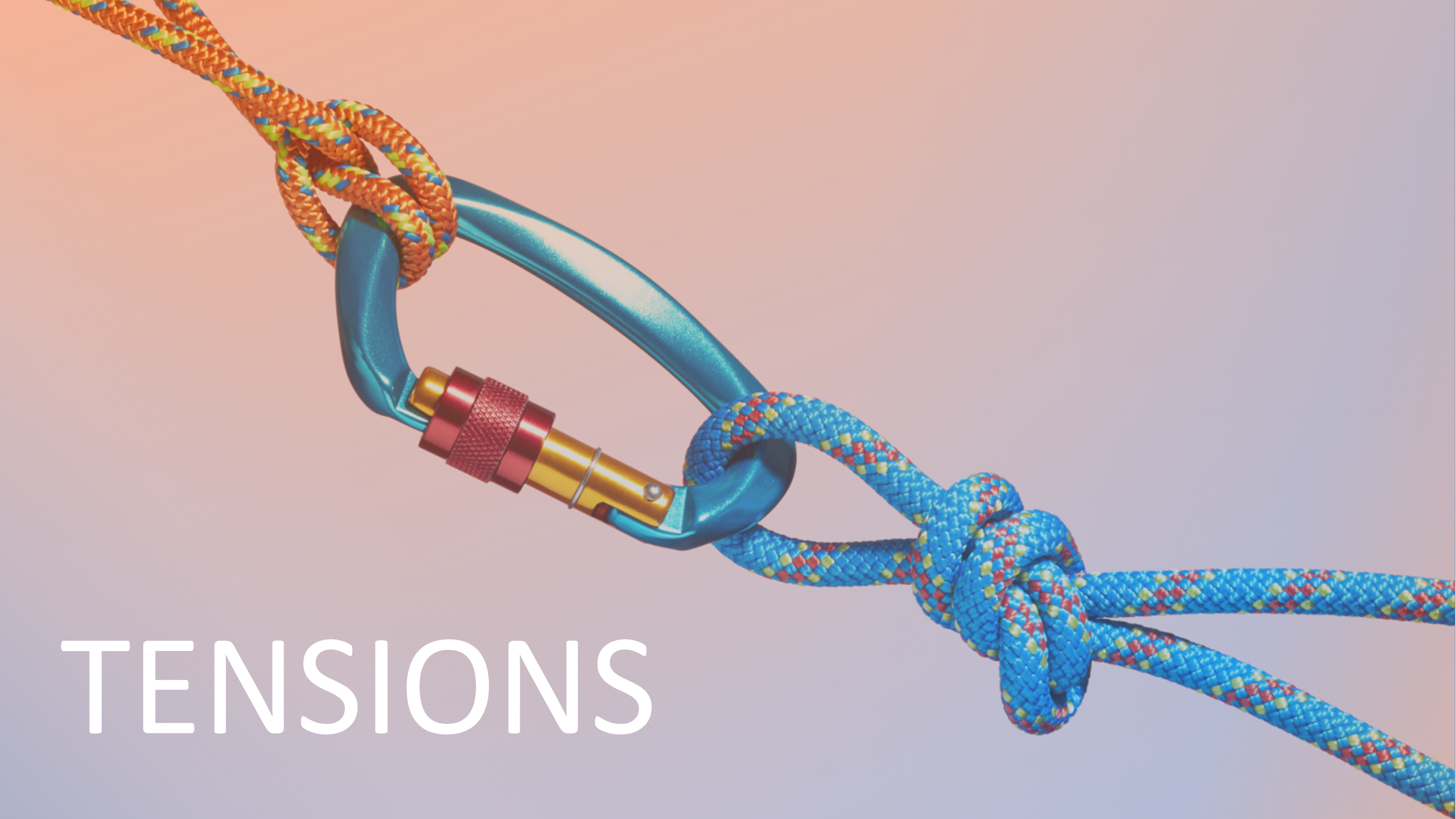
On ethics

A practitioner's worldview; their values, beliefs and ethical and moral stances, are like the horizontal growth part of the bamboo.

Ethics becomes the horizontal and vertical framework that encourages practitioners to (de/re)territorialize old terrains, belief systems, discursive and dominant discourses

(Cliffe and Solvason 2021: 103).






