

## **Session A Key Input: Lecture 2**

### **Material design: Principles of selecting, adapting, and supplementing materials** *Lecture Transcript*

Presented by **Dr Carole MacDiarmid**

Welcome back to module 2 and developing materials this is Carole MacDiarmid again from University of Glasgow in this short lecture we're going to look at principles for developing materials by the end of this section you should be able to explain principles of selecting adapting and supplementing materials what they mean in practice the relationship between materials authenticity and student needs so we'll be thinking again about needs analysis and information we've learned from that from lecture one and we're going to think about a range of practical activities developing materials is an important skill for both EAP specialist and the EMI discipline specialist BALEP a Professional Organization for EAP lecturers identifies the need to be able to select adapt or create materials from appropriate sources and develop appropriate tasks is a key competency of EAP teachers and you'll notice here appropriate sources and develop appropriate tasks so again we're thinking about needs analysis what do our Learners need to be able to do whether this is in production of essays presentations or processing and engaging with learning from study groups seminars and lecturers within EMI, the TAEC EMI handbook also refers to the skill of developing materials and talks about the need to be able to work in teams to develop course materials or teach courses team teaching consider how the material will be used in the class and how to make difficult material accessible to students so it's important in both skills and I think we can also work together to make the most of these EAP lecturers can work with EMI

Specialists and identifying and developing appropriate sources and developing tasks and EMI lecturers can similarly learn from EAP Specialists about what would be some of the challenges for multilingual Learners and groups for developing general academic literacies and how to make the material accessible to students. First section we're going to look at student needs the concept of authenticity and fact factors in selecting and adapting materials. so where do we start again we're back to student needs what do they need to be able to do in order to learn successfully and engage in learning you might be working with pre-existing materials course and content and quite often we might have courses content materials which we can work with and adapt effectively you might be creating a new course and a whole new set of materials or you might need to select new materials but whatever we're doing we're wanting to think about how we help students understand academic genres and content how we can then make the most of the learning opportunities for them because this will help facilitate academic communication and successful learning in terms of developing selecting materials one of the key concepts we need to think about is authenticity and that can be authenticity of text and activities or making them authentic like

this might be particularly relevant if you're working with lower level Learners and need to adjust activities or you want to simulate materials and activities need to be relevant to and occurring the target communicative situation relevant and topic and genre now this is obviously relevant for our language teachers they'll be familiar with thinking about Target communicative situations but it's relevant also to EMI Specialists what do your learners need to be able to do either their graduate attributes that you're working for developing or ways of thinking and knowing in your discipline or maybe you're working in a professional field and need to prepare them for very specific contexts for example medicine problem-based learning is a common approach because it simulates the types of communication Learners doctors for example will need in future professional situations so you might want to reflect these in your teaching materials for EAP and EMI learn teachers lecturers especially as working together we can then think about

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the situations and then how to make them accessible for Learners so we need to think about authenticity of texts and genres what a students need to be able to read and write for example EAP learn teachers need to know about these and what are the expectations and disciplines authenticity of tasks to allow from meaningful interactions these are all related to student needs we also need to think about when we're selecting and developing materials availability and accessibility for teachers and for students you may have more or less accessible resources you may have larger or smaller budgets but you do want things to be available and easy to use some examples here of resources they are these are obviously a limited number here but they're your starting points there's a specific Emi lecturer set of resources in this form here it's just transitioning to become education languages and internationalization network and it will be coming soon and available in Spring too 2023 for EAP Specialists you might be familiar or want to look into using English for academic purposes with Andy Gillette has correlated and developed a huge number of resources which may be adaptable for your contacts EAP Foundation similarly has a range of resources and these are all fail available what I would say is important to build and share resource lists and banks with colleagues in your context because you want to have them accessible and available and adapted to your learners in your situation but there are various starting points that we can work with and we'll talk through. Sharing resources obviously helps you by reducing or limiting load but you can also learn from other experts and Professionals in your field because different people will have different expertise and ideas for working and developing materials. Charles and Pecacori suggest that whatever you are doing with materials, you can have a number of questions for your need to guide your initial evaluation so for example other materials adequate for the needs identified is the level suitable do you need to produce provide additional scaffolding to make them accessible is the content relevant it's not relevant can you adapt it or do you need to look elsewhere how is the material organized do you need to adjust the organization add-in modify tasks change some or delete some can it be implemented in the teaching circumstances or do you need to think about implementation and adjustments and is the pedagogical approach likely to be effective with students and acceptable to teachers teachers maybe need some introduction or induction familiarization to be able to use an approach what does it need adapted these set of questions come from Charles and pecarari I've added the Bold here one thing to note though is are you working with new or existing resources I would say look at what you have first and what you can do with it because you might find that it's suitable in needs but I need to develop some relevant tasks or sources and activities to make it more suitable for the level but similarly you can use this when you've selected something that you might think might be useful for your learners so what do we do next well once you've got your learning materials Highland here suggests that we need to think about these do we add do we delete we modify simplify or reorder so some examples for adapting materials could include adding you might do make a little video or audio trailer before a learning unit or a lecture which can introduce com Concepts get learning to tune in or an introduction may be written to a set of readings or a lecture you might set out key concepts for Learners to go and check or provide a glossary you might have Preparatory and follow-up tasks and activities for example guiding questions setting out the purpose for reading Reflections and review tasks and activities during or after a learning unit EAP lecturers might want to introduce specific learning strategies academic language input for example academic vocabulary it's very important that students develop their vocabulary for academic context they might have high Provisions these might not be familiar with academic genres and vocabulary signposting language that can help them access readings and lectures and so on interactive activities you might be adding a range of

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things you might need to delete you might also then consider familiarity for example if you have a group of learners from different contexts they may or not may not be familiar with some of the culturally specific content that might need to be taken out or adjusted or explained or maybe there's just an overload or too much or it's not specific to your learner's needs you might need to modify so for example planning extended definitions and examples to clarify Concepts in a lecture structures in a in a EAP lesson you might want to provide more visual support you might need to simplify for example by providing introductions or introductory texts is there a shorter introductory text that will prepare students for something longer and more complex you might need to simplify setting our instructions step by step think about planning your Powerpoints and worksheets so that they include aims intended learning outcomes sharing outlines this can help Learners getting an overview of the content you might want to reorder is it in the right order that will help them prepare for assessment it's something you think would be more logical to come earlier on so in summer summary we've looked at some of the factors in selecting and adapting materials examples of practical activities for adding more Divine simplifying content and we think thought about these in relation to authenticity and student needs this is obviously a short introduction we're going in the next section to look at practical examples for addressing language and content so we'll look at different activities for adding modifying and so on in lessons you have also more on scaffolding in Module 3. these references refer to within the slides and links to some practical resources



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