

The Role of Advanced Academic Literacy Development in Enhancing Academic Writing and Publishing: A Narrative Inquiry of Indonesian Doctoral Students

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Received: 25 March 2025

Accepted: 13 May 2025

Published: 17 May 2025

Abstract: The Role of Advanced Academic Literacy Development in Enhancing Academic Writing and Publishing: A Narrative Inquiry of Indonesian Doctoral Students. **Objectives:**

Academic writing and publishing are crucial elements of doctoral education, yet many Indonesian doctoral students face significant challenges in developing the advanced academic literacy necessary for scholarly publishing. **Methods:** Employing a narrative inquiry approach, this study explores the lived experiences of five doctoral students from five universities in Indonesia. Data were gathered through semi-structured interviews. **Findings:** Findings reveal that structured academic literacy programs, mentorship, and exposure to scholarly discourse play a crucial role in improving students' writing and publishing capabilities. However, persistent challenges, including linguistic barriers, institutional constraints, and the pressures of the 'publish or perish' culture, hinder their progress.

Conclusion: The study underscores the need for higher education institutions to provide comprehensive academic literacy training, sustained mentorship, and collaborative research opportunities to support doctoral students in achieving academic publishing success. These insights contribute to a broader understanding of the interplay between academic literacy and research productivity, with implications for doctoral education policies and scholarly writing development programs.

Keywords: academic literacy, academic writing, doctoral education, Indonesian higher education, scholarly publishing.

To cite this article:

Wahyuningsih, S., Widiati, U., & Basthomi, Y. (2025). The Role of Advanced Academic Literacy Development in Enhancing Academic Writing and Publishing: A Narrative Inquiry of Indonesian Doctoral Students. *Jurnal Pendidikan Progresif*, 15(1), 725-743. doi: 10.23960/jpp.v15i1.pp725-743.

■ INTRODUCTION

Academic writing and publishing are essential components of scholarly development for teacher educators, including doctoral students. Within the academic community, competence in producing high-quality research publications, particularly in reputable journals, is a significant marker of academic productivity and a key factor contributing to success in doctoral programs (Mason, 2018; Wilkins et al., 2021). However,

many doctoral students, especially in the Indonesian context, face considerable challenges in developing the advanced academic literacy required for effective academic writing and publishing. Advanced academic literacy encompasses not only critical reading and writing skills but also the capacity to synthesize ideas and disseminate research findings to scholarly audiences (Wahyuningsih, 2020, 2021). These challenges are often compounded by limited

access to academic writing support, insufficient institutional resources, and a lack of sustained mentorship in research communication (Turmudi et al., 2024). Considering these challenges, it is crucial to empower doctoral students as emerging scholars and foster them to participate more actively in global academic discourse.

In the context of higher education, doctoral students are often required to navigate competing demands, leading to various points of negotiation throughout the process of academic knowledge production. The outcomes of these negotiations can profoundly shape the nature of the research conducted and its perceived scholarly value (Nygaard, 2017). Notably, discourse itself has emerged as a central theme in recent scholarly debates concerning the dynamics of higher education (Falkowski & Ostrowicka, 2021). Within this evolving academic landscape, researchers, particularly doctoral students, are expected to enhance their academic writing competencies to increase research productivity and meet the publication standards of reputable international journals. This emphasis on scholarly writing is not merely encouraged but has become an essential requirement for the successful completion of doctoral studies.

Moreover, doctoral students are often tasked with multiple responsibilities, including teaching, conducting research, engaging in community service, and managing administrative duties. These demands can hinder their academic writing productivity, particularly when effective time management is lacking. The intensity of their commitments and limited time for sustained reading and writing may result in underdeveloped academic literacy, which in turn can negatively impact their research output and progress in doctoral programs. In some cases, students are unable to complete their studies due to the failure to publish in reputable international journals—a requirement increasingly emphasized in many doctoral programs. In this context, English plays

a pivotal role in supporting the professional development of academics, particularly in developing linguistic competence and academic literacy (Gimenez & Morgan, 2017). Academic literacy, especially writing, should be recognised not only as a skill but as a core aspect of scholarly identity (Itua et al., 2014). To sustain motivation and engagement in academic literacy practices, it is essential for doctoral students to cultivate strong, supportive relationships with their supervisors and to develop a clear sense of professional identity. Building cooperative and communicative interactions throughout the doctoral journey is vital for achieving academic success (Ma, 2019).

