Ethnographic needs analysis in support of STEM doctoral writing

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No one wants to teach EAP to engineering students.

Why ever not?
Doctoral writing tasks

- thesis chapters
- progress reports
- journal articles
- project reports

1st year:
- lit review
- methods
- progress review

2nd year:
- progress review
- results
- progress review
- results
- progress review
- results

3rd year:
- full thesis

Optional:
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<th>Type of knowledge</th>
<th>Aspect of writing culture:</th>
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| 1. Explicit, codified | • Institutional procedures associated with the higher degree by research program (e.g., SUT Progress Reports, the HDR Thesis)  
• Official and designated goals associated with some research projects (e.g. documentation required for reports for external funding bodies, partner research institutions, etc.)  
• Other designated application and reporting procedures in research centres  
• Citation systems |
| 2. Semi- or partially codified (some aspects of these can be explicit) | • Supervision arrangements around thesis writing / supervisors’ expressed expectations  
• Genre and style conventions governing ‘scientific’ and ‘technical’ writing  
• Conventions of co-authoring in STEM fields  
• Advice from writing advisors and librarians |
| 3. Localised and possibly tacit assumptions | • Supervisors’ feedback (written, oral and extra-linguistic) on students’ writing  
• Research teamwork behaviour (written, oral and extra-linguistic) related to documentation procedures (can be partially codified)  
• Negotiation of multi-cultural and multi-linguistic research environments in producing research documentation  
• Many and varied aspects of writing learned from context-specific experience alongside more senior researchers  
• Information about writing conveyed through peer networks |