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What does resource-challenged mean according to educators and educational researchers? A review of the literature relevant to textbooks and education media in Madagascar

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Abstract

The goals of this paper are 1) to attempt to deepen our understanding of the notions already in use in conceptual frameworks of resources and resource-challenges in textbooks and educational media, especially as they have been applied in Madagascar; and 2) to emphasize the need for educational researchers and educators in this area to form our own context-specific definitions of “educational resources” and “resource challenges” before we make recommendations for improved practice and policy concerning textbooks and educational media. The first part of the paper introduces the work presented at the 2005 Dakar TESOL Symposium on English Language Teaching in Resource Challenged Contexts. The second part synthesizes the diverse views of resource challenges and resource opportunities of leading experts in the field writing about Madagascar. Our conclusions highlight the multiple educational media-related insights and solutions to resource issues discussed in the available literature and point to the need to rethink and revise our existing conceptual frameworks for analyzing the nature and roles of textbooks and educational media in the Malagasy context as well as those of other countries.

Key words: educational resources, resource challenge, learning materials, Madagascar