TENSIONS



Fixers, butlers and
sticking plasters

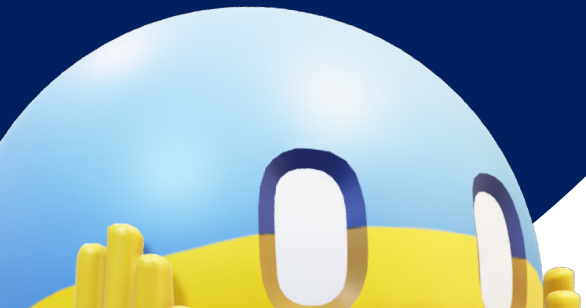


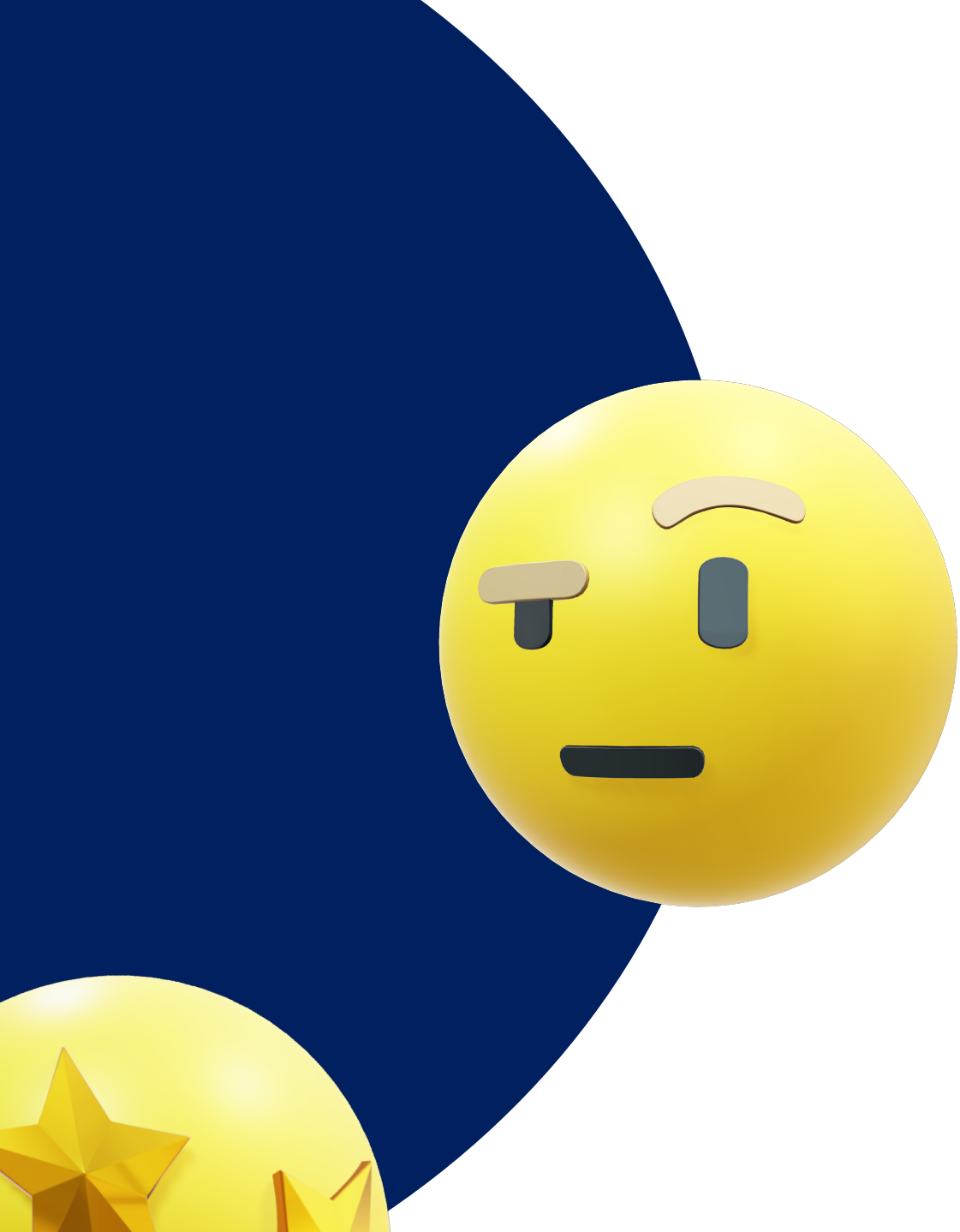
Challenging deficit
discourses and
moral panics.

Deficit narratives derive
from colonial mindsets.