Regarding academic literacy development, Fu and Wang (2022) highlighted some dimensions of academic literacy development covering cognitive, linguistic and sociocultural aspects. Building on this framework, the relationship between advanced academic literacy and research productivity in higher education is evident. Advanced academic literacy, which includes critical thinking, the ability to understand complex academic texts, and the mastery of scholarly conventions, plays a crucial role in enhancing research productivity (Ma, 2019). This is achieved through the development of publications, conference presentations, and research proposals. In this sense, primary components such as academic writing skills, genre awareness, information literacy, critical thinking, research engagement, and scholarly communication collectively contribute to more effective research outcomes.

Moreover, the development of advanced academic literacy is closely tied to broader issues of academic identity, institutional culture, and community belonging within global and regional higher education contexts. In Southeast Asia, for instance, disparities in national literacy policies reflect differing institutional priorities and capacities. Rusydiyah et al., (2023) reported that

Singapore leads in literacy development, supported by robust institutional frameworks aligned with industrial goals. Malaysia follows with initiatives that emphasize multicultural literacy through national agencies, while Indonesia continues to advance literacy through policies such as the 2013 Curriculum, albeit with notable challenges in implementation. These variations highlight how national contexts shape the development and realization of academic literacy, with Singapore demonstrating a structured and goal-oriented model, Malaysia emphasizing inclusivity, and Indonesia navigating practical obstacles while showing steady progress.

Numerous studies dealing with academic writing and literacies have been discussed by some previous scholars. Strauss (2017) pinpointed that students can pass their studies if they can overcome complicated matters and master conceptual improvement by having the ability to analyse data and manage critical thinking. Trahar et al., (2019) elaborated on the importance of being familiar both with academic writing such as journals but also genres of writing and discourse to develop literacies. In terms of publication activities, Yuan et al., (2020) emphasized that students need to improve academic literacy to build their academic identity. Moreover, they emphasized that academic literacy begins early in life as individuals learn to read and write, and it evolves into a specific expertise including lexico-grammatical features and social functions to specific genres. As doctoral students progress through higher education, this foundational literacy should be transformed into a discipline-specific proficiency that aligns with the expectations of scholarly communities. Therefore, fostering academic literacy should be viewed not merely as a technical skill but as a social and epistemological practice embedded within academic culture.

In the same vein, French (2019) emphasized the importance of constructing

academic identity in higher education through sustained professional development in academic writing. This development is not only beneficial for established scholars but also essential for emerging researchers, including doctoral students, who must navigate complex academic conventions. To support this process, Mostert and Townsend, (2018) underscored the need for effective teaching strategies in academic writing courses, highlighting the role of lecturers in scaffolding students' acquisition of genre awareness and scholarly communication skills. Furthermore, Ferdousi (2022) argued that the integration of technological tools can significantly enhance students' engagement and motivation in the academic writing process by facilitating collaborative writing, feedback mechanisms, and access to digital resources. In relation to publishing, Bakla and Karaka^o (2022) identified several factors that contribute to the unsuccessful publication of students' work in reputable journals, including linguistic barriers, limited familiarity with academic writing conventions, and insufficient mentoring. Collectively, these perspectives highlight that academic literacy is not merely a set of skills but a dynamic and socially situated practice that plays a central role in shaping research productivity, scholarly identity, and the overall success of publication efforts in higher education.

In line with the practice of publication policy for doctoral students in the South Asian countries context, while Indonesia requires doctoral graduates to publish journal articles such as national and reputable international journals, Malaysia and the Philippines implement similar policies with differing outcomes. In Malaysia, the requirement to publish in Scopus-indexed journals has led to higher international research output, supported by strong institutional backing. In contrast, the Philippines and Indonesia face challenges such as limited access to international platforms and funding, resulting in lower

publication rates, often in local or regional journals. This is strengthened by Fiala (2022) reporting that the highest number of publications in the time range 2001-2020 (134.122) were ranked by researchers in Malaysian institutions, and the lowest positions of publications (18.303) were authored by scholars from the Philippines. In this context, Indonesia ranked the second lowest number of publications having contributions (31.364). This suggests that while publication policies are comparable, outcomes vary based on institutional support and research infrastructure. Besides, academic literacy development is needed to enhance the research productivity among scholars, such as doctoral students.

While a substantial body of literature has addressed academic writing and publishing practices, there remains a notable gap concerning the role of advanced academic literacy in supporting Indonesian doctoral students. In particular, few studies have explored this issue through narrative inquiry approaches that centre the lived experiences of these students. To address this gap, the present study aims to examine how doctoral students in Indonesia perceive the importance of advanced academic literacy in enhancing academic writing and publishing competencies. It further investigates the challenges they face and the impacts of advanced academic literacy on their professional development. Thus, the study is formulated into the following questions:

1. How do Indonesian doctoral students experience the development of advanced academic literacy?
2. What are the key challenges that hinder the application of academic literacy in scholarly publication?
3. How does advanced academic literacy development impact their academic writing and publishing?

