

**In the beginning we are all novices:  
textography as initial needs analysis  
for ESAP**

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# English for Specific Academic Purposes (ESAP) beginnings

## **My beginnings:**

EAP for Architecture (EAP: English for Architectural Purposes)

EAP for Creative and Cultural Industries (EAP: English for Artistic Purposes)

## **Professional Doctorate in Education (EdD) project**

Understanding language use of architecture students.

A textographic analysis to inform English for Specific Academic Purposes practice.

# Beginning with the students?

English for Specific Academic Purposes (ESAP)

- students - beginning studies (PSE and induction)
  - novices to community of practice (Morton, 2006)
  - apprenticeship (Lave & Wenger, 1991)
  - self-identified needs analysis -  
<confident receptive  
>confident productive
  - Dudley- Evans & St John (1998)  
ESP students' needs analysis
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# Beginning with the staff?

Specificity: faculty, department, UG/PG, year group, module, assessment...as far as we can (Hyland, 2002)

- subject experts not language experts so difficult to 'diagnose' learners' language needs.
  - Not Selinker's ideal specialist informant (Dudley-Evans & St John, 1998).
  - cooperation > collaboration (Dudley-Evans & St John, 1998)
  - academic field not a 'support service' (Ding & Bruce, 2017)
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# Beginning with the discipline?

Other sources to guide beginnings

own biases and interpretations

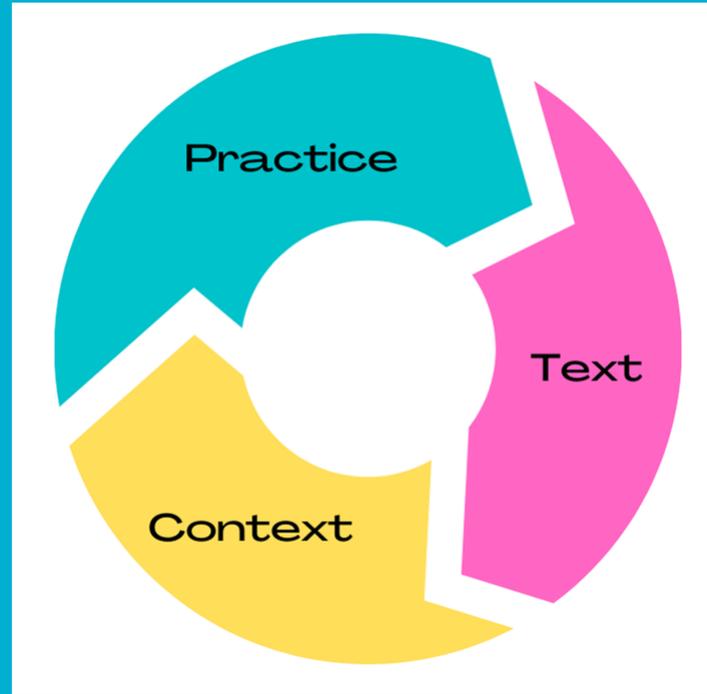
corpora - British Academic Written English Corpus (BAWE)

available texts from discipline experts: journal articles, bios, other articles

EAP community: literature, conferences, [SIGs](#) @BALEAPCreative

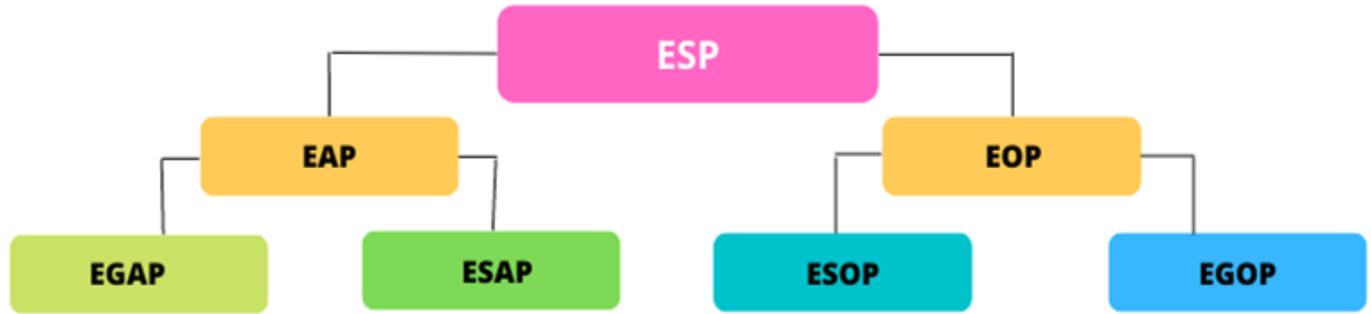
available textbooks and materials

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**Textual analysis + Ethnography**  
**Textography**

# Context



(adapted from Blue, 1998)

Architecture courses prepare for architecture as a future occupation

Physical designated spaces: studios for situated learning (Lave & Wenger, 1991)

Community of practice (studios) (Morton, 2006)

# Context

## **Unobtrusive textography:**

distinctive linguistic landscape – noisy  
transforms into exhibition space for  
'grad show' for each studio

