

NOTES:

Slide 1

Who are we?

Tutors: We are insessional/presessional tutors of English, working out of the UAL Language Centre, and supporting a range of degree course from Foundation through to Post-Grad in a variety of disciplines (Illustration, Materials Design, Fashion, Fine Art, Graphic Design, etc...)

MA Dissertations: Each of us has completed an MA in Applied Linguistics and English Language teaching at King's College London, the focus of which was corpus-based research into language and gender, and language and gender and sexuality; this has been the initial interest in working with corpora

Classroom experience: Our experience of using published EAP coursebooks in the presessional classroom, and the specificity of our insessional course provision has enhanced our appreciation of the possibilities of using learner corpora to inform materials design

Novices: We are very much still learning as we go along and have identified a need for improved technical competence

Slide 2

UAL: Comprised of 6 colleges; each has an academic culture that is very much its own with the Language Centre providing insessional EGAP and ESAP; 2 summer presessionals (12wks and 8wks), and a winter presessional (8wks); also runs intensive academic skills courses (research skills, dissertation writing, presentation skills, etc...)

Students: Presessional students arrive with IELTS scores (or IELTS equivalents) of 4.5 – 6.5; the bulk of these international students come from China (including Hong Kong), Korea, Taiwan, and Japan

Slide 3:

Extensive use of 1st person singular (or not!): Impersonal writing is usually limited to Lit Reviews (where required); reviews of existing fields of practice usually employ 2nd/3rd person singular/plural; 1st person singular used extensively in writing about individual practice (inspiration, influence, practice, critical appraisal)

Extensive use of nominalisation: Whereas abstracts have been seen to contain a statistically significant greater frequency of nominalisation than research articles (Holtz

2009) such nominalisation is exceptionally prevalent in Art & Design; e.g., noun phrases of the “the noun of noun” variety; adjectives to nouns (Rule & Levine 2012)

Explicit reference to individual practice & siting of practice within field: Brings a valid individual understanding to concepts and knowledge in the field; where appropriate, able to propose original ideas or hypotheses; execution of practice embodies profound and possibly ground breaking understanding of the form/function relationship (UAL 2014)

Slide 4

Written: Comprised of 412 texts varying in length (700 – 1,320 tokens) for a total corpus of 350,102 tokens; awaiting the inclusion of another ~ 350 texts from last summer, (of similar length) + the texts from the forthcoming summer preessional; we predict a corpus in excess of 1,000,000 tokens by 2015; the texts have been discursive in nature (requiring secondary research but not primary research)

Preessional: The focus on preessional texts has been, to date, one of convenience; it's the most accessible source of data, though we are negotiating access to texts produced by students at later stages of their degrees, as well as different genres (reflective practice, case studies, reports, etc...); we have also identified some possible future developments (a corpus of assignment briefs, a corpus of key readings in art & design)

Sanitised: Only texts that have students' informed consent are included; all personally identifiable data is stripped out (name, student ID), as are the bibliographies, image titles, images, the text titles, page numbers, appendices; i.e. extraneous text; texts are received as .doc, .docx, or .pdf and then converted into .txt files (UTF-8)

Filtered: The corpus can be filtered by nationality, sex, assessment grade (an IELTS-based grading), programme destination (school & degree)

Concordancer: AntConc 3.2.4w; freeware and familiar (both of us have experience of using it)

Slide 5:

AWL differences in frequency; represents differences in concerns (images, visual culture, symbolism); represents differences in methodologies (less emphasis on hard data or research finding something); represents differences in how existing fields of practice are indexed (less emphasis on theory and approach)

Slide 6:

AWL Semantics:

Words are used differently in UAL corpus as it is so specific. Not all range of academic words apply to our context. For example:

Found – scientific context sense of discovery

UAL - located. More physical position

Image – a look or representation

UAL material, an actual photograph or picture

Data – with statistics and graphs

UAL used 18 times and badly. It is not part of our usual discourse, we don't teach it so therefore not surprising it is not used well. Occupies small niche in uni eg business oriented courses eg fashion management, marketing

Visual: related to eyes in the medical sense

UAL collocates with language and culture – big concepts and explicitly taught

There is a need for more specificity in our academic language. Maybe there needs to be a specific AWL for each discipline

Slides 7, 8, and 9:

3 token N-Grams: An over-reliance on the rubric/topic

4 token N-Grams: As above and absence of referencing

5 token N-Grams: As above

Slide 10:

Materials design: Being used for grammar and lexis materials for preessional course: materials use ideas from slide 3. Language of images, nominalisation and reflection

Wider university – using essays submitted on main courses to create a bank of expert writing

Key texts – core readings from courses highly populated by international students

References

Holtz, M (2009) *Nominalisation in Scientific Discourse: A Corpus-Based Study of Abstracts and Research Articles*. Lancaster University Centre, Department of Linguistic and Literacy Studies. Lancaster.

Rule, A & Levine, D (2012) *International Art English*. Triplecanopy. Available at:
http://canopycanopycanopy.com/contents/international_art_english

UAL (2014) *Learning Outcomes*. University of the Arts London. London.