■ METHOD

Research Design

The present study aims to unravel the experiences of Indonesian doctoral students dealing with the roles of advanced academic literacy in enhancing academic writing and publishing. We utilized narrative inquiry to uncover doctoral students' experiences with advanced academic literacy to improve academic writing and publishing. As reported by Creswell (2013), a narrative study focused on exploring individuals by collecting data through their stories and experiences. Specifically, Dayal et al. (2021) pinpointed that narrative inquiry allows us to provide space to unravel the experiences of participants about the issues being studied. Moreover, this design promoted insights and experiences into how social and personal elements are revealed (Clandinin, 2006). In this sense, we engage with the doctoral students' experiences regarding advanced academic literacy in enhancing their academic writing and publishing and have an interpretation of their experiences. To capture meaningful insight dealing with the importance of advanced academic literacy in academic writing and publishing, we utilized a qualitative approach using semi-structured interviews.

Participants

Dealing with the participants' recruitment, we employed purposive sampling consisting of three female doctoral students and two male doctoral students from five different universities in Indonesia. This selection is meaningful as it provides fruitful data on how postgraduate students experienced advanced academic literacy in facilitating academic writing and publishing. These participants were recruited for their accessibility and transparency of data. To keep confidentiality, their names are anonymized. In more detail, Table 1 presents the demographic attributes of the lecturers.

Table 1. Demographic attributes of doctoral students

Participant	Age	Sex	Teaching Experience	Teaching expertise	Semester (Doctoral Study)	University
Doctoral student 1	44	Female	14 years	Islamic Studies	10	State Islamic University in Central Java
Doctoral student 2	36	Female	9 years	English Education	2	State University in East Java
Doctoral Student 3	33	Female	8 years	English Education	5	State University in Central Java
Doctoral Student 4	34	Male	8 years	Science	6	State University in Yogyakarta
Doctoral Student 5	37	Male	9 years	Science	6	State University in Central Java

Data Collection

Regarding the data collection, we employed semi-structured interviews. In this matter, interview guides were utilized as an instrument of the study, containing several lists of questions dealing with advanced academic literacy in academic writing and publishing. To explore these questions, semi-structured interviews were conducted using an interview guide as the primary research instrument. The interview guide was carefully designed to elicit rich, reflective, and in-depth responses from participants, focusing on their personal and academic journeys in relation to academic writing and publishing. The interview guide contained a series of open-ended questions organized around key themes associated with advanced academic literacy, developed by Fu and Wang (2022) covering the dimensions of academic literacy development (cognitive, sociocultural and linguistic aspects) elaborated into main interview guides including: participants' understanding of academic discourse conventions, their experiences with academic writing in English, challenges encountered in the process of publishing scholarly work, institutional support and access to writing resources, the role of

feedback, peer collaboration, and mentorship, and the emotional or psychological dimensions of academic writing.

The interview lasted 60 minutes. Following the ethics code, we described the purpose of the study and the consent form. Regarding the consent form, participants were provided with a written informed consent form outlining the purpose of the study, the voluntary nature of their participation, confidentiality measures, and their right to withdraw at any point without penalty. The form also included information about the use of audio recordings and how their data would be stored and used. Participants were given time to read the form, ask questions, and provide written consent by signing the document.

The data were collected from January 30, 2025 to April 14, 2025. Interviews were audio-recorded with the participants' consent using a digital voice recorder. The recordings were transcribed verbatim to preserve the integrity of the data. To ensure credibility, member checking was conducted by sharing the transcripts with participants for verification. Their feedback was used to revise or confirm the accuracy of the data.

Data Analysis

The data analysis in this study followed the technique proposed by Miles et al., (2014) which involves a systematic and iterative process. The analysis began with data condensation, where the researcher organized and simplified the collected data drawn from interviews in this context by identifying significant patterns, themes, or categories. In this case, three themes emerged in this study, including the doctoral students' experiences in developing advanced academic literacy in enhancing academic writing and publishing, the roles of advanced academic literacy in facilitating the doctoral students' academic writing and publishing and the implications of the study. This step aimed to reduce the volume of raw data while preserving its essential meaning.

Following this, the process moved to data display, in which the condensed data were presented in the form of narrative descriptions. These displays helped us clarify emerging relationships and supported further interpretation. In data analysis, we also employed coding patterns suggested by Widodo (2014) comprising reading transcription to gain insights and interpretation of the doctoral experiences, and having communication with them to ensure the data trustworthiness by obtaining some feedback on dealing with the interview.

