Insessional
EAP
UAL Language Centre
English for Graphic Design

UAL Language Centre
Context

- Our learner corpus used to inform presessional materials
- Desire to see that used for insessional provision
- Impractical for many insessional classes (degree of specificity too high)
- Corpus-informed approaches lend themselves to bespoke syllabus design
- English for Graphic Design
o Discourse of Art & Design under-represented/absent in EAP course books
o Arguments favouring EGAP / ESAP well-rehearsed
o Our academy’s paradox: values interdisciplinary approaches, defends discourse specificity
o Specific materials to address technical and academic language features
Collaborated with GD tutors (obtain recommendations)

Collected written material (books, journal articles, online graphic design texts)

~ 225,000 tokens

Compiled word list

Created key word list (externally referenced BAWE)

Created ‘key’ key word lists (internally referenced)
Key Keywords Related to Gestalt Theory

closure
connectedness    (connect, connection)
context
elements        (element)
gestalt
ground          (figure/ground, background, foreground)
perception       (perceive, perceives, perceived)
principle        (principles)
proximity
related         (relatedness)
similarity
structure       (post-structuralism, structuralism)
Key Keywords Related to Technical Language

ascender (ascenders)
character (characterise)
counter (counterform)
descender (descenders)
stroke

**typeface (typefaces)**
font
dpoint
weight
~ 30 pp of materials (reading, speaking, lexis)
2 listening texts with activities
Well exceeds 6hrs originally tasked with (allows teacher flexibility; approx. 12-14hrs of materials)
Trialled in Insessional BA Graphic Design @ Central St Martins, & Academic English Skills short courses (LCC, CCW)
Findings (BA GD – typography texts)

- Initial disconnect between tutors’ perceptions of relevance and students’
- Underestimation of length of task time, and of difficulty (numerous lexical items unknown to students; e.g., encapsulated, succinctly, distinction, synonymously, swapped; off-list according to CEFR levels)
- Discussions of typographic allusion increased engagement
Feedback/observations

Findings (Mixed disciplines/degree level – gestalt texts)

- Underestimation of length of task time, and of difficulty
- Degree level less important than discipline
- Notable that even non graphic designers found relevance; application of theory to practice
- Risk taking with new lexis
Implications

- Value in using corpus informed approaches
- Value in deepening embedded approaches
- Increased awareness of interdisciplinary value
- The underestimation of task time led to less variation in skills practice
- Re-profiling could improve finished materials
- Materials can work as ‘stand alone’


Harland, R.G. (2007) ‘Redefining the plural domains of graphic design and orientating the subject towards a model that links practice, education and research’, International Association of Societies of Design Research Conference, Hong Kong Polytechnic University, 12-15 November. Hong Kong: School of Design, The Hong Kong Polytechnic University.


And finally......

Any questions.......?

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