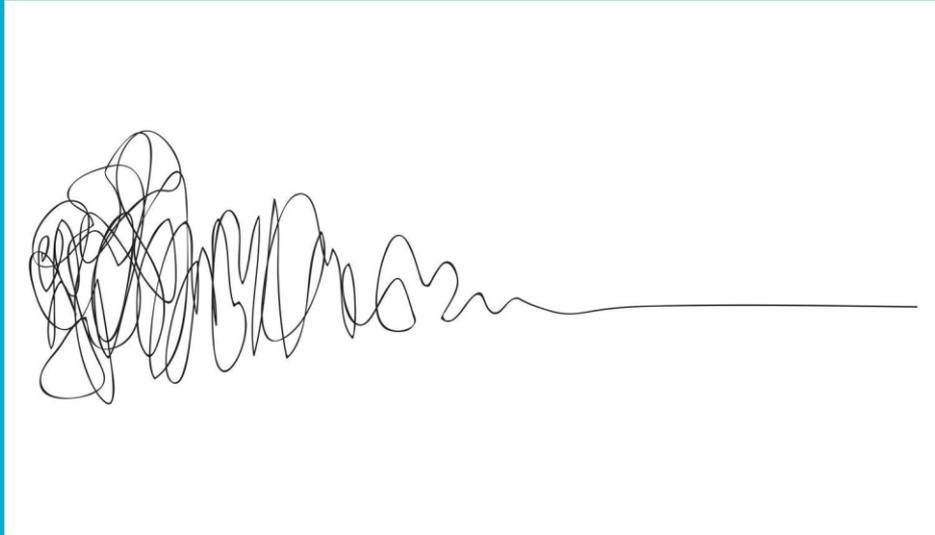
Year 1: lots of lectures (same building)

lots of time in studios

cafe open late – deliveries to Eldon,  
accommodation walking distance



# Practices



The Process of Design Squiggle by Damien Newman, [thedesignsquiggle.com](http://thedesignsquiggle.com)

Preparing students for  
architectural practice

grad show - ceremony to  
celebrate student > graduate status  
to join community of practice i.e.  
architects

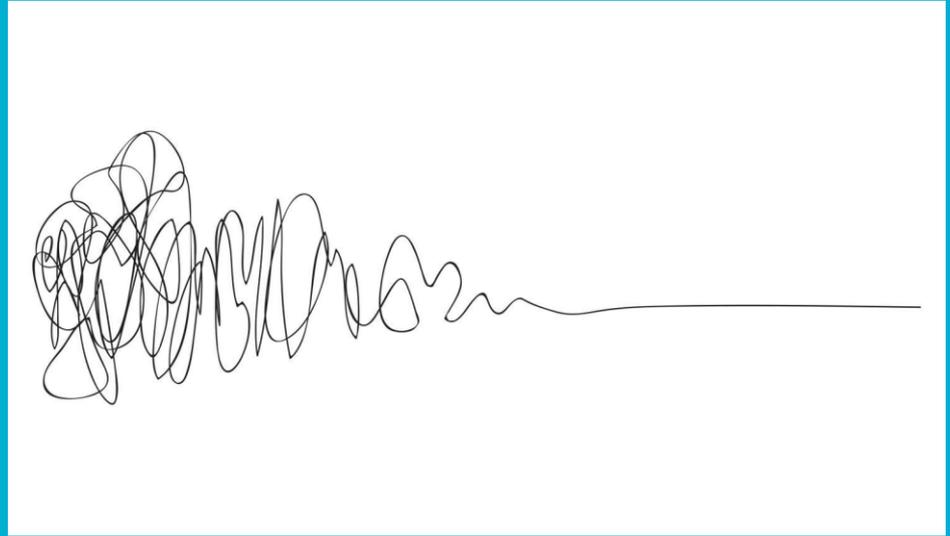
from private creation to  
communal judgement (Hetland,  
2013)

# Practices

Treated as novices half of the credits/modules shared with interior design students

Module names include: introduction, fundamentals

Emphasis on communication through design e.g. drawing



The Process of Design Squiggle by Damien Newman, [thedesignsquiggle.com](http://thedesignsquiggle.com)

# Texts

'architects generally dislike writing'  
(Medway, 1996)

Vocationalised assessments: more  
performance and less text-based  
assessments (Dovey, 2006)

Essays and dissertations viewed as  
'academic dinosaurs' (Mey, 2006)

## **Multimodal texts**

focus on creative skills, problems  
described by sketches or designs  
- not by words (Tosic &  
Hüttenberend, 2016)

Occluded genres (Swales, 2004)  
hybrid genres (Maxwell, 2021)

# Texts...so far

13 genre families (Nesi & Gardner, 2012)

Design specification: Proposal > design proposal: drawings, models, posters & sketchbooks

Register dimensions: more persuasive (future), more impersonal

Critique: Building evaluation: history and design presentation & ‘essay’

Register dimensions: more narrative (past), elaborated reference (time/place)

# Next...

- More textual analysis and collection
- Ethnographic interviews with text audiences and authors

Any questions?



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