Finally, we engaged in drawing and verifying conclusions, where insights were interpreted based on the patterns found, and the meanings of the data were constructed in relation to the

research questions and theoretical framework. This method represents a holistic and iterative approach to qualitative data analysis, emphasizing credibility, clarity, and depth. Regarding the credibility of data, these themes were first validated by verifying evidence to ensure the results of the study through source triangulation to validate participants' experiences on advanced academic literacy development in facilitating Indonesian doctoral students to enhance academic writing and publishing. This process involved several key steps: first, clarifying the study's objectives, particularly focusing on lecturers' experiences in developing advanced academic literacy, challenges in developing advanced academic literacy and the impacts of advanced academic literacy development in academic writing and publishing. Then, we selected diverse data sources, including semi-structured interviews and relevant documentation. Data were collected from these sources and analyzed independently to identify emerging themes and insights. The next step involved comparing data across sources to uncover consistencies or discrepancies. Afterwards, we synthesized the findings by integrating information to generate a deeper understanding and to strengthen the overall validity and reliability of the results. Finally, we documented the triangulation outcomes by illustrating how each data source contributed to the development of the study's conclusions. In more detail, the data analysis from the participants were displayed in Table 2, Table 3 and Table 4.

Table 2. Experiences in developing advanced academic literacy

Theme	Participants	Quotation	Elaboration
Experiences in developing advanced academic literacy	Doctoral Student 1	"I joined informal courses in academic writing, online workshops, training, and academic forums. The university rarely conducts workshops."	Preferred self-funded, informal learning for flexibility. Emphasized the lack of institutional support.

Doctoral Student 2	“I enrolled in several academic forums. I did not rely on the university’s facilities.”	Actively pursued learning independently, viewing it as a personal investment for career development.
Doctoral Student 3	“During my doctoral study, I registered for international webinars and MOOCs. These helped me understand academic language structures.”	Valued global exposure and online global academic literacy resources. Focused on discourse awareness and academic conventions.
Doctoral Student 4	“I collaborated with peers from other universities. We exchanged feedback on drafts and discussed journal expectations.”	Focused on peer collaboration and networking as key to literacy development. Learning was social and dialogic.
Doctoral Student 5	“My supervisor gave me extra readings and tasks. This informal mentoring helped me polish my academic language and referencing skills.”	Benefited from mentor-based learning and personalized support. Strong relationship with supervisor shaped their literacy growth.

Table 3. Challenges in developing advanced academic literacy

Theme	Participants	Quotation	Elaboration
Time Constraints	Doctoral Student 1	“I have a lot of responsibilities regarding teaching, researching and doing community service. It is hard to find time to read journals or join academic forums”.	Heavy teaching loads and administrative responsibilities reduced opportunities for literacy development.
Financial Limitations	Doctoral Student 2	“The financial support from my institution is limited. I pay myself to join online workshops.”	Institutional support was lacking, requiring personal financial investment
Limited Access to Resources	Doctoral Student 3	“Our campus library has outdated resources. I often cannot access Scopus journals.”	Struggled with inadequate institutional infrastructure and outdated research materials.
Language Barrier & Confidence	Doctoral Student 4	“Writing in English takes me more time. I’m always unsure about grammar and vocabulary.”	Faced difficulties in academic English proficiency, affecting writing fluency and confidence.
Lack of Research Collaboration	Doctoral Student 5	“It is hard to find senior colleagues to guide me. There are few collaboration opportunities.”	Experienced isolation in research and missed mentorship for literacy enhancement.

Table 4. Impacts of advanced academic literacy on academic writing and publishing

Theme	Participants	Quotation	Elaboration
Improved manuscript quality	Doctoral Student 1	"I can now write better manuscripts, with structured arguments and strong references."	Gained clarity and coherence in academic writing; improved ability to construct scholarly arguments.
Increased publication output	Doctoral Student 2	"Last year, I published eight articles. Academic forums helped me build this capacity."	Strong link between participation in forums and increased academic productivity.
Academic Presentation & Visibility	Doctoral Student 3	"I feel more confident when I present in academic seminars. I understand the structure and flow now."	Enhanced both written and oral academic communication, leading to better public engagement.
Strategic Knowledge of Publishing	Doctoral Student 4	"Now I know how to address reviewers' comments and choose the right journals."	Gained insider knowledge on academic publishing processes and review navigation.
Mentorship and Academic Contribution	Doctoral Student 5	"I'm guiding junior lecturers now. I share tips on referencing and writing abstracts."	Developed a scholarly identity and began mentoring others, expanding academic community impact.

■ RESULT AND DISCUSSION

We utilized narrative threads to explore the findings of the study. Moreover, it explains how the participants elaborated on their experiences related to advanced academic literacy for enhancing their academic writing and publishing. More importantly, the threads promote a chance to obtain a fruitful understanding of the lecturers' experiences and stories in line with the perceptions of advanced academic literacy in enhancing academic writing and publishing skills, challenges they faced in academic writing and publishing, and the impacts of advanced academic literacy.

