EAP in the South East event:
EAP for STEM
1:00pm Friday 16th February, University of Reading

1:15-2:45pm:

Talking science: Case studies of speaking skills development in Food Science, Chemistry and Meteorology
Aaron Woodcock, James Wylie & Louise Bourguignon, International Study & Language Institute, University of Reading
Speaking skills are crucial for STEM students because key aspects of their learning take place in oral environments such as lab sessions. This presentation outlines materials developed to promote speaking skills in two credit-bearing undergraduate English for Science modules for transnational 2+2 Food Science and 3+1 Chemistry students respectively as well as a course for master's students in Meteorology. These ideas could be adapted for other STEM subjects.

Don't be scared by the science: The most common problems in STEM research writing and how to deal with them
Dr Julie King, Robin Mowat & Andrew Northern, Centre for Academic English, Imperial College London
Reading scientific texts of which you understand very little can be intimidating for EAP teachers when they are trying to give support and feedback on writing, particularly to PhD students and postdoctoral researchers. This talk gives EAP teachers a 'way in' to feeling more confident about STEM research writing by highlighting the most common problems we encounter at Imperial College and how we help researchers overcome them.

Developing a module to promote the understanding and use of professional sub-genres of scientific writing
Dr Gerard Sharpling, Centre for Applied Linguistics, Warwick
This presentation outlines the design, development and refinement of a specialist writing module for master's/doctoral students in scientific subjects, at the University of Warwick. The module, designed for both international and home students, seeks to promote a better understanding of the sub-genres of professional scientific discourse (fact sheets, press releases, book reviews, academic reviews and letters to the editor of a magazine). The presentation outlines how the module was designed, some of the challenges involved in 'getting the module right', aspects of the feedback received from students, and ways in which the module is being modified.

2:45-3:15pm: Refreshments & discussion

3:15-4:15pm:

Beyond the usual suspects? A corpus-driven approach to the language of epistemology
Dr Gary Plappert, Department of English Language and Applied Linguistics, University of Birmingham
Whilst the identification of hedging devices has proven to be a very useful and successful enterprise within applied linguistics, it has been argued that the study of these devices has become concentrated on a small group of the 'usual suspects' (Groom, 2007; 2010; Plappert, 2012) of words and structures that are known to have an epistemic effect in a claim or proposition. As such, linguistic markers of modality such as modal verbs (eg: *may, might, can, could*), modal adjectives (eg: *possibly, probably*) and n-grams identified as functioning as hedges (such as *it is possible that* and *it is likely that*) often form the starting place for analysis of the linguistic aspects of epistemology. However, in this paper I will argue, in agreement with Groom (2007; 2010), that in order to address this impasse it is useful to explore corpus-driven methods of analysis in order to uncover new or unexpected epistemic devices in English. Through an inductive analysis of four clusters, I demonstrate that it is possible to discover a number of additional strategies for nuancing claims, and moreover, that these are strategies that are not typically mentioned in seemingly exhaustive studies such as Hyland (1998). I also argue that the peripheral presence of the 'usual suspects' of hedging research in the cotext of nodes such as *tumor suppressor gene*, *mutations in the gene encoding* and *loss-of-function mutations* raises the possibility that the epistemic devices of which we are already aware may be more marginal phenomena than we currently assume.

Reverse engineering: An approach to supporting the publication of STEM research at Imperial College
Dr Julie King, Robin Mowat & Andrew Northern, Centre for Academic English, Imperial College London
This talk shows how colleagues at the Centre for Academic English, ICL, developed a one-day workshop to support native and non-native speaker PhD students, postdoctoral researchers and academic staff in the writing and publication of their STEM research in high impact journals. The talk explains how our 'reverse-engineering' approach was created and the factors that shaped its construction.

4:15-5:00pm: Group and plenary discussion

5:00pm onwards: Drinks at Reading's Staff Pub (the SCR)

To book a place at this event, email Karin Whiteside at k.whiteside@reading.ac.uk
[N.B. This is a free event]