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## **When the culture of learning plays a role in academic English writing**

It is commonly assumed that conceptual knowledge can be separated from where learning and using knowledge take place. Brown, Collins & Duguid (1989: 32) argued that “knowledge is situated, being in part a product of the activity, context, and culture in which it is developed and used.” Without an integral understanding of what knowledge is learned, and how it is learned and used in context, the impact of school and academic culture on students’ formation of knowledge may be overlooked. This study investigates writing knowledge within the context of academic culture by exploring graduate student perceptions of academic English writing in China (N=50) and in Thailand (N=50). A student-centred approach to teaching and learning English for Specific (and Academic) Purposes emerges from the data that reveal global issues in writing across academic cultures. Characterizations and comparisons are made for: (a) native academic culture, (b) academic English writing, (c) strategies for academic English writing, (d) composing for academic purposes, and (e) student metaphors for academic English writing.