Thread 1: Doctoral students' experiences in developing advanced academic literacy

Based on the narrative interviews, both doctoral student 1 and doctoral student 2 have experience in developing advanced academic literacy. In this matter, doctoral student 1 experienced workshops, training, and academic forums on academic writing and publishing. Moreover, she obtained both formal and informal

courses. However, she preferred obtaining informal courses through online workshops and training with individual investment. On the other hand, the institutions do not provide academic literacy courses. Similar to doctoral student 1, doctoral student 2 experienced various training, workshops, and academic forums for academic literacy development. In addition, she rarely attended academic literacy workshops provided by the institution where she works. In this matter, she got informal courses in academic literacy through individual payment. As reported in the following interview results:

Doctoral Student 1: I did many activities dealing with developing advanced academic literacy, including reading academic resources such as journal articles, particularly international journals, books, news, and so on. In addition, I joined informal courses in academic writing to improve my advanced literacy to enhance my doctoral programs and academic papers such as online workshops, training and academic forums. However, I somehow participated in a workshop

at the university where I work. Unfortunately, the university rarely conducts academic writing workshops to support academic literacy among the lecturers. I also got a chance to participate in a workshop and academic forums dealing with literacy and academic writing organized by the university where I study. By joining the academic forum, I obtained fruitful insights dealing with literacy development. Apart from that, support from the universities where I work and study is crucial to enrich advanced academic literacy among doctoral students including academic resources such as books, journal articles, internet connection, and so on. The following is the experience of doctoral student 2 in developing advanced academic literacy.

Doctoral Student 2: Up to the present time, I have made some efforts to develop advanced academic literacy through several activities including reading academic resources such as books, and journal articles. Furthermore, I participated in several academic forums including academic literacy, academic writing, and publishing. In this matter, I enrolled in several courses to enrich my advanced academic literacy and did not rely on the university's facilities. In this matter, by enrolling in individual academic literacy programs, I can have an investment in a better future and advanced academic literacy.

Similarly, doctoral student 3 made efforts to improve advanced academic literacy during his study to support academic writing and publishing.

Doctoral Student 3: I did many things to improve advanced academic literacy during my doctoral study to enhance my academic writing and publishing. These cover joining academic forums like seminars related to writing for publication, discussion with colleagues, reading a lot of sources from the internet, and joining mentorship programs. These helped me a lot in developing literacy.

These experiences were also experienced by doctoral student 4 and doctoral student 5, majoring in science.

Doctoral Student 4: To develop my advanced academic literacy, I tend to improve it by collaborating with peers from other universities. We exchanged feedback on drafts and discussed journal expectations. Moreover, I learned many applications or software from YouTube to support my research, academic writing and publishing.

Doctoral Student 5: One of the ways to shape my advanced academic literacy is through consultation with supervisors during doctoral study. My supervisor gave me extra readings and tasks. This informal mentoring helped me polish my academic language and referencing skills.

Referring to the above elaborations, both doctoral student 1 and doctoral student 2 have a good commitment to improving their advanced academic literacy through several academic forums such as training, workshops, and seminars in accordance with literacy and academic writing development. Indeed, they have individual investments in their academic literacy, academic writing, and publishing to enhance their postgraduate programs and publications. In addition, they also asserted that the role of universities or institutions where they work and study is crucial. For instance, leaders of the campus are supposed to have some programs to facilitate academic literacy and academic productivity among the academic members, such as teacher educators and doctoral students. This could be achieved by providing some workshops and training related to literacy, academic writing, and publishing to enhance academic members' productivity.

In addition, doctoral students 4 and 5 tend to develop their advanced academic literacy by engaging with their supervisors during their doctoral study in relation to academic writing and publishing. This aligns with previous findings that emphasise the central role of supervisory guidance in shaping doctoral students' scholarly identities and writing competencies (Neupane Bastola & Hu, 2023; Neupane Bastola, 2022; Wilkins et al., 2021; Zambrana et al., 2015). Interestingly,

they also tend to develop their literacy dealing with applications, tools, and software needed in writing and publishing activities, such as navigation of journals, data collection, and data analysis. Research supports the growing importance of digital literacy and tool-based competencies in academic development, particularly in the Science and Technology fields (Afrilyasanti et al., 2025; Gozali et al., 2024; Molin et al., 2018). They also demonstrated that the tools and applications for research play a pivotal role in shaping their advanced literacy in research and their doctoral study, particularly in the Science field. From the participants' experiences, it could be deduced that while doctoral students 1, 2, and 3 tend to develop advanced academic literacy through participation in academic forums, doctoral students 1 and 2 tend to improve their literacy by developing skills in tools, technology, and applications utilizations to enhance their academic writing and publications needed in Science major. Moreover, they also prefer building communication in the academic field with their supervisors to enhance advanced academic literacy, a practice widely seen as contributing to academic identity formation and scholarly confidence (Bigelow et al., 2022; Chea, 2024; Limberg et al., 2020).

