

HILARY GLASMAN-DEAL

Hilary teaches PhD research writing courses at the Centre for Academic English of the Imperial College London and delivers workshops for native and non-native post-doctoral researchers, in addition to working with pre-sessional Master's students. She also offers 1:1 support for students writing research articles for journal publication. Her particular interests include functional grammar, text, discourse and genre analysis, international English, language policy and materials design.



The lecture will address the contribution and role of the ESAP practitioner in science research writing, and show that dealing with scientific content that is extremely challenging may be a blessing rather than a curse.

The increasingly global nature of STEM research means that there are more and more STEM researchers around the world who are not native English speakers, but who participate fully in the development of their field – and frequently lead their field – by reporting their research in high-impact journals. Science is moving forward almost faster than it can be reported, but the need for speed may discourage NNSs who struggle to produce an acceptable manuscript. STEM research requires writers to communicate new, complex information, and to do so as quickly and accurately as possible. The lecture will show that the ESAP practitioner is central to the success of such communication.

Another factor affecting STEM research writing is the effect of internet reading. Readers are moving towards a more fluid, faster access to research via 'information-surfing', and this is having an impact on both the structure and the content of research writing. The ESAP practitioner is very well placed to provide productive and meaningful analysis of a genre that is in flux, and this further enhances his/her value as a participant in science research communication.

The lecture will bring these together by describing a reverse-engineering approach to text analysis developed at Imperial College London, which enables both NS and NNS researchers to develop a writing toolkit that can evolve alongside the next generation of developments in STEM writing.