



Name:

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### Biography

Terri Edwards has been an English Language Teacher since 1986. During her career she has lived and worked in Germany and Japan as well as in the UK. Since 2007 she has been a teacher of EAP at Durham University, UK. She is now a full-time Teaching Fellow, teaching both EGAP and ESAP courses. Her interest in STEM has grown exponentially since she began talking to scientists and teaching scientific writing skills in 2014-15. In her free time, she is an archaeological heritage volunteer, and she is also researching and writing her EdD thesis, which she hopes to complete by 2021.

### Presentation: Developing materials for lab report writing in three STEM disciplines

#### Abstract:

This presentation will examine the intellectual and professional challenges faced by an EAP practitioner asked to teach lab report writing in three STEM subjects: Physics, Biology/Biomedical Sciences and Engineering. These challenges arose because the practitioner is a non-scientist and she had not taught discipline-specific courses before.

Lab report writing is often seen as a generic academic writing skill, but a number of key disciplinary differences exist. These differences are also affected by institutional academic cultures to a surprising degree. In order to produce appropriate materials for lab report writing, a combination of genre analysis, qualitative interviewing, and ethnographic observation was used, as well as research in scholarly journals and online. The thoroughness of this process allows any EAP practitioner to teach a specific genre such as Lab Report Writing for Physics in a research-informed manner.

Developing good ESAP materials is an iterative process, often subject to departmental policy changes, making co-operation with faculty members crucial. Furthermore, it is not just a one-directional top-down process: students too can become invaluable informants. A by-product of this process has been that the practitioner now uses insights gained from scientific writing to inform both her teaching of academic writing and her own writing practice.