The importance of upgrading knowledge in advanced academic literacy has been strengthened by Yuan et al. (2020) advocating that the participation of training, academic forum, workshop, seminar dealing with academic writing and publishing is beneficial for academics in enhancing their study and career advancement including facilitating them in presenting arguments logically. Moreover, the development of academic literacy is in line with the individual construction in which academics are viewed as academic writers and researchers in the context of higher education. Besides, academic language skills become one of the crucial aspects in advancing literacy in terms of academic writing and publishing (Barr et al., 2019). In this sense, writing

journal articles is not easy, particularly for novice writers. Therefore, it requires training, experience, and advanced academic literacy development to enhance the process of writing and publishing manuscripts. More importantly, having skills in academic writing is badly needed for academics of all disciplines to get an authorial voice in the context of higher education (Abadikhah et al., 2018).

This process of academic literacy development can be further understood through the lens of academic socialization theory, which emphasizes how individuals learn to become members of academic communities through interaction with more experienced members, such as mentors and supervisors (Yamamoto & Sonnenschein, 2016). Within this framework, mentors play a pivotal role not only in providing feedback but also in guiding novice scholars into the epistemological and discursive norms of academic writing and publishing. As such, their influence is not merely supportive but foundational in shaping students' understanding of scholarly practices.

Thread 2: Doctoral students' challenges in developing advanced academic literacy

In developing academic literacy, doctoral students need a process and commitment to upgrade their experience and knowledge in enhancing advanced academic literacy. However, they experienced several challenges while developing advanced academic literacy. These include a lack of time management, a lack of support and resources from universities, a lack of academic literacy, a lack of rewards from universities, and a lack of collaboration with academics. As advocated by the participants in the following excerpts.

Doctoral Student 1: While developing advanced academic literacy, I find some challenges including a lack of time. I have a lot of activities and responsibilities regarding *TRI DHARMA* of higher education, such as teaching,

researching, and conducting community service. On my campus, I have more burdens in teaching, including more than 24 credits, guiding students in finishing the final project, field project, teaching practicum and so on. In addition, in conducting research, there are some processes I should conduct such as arranging the budget, activities and reports. These activities take time for me. Furthermore, in conducting community service, I should also spend more time finishing the process. Therefore, I have difficulties managing my time, especially in developing advanced academic literacy such as reading journals, and books, and joining academic forum-related literacy.

Doctoral Student 2: One of the challenges I found during the process of developing advanced academic literacy is the lack of time management. In this matter, I should be able to manage my time better in developing advanced academic literacy. There are more burdens and responsibilities in teaching with more than 20 credits, researching, and doing community service with many programs and projects. Besides, I also guide students in conducting the final projects and examining their thesis. These activities take a long time for me. As a result, I should manage my time well to improve my advanced academic literacy. Once more, the limited support, particularly dealing with financial support from university, becomes one of the challenges to join some academic forums. However, I usually participated in the academic forum dealing with academic literacy, academic writing and publishing with individual investments. Moreover, I usually joined the workshops and training for individual investment, such as joining online academic forums via Zoom or Google Meet.

Doctoral student 3: I struggled with inadequate institutional infrastructure, particularly because our campus library has outdated resources, and I often could not access Scopus-indexed journals.

Doctoral Student 4: My challenges deal with linguistic barriers, and application in writing

activities. Writing in English takes me more time. I am always unsure about grammar and vocabulary.

Doctoral Student 5: It is hard to find senior colleagues to guide me. There are a few collaboration opportunities.

The above elaborations demonstrate that both doctoral Students 1, 2 and 3 shape their academic literacy by participating in academic forums of academic writing workshops. In addition, they enrich their academic literacy by participating in peer discussions, analysing academic texts, applying critical thinking in their writing and reading academic sources such as books and journal articles. The need for the academic workshop, especially dealing with academic literacy and writing, is in line with the study conducted by Salamonson et al. (2010), that the intensive academic support workshop can improve the writing skills of scholars with limited English proficiency, though accessibility remains a challenge. Moreover, students 4 and 5 have challenges dealing with linguistic barriers, technology utilization, and restricted resources for journals.

