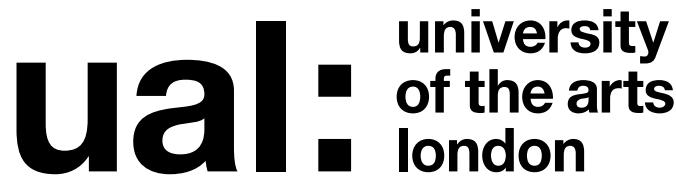


Insessional EAP

UAL Language Centre



English for Graphic Design

UAL Language Centre

- 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
-

- Discourse of Art & Design under-represented/absent in EAP course books
 - Arguments favouring EGAP / ESAP well-rehearsed
 - Our academy's paradox: values interdisciplinary approaches, defends discourse specificity
 - Specific materials to address technical and academic language features
-

- Collaborated with GD tutors (obtain recommendations)
 - Collected written material (books, journal articles, on-line 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
point
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)
-

Feedback/observations

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’
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And finally.....

Any questions.....?

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