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Presentation Title: Academic Language support Given to Students in the English Medium Instruction

Sri Lankan universities are offering academic language support for undergraduates to help with the transition from school to university for students educated in their first language. However, these courses vary widely in their curriculum and teaching approaches, within individual universities as well as across universities. There is a dearth of research investigating students' and teachers' experiences in the EAP courses that are offered for students in the EMI. This study explores how an English language academic support course aligns with computer science students' transition to English Medium Instruction (EMI). This English course was designed to provide students with the academic language they need for their discipline courses while improving their English language skills and grammar knowledge.

This study adopted a qualitative case study design. The participant groups were first year and third year students, English language teachers and disciplinary teachers of the Computer Science department. This presentation presents students views and experiences in the course. The data was analysed using Biggs' Constructive Alignment Framework, the concepts of English as a Second Language (ESL) and English for Academic Purposes (EAP). It was indicated lack of transfer of academic language skills from the English language academic support course into computer science disciplinary studies. Further, it was revealed this course has not embedded sufficient disciplinary knowledge.