Moreover, referring to the stories and experiences of the participants, it could be deduced that they experienced some challenges in improving their advanced academic literacy to enhance their academic writing, publishing, and doctoral study. One of the main challenges is the lack of resources provided by the university where they work, including the limited resources provided by the library. Indeed, academics such as doctoral students need to be engaged in utilizing the resources of the library (Lopatovska & Regalado, 2016). Another challenge is the lack of time and commitment to be productive writers or academics. However, the way to achieve it depends on the individual's commitment, integrity, and the need to write (Kempenaar & Murray, 2016). In addition, coping strategies are crucial for academics in the process of academic writing. In this matter, coping strategies can be defined as behaviours that function to mediate the stressor,

and these behaviours are beneficial to enhance them to produce academic writing (Kempenaar & Murray, 2016).

The lack of academic literacy also becomes one of the challenges experienced by doctoral students in enhancing academic writing and publishing as a part of their doctoral study. It is strengthened by scholars that some students view the lack of literacy awareness among students can influence the quality of their academic writing (Mohan & Lo, 1985). To overcome their lack of academic literacy, these doctoral students are encouraged to participate in academic forums such as academic writing training and workshops. By joining academic forums in academic writing, they are knowledgeable in advanced academic literacy development, including the technology or tools that facilitate the process of academic writing, such as artificial intelligence tools (AI). The previous study reveals that students using language tools can write qualified abstracts effectively compared with those who did not use the tools (Liou et al., 2012). The importance of acquiring advanced academic literacy to enhance academic productivity is a necessity for academics, including doctoral students (Maamuujav & Olson, 2019). Finally, academic writing is regarded as a structured, informed and well-argumentation, evidence-based advancement, coherence, and cohesion (Maamuujav & Olson, 2019).

This finding resonates with the study of Kamler and Thomson (2006), which highlights how East Asian doctoral students often develop strategic agency to overcome linguistic and cultural barriers in academic writing. These students engage in deliberate and resourceful practices such as mimicking genre conventions or drawing on community-based support systems to navigate the dominance of English in scholarly communication. Such efforts often arise in response to the lack of institutional support, pushing students to invest in “self-funded literacy training” through external workshops, paid editing

services, or private coaching. This phenomenon represents a form of academic resistance and an implicit critique of systems that expect high-level scholarly output without providing sufficient infrastructural support, especially for scholars from non-English-speaking backgrounds.

Furthermore, the challenges faced by these doctoral students and the necessity for such self-initiated interventions can be situated within the theoretical framework of Linguistic Imperialism (Phillipson, 1992). The continued dominance of English as the de facto language of academic publishing not only privileges native speakers but also reinforces global academic hierarchies that marginalize voices from the periphery. Thus, the development of advanced academic literacy, while empowering, is also shaped by broader ideological structures that govern who gets to participate, publish, and be recognized in the global academic community.

Thread 3: Impacts of advanced academic literacy on their academic writing and publishing

In the academic field, academic writing and publishing play a crucial role in enhancing academic and career advancements, particularly for teacher educators and doctoral students. In the context of postgraduate students, publishing articles in Scopus-indexed journals is a requirement for passing their doctoral program. Therefore, developing advanced academic literacy is meaningful for postgraduate students, including upgrading knowledge, insights, and experiences in navigating journal references and websites, criticizing and analyzing the arguments, giving responses to reviewers' feedback and revising the paper, and ensuring the paper's publication. Regarding the impact of advanced academic literacy, both doctoral student 1 and doctoral student 2 become more familiar with everything related to academic writing and publishing, connecting with scholars in collaborating to write journal articles, and

developing recognition in the academic field. It has been strengthened through the following excerpts:

Doctoral Student 1: By joining several academic forums, especially dealing with academic writing, I have become more familiar with literacy advancement, including navigating references, crafting titles, writing qualified manuscripts, presenting research methodology, strengthening arguments, concluding reports, and presenting references using reference management software such as Mendeley and Zotero. More interestingly, I can build connections with some scholars in writing journal articles, submitting the articles, responding to feedback from reviewers, revising the manuscript, and ensuring it is published.

Doctoral Student 2: I have gained more benefits by developing advanced academic literacy through my participation in some academic forums, such as training, workshops, and seminars. I have become more familiar and knowledgeable with academic writing and publishing. In addition, I got some impacts after joining some academic forums and enriching my academic literacy, such as reading journals, books, and so on. Interestingly, I can add my recognition by publishing many journal articles and books each year. In this matter, I can publish 6 to 10 papers in journals each year.

Doctoral Student 3: Through continuous practice, I have enhanced both my written and oral academic communication skills, which has significantly improved my ability to engage in public academic settings. I now feel more confident when presenting in academic seminars, as I have developed a clearer understanding of the structure and flow of academic discourse.

Doctoral Student 4: I have gained valuable insider knowledge of academic publishing processes, particularly in how to navigate peer review effectively. I now understand how to address reviewers' comments constructively and select appropriate journals for submission, which

has greatly enhanced my confidence and strategic approach to publishing.

