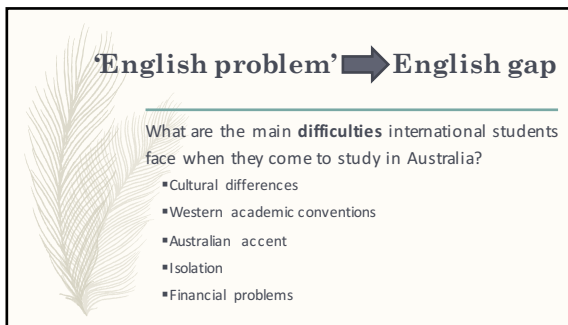




**Bridging the English gap:**  
achievements, challenges and new directions of a non-award English Language Support Program (ELSP)

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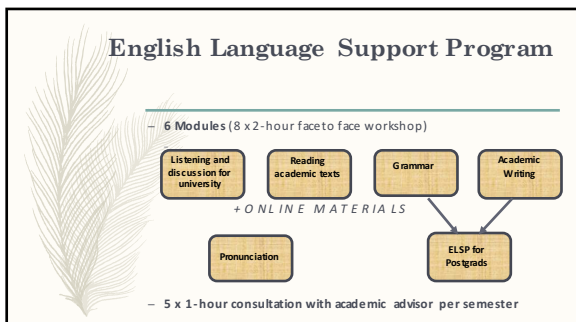
 Flinders University



**'English problem' → English gap**

What are the main **difficulties** international students face when they come to study in Australia?

- Cultural differences
- Western academic conventions
- Australian accent
- Isolation
- Financial problems



**English Language Support Program**

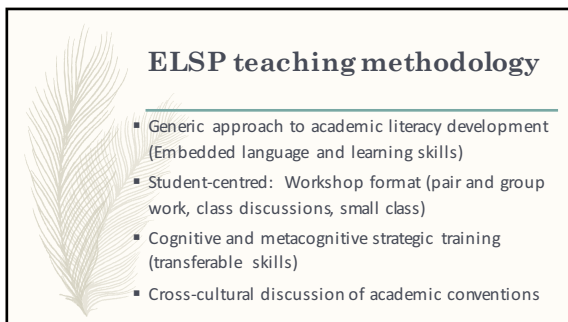
– 6 Modules (8 x 2-hour face to face workshop)

Listening and discussion for university    Reading academic texts    Grammar    Academic Writing

+ ONLINE MATERIALS

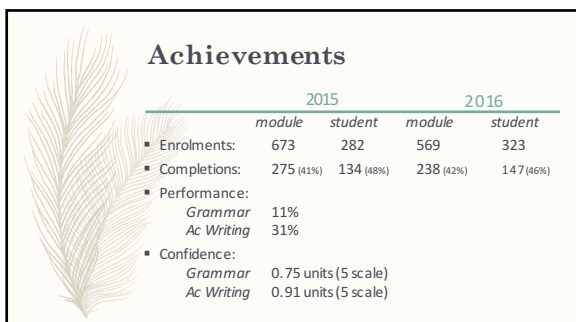
Pronunciation    ELSP for Postgrads

– 5 x 1-hour consultation with academic advisor per semester



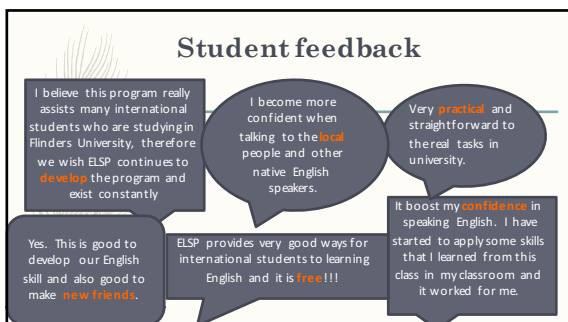
**ELSP teaching methodology**

- Generic approach to academic literacy development (Embedded language and learning skills)
- Student-centred: Workshop format (pair and group work, class discussions, small class)
- Cognitive and metacognitive strategic training (transferable skills)
- Cross-cultural discussion of academic conventions



**Achievements**

	2015		2016	
	module	student	module	student
▪ Enrolments:	673	282	569	323
▪ Completions:	275 (41%)	134 (48%)	238 (42%)	147 (46%)
▪ Performance:				
Grammar	11%			
Ac Writing	31%			
▪ Confidence:				
Grammar	0.75 units (5 scale)			
Ac Writing	0.91 units (5 scale)			



**Student feedback**

I believe this program really assists many international students who are studying in Flinders University, therefore we wish ELSP continues to **develop** the program and exist constantly

I become more confident when talking to the **local** people and other native English speakers.

Very **practical** and straightforward to the real tasks in university.

Yes. This is good to develop our English skill and also good to make **new friends**.

ELSP provides very good ways for international students to learning English and it is **free**!!!

It boost my **confidence** in speaking English. I have started to apply some skills that I learned from this class in my classroom and it worked for me.

## Challenges and constraints

**For staff**

- Curriculum design (writing own materials, authentic models, variety of disciplines)
- Pedagogical (variety of levels and needs in each class, different requirements and assignment types in each discipline, irregular attendance)
- Admin (manual enrolments, room bookings, communication with students, advertisement)

**For students**

- Time commitment- increased workload
- No additional practice- No feedback
- Variety of disciplines (irrelevant content)

## Future directions...

Credit topics within a discipline

↓

**Academic English for Business**

Challenges for the teaching team	Advantages
<ul style="list-style-type: none"> <li>Change approach of curriculum design: ASSESSMENT!</li> <li>Finding genuine academic articles from the discipline</li> <li>Lack of expertise in every discipline</li> <li>Collaborations with discipline lecturers</li> </ul>	<ul style="list-style-type: none"> <li>Part of students' workload- improve student retention?</li> <li>Students receive more feedback- improve student performance?</li> <li>Students receive credit for it</li> <li>Improves status of academic advisors- part of the Faculty</li> <li>More opportunities for Faculty teaching</li> </ul>

## How can we help NESB students bridge the linguistic, cultural and academic English gap?





<http://www.hindes.edu.au/current-students/slc/programmes/english-language-support-program.cfm>