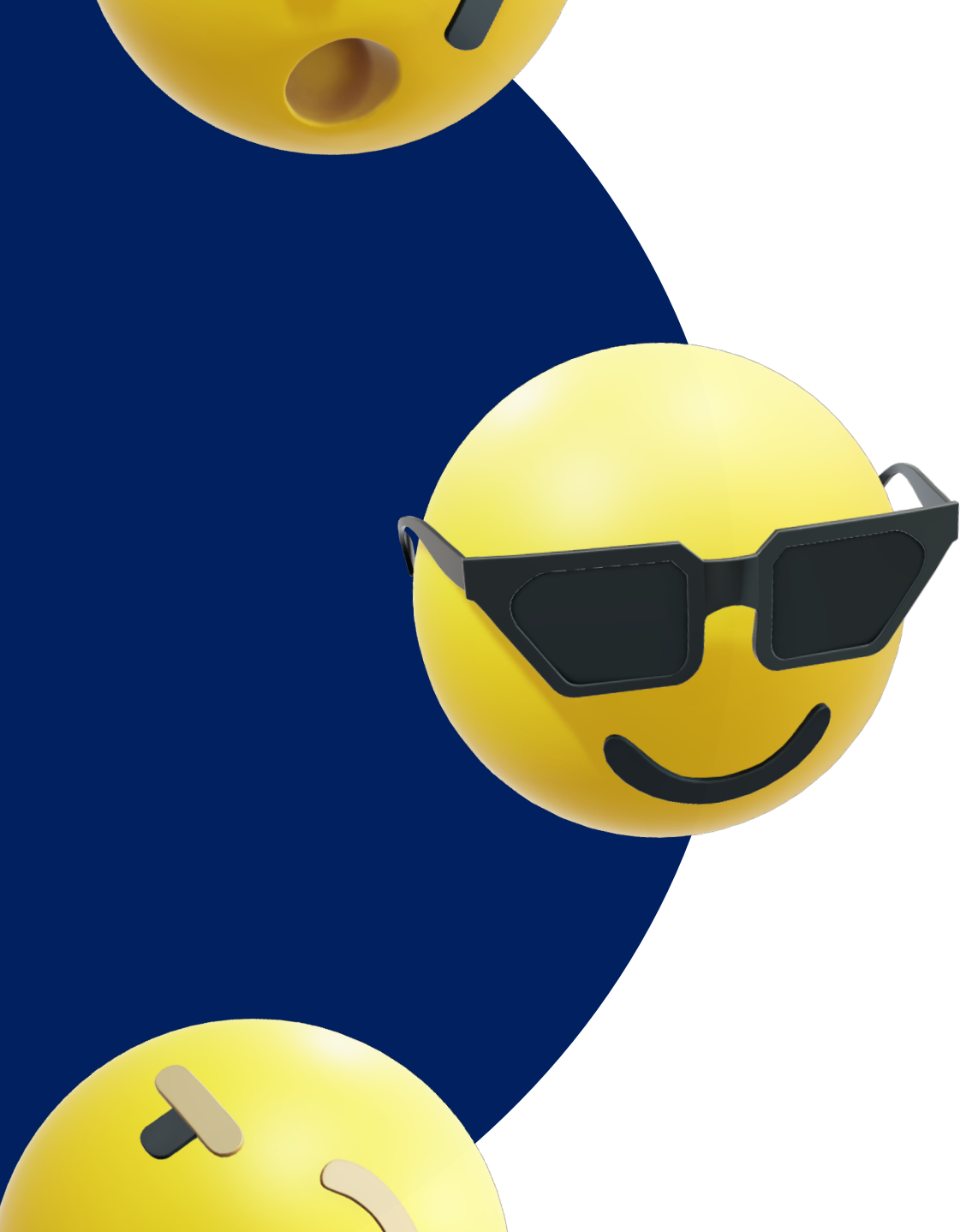


Making language
visible





Not undermining
real challenges



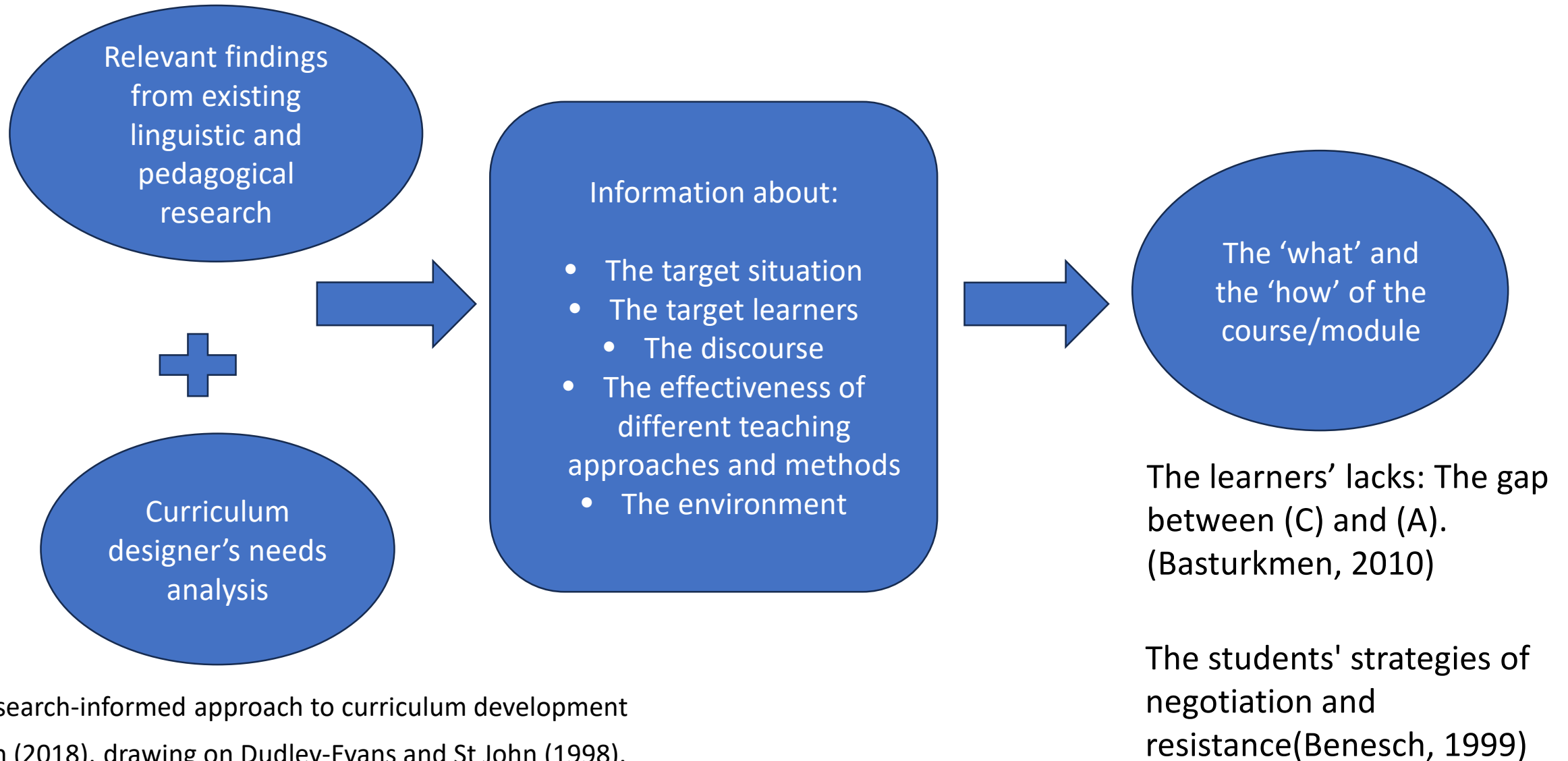
Maintaining
credibility and
'impact'



But not
accommodationist.

Who owns the
standards of the
disciplines?

Needs and Rights Analysis



A research-informed approach to curriculum development
Chan (2018), drawing on Dudley-Evans and St John (1998).



..... my students are actually Chinese, and I think **they share the same sort of challenges** in terms of **adapting to what we expect them to do** in relation to writing an essay; which is the first starting point... because **they're very used to exams.**

It's **just** about developing **critical thinking** and **being able** to address the assignments and, everything that we do in general, from a critical perspective, **rather than just repeating** what other people have said” (Subject specialist TESOL)

Strategies of negotiation and resistance

1. How are these tensions influencing my materials design? Is the fixer or butler evident?
2. Are my needs analyses and materials driven by measuring impact?
3. What sort of framing of students is being embedded in my needs analyses and materials?
 - Where is deficit embedded?
 - Do I explore students' strengths, linguistic, cultural or other resources?
4. Do the materials encourage students to work with me as partners?
5. Do I provide any opportunities to transform existing conditions?



Example 1. Gathering information from subject-specialists

1. Challenges faced by students from diverse linguistic backgrounds in the school.
2. The opportunities or benefits that students from diverse linguistic backgrounds contribute or could bring to the school.
3. Perceptions of the nature of in-sessional provision in the school.
4. The potential or observed impact of in-sessional provision in the school.
5. How any impact might be measured.

Example 2. Creating materials for subject module leads

- ☐ Does the text selected meet genre conventions or does it break norms in some way; do students know when it is acceptable or not acceptable to do this in their own writing?
- ☐ Writing to learn rather than learning to write - make writing visible in the curriculum. 'teaching as transformation' rather than 'transmission' (Jeanne Godfrey, 2009).
- ☐ How is it identified if a student is experiencing challenges in:



Gathering information from students

Examples 3 & 4

Your listening strategies



<https://forms.office.com/e/mwafxERjMW>

Learning through discussion



<https://forms.office.com/e/nGjTngj3qy>

References

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