Doctoral Student 5: I have developed a stronger scholarly identity and begun mentoring colleagues, sharing practical tips on referencing, writing abstracts, and navigating academic writing more broadly. This role has allowed me to contribute to the academic development of others while also expanding my impact within the scholarly community.

Based on the findings, doctoral students 1 and 2 highlight the importance of academic forums in advancing their academic literacy. Student 1 gained skills in academic writing, manuscript preparation, and reference management, while also building connections with scholars through the full publishing process. Student 2 benefited from workshops and seminars, which enhanced their writing and publishing knowledge, allowing them to publish multiple journal articles and books annually. Both students demonstrate how academic socialization (Yamamoto & Sonnenschein, 2016) and community-based learning (Wenger, 1998) contribute to their scholarly development and research productivity.

Moreover, doctoral students 3, 4, and 5 reflect significant developments in their academic journeys. Student 3 has enhanced both written and oral communication skills, boosting their confidence in presenting at academic seminars and navigating academic discourse (Öztürk, 2018). Further, student 4 has gained critical insights into academic publishing, particularly in peer review navigation and journal selection, strengthening their approach to publishing and boosting confidence (Kamler & Thomson, 2006). Moreover, student 5 has transitioned from personal development to mentoring, sharing practical writing tips and contributing to the academic growth of colleagues, marking their growing influence in the scholarly community (Hall & Burns, 2009; Wexler, 2019). Together, these experiences highlight the students' evolving academic identities and their increasing roles in

both personal academic development and the broader academic (Griffiths et al., 2014).

Viewed from the cultural-historical activity theory's framework of Rahnuma (2023), writing workshops can be used to analyze human activities, including learning and writing, by examining interactions between individuals, tools, and social contexts, fostering writing activities and policymaking. Thus, the participants of writing workshops can value face-to-face interactions for trust-building and instructor feedback for writing improvement through programs with stronger writing support, formative feedback, and peer review scaffolding (Scott et al., 2018). In this sense, academic literacy has a pivotal role in academic writing skills as it is a window into what scholars can experience in a larger area of the academic field within disciplinary societies (DeVere Wolsey et al., 2012). More importantly, academic writing communities can function to enrich academic literacy and encourage academic publication rates (Johnson et al., 2017).

The findings also reflect the need for support from institutions for academic development, particularly academic literacy, since it is crucial for enhancing doctoral students' academic writing and publishing (Li, 2024). In this sense, the institutional support could be in the form of reducing teaching load for teacher educators taking doctoral studies. To enhance a conducive research community, institutions should implement policies that limit the teaching workload for doctoral students to a manageable level. A more balanced distribution of academic responsibilities would allow doctoral candidates to allocate sufficient time to their research and scholarly contributions, thereby enhancing the quality of their academic output. Furthermore, the need for institutions to build engagement of distinguished academics as speakers in academic forums to foster doctoral students' literacy (Aharonian & Schatz Oppenheimer, 2024). In this context, institutions should prioritize the organization of academic seminars and

workshops featuring distinguished scholars and professionals with expertise in relevant disciplines. This initiative would facilitate knowledge dissemination, expose faculty members and students to contemporary research trends, and foster academic collaboration (Cong, 2024). The presence of subject-matter experts would not only enhance intellectual engagement but also contribute to the professional development of faculty and students by providing insights into advanced research methodologies and disciplinary advancements.

The next support is the need for institutions to subscribe to high-impact academic journals to enhance literacy in academic writing and publishing. In this regard, university libraries should invest in subscriptions to reputable, high-impact academic journals to ensure faculty members and students have access to cutting-edge research (Fabunmi et al., 2009). Furthermore, targeted outreach and training sessions should be conducted to familiarize lecturers, especially doctoral students, with these resources, enabling them to integrate the latest research findings into their teaching and scholarly work. Enhanced access to high-quality academic literature would strengthen the institution's research capabilities and contribute to a more robust academic culture.

More importantly, the need for institutions to strengthen their digital infrastructure and internet connection. High-speed internet access is a pivotal element of modern academic institutions, facilitating digital research, online learning, and seamless access to scholarly databases. In this case, institutions should invest in upgrading and expanding Wi-Fi networks to ensure stable and high-performance internet connectivity across campus (Gast et al., 2022). Finally, strengthening digital infrastructure would support academic productivity, encourage interdisciplinary collaboration, and enable greater engagement with global scholarly communities (Charles Buabeng-Andoh, 2012).

Briefly speaking, the present study critically examines how advanced academic literacy development directly influences doctoral students' ability to write and publish research articles. By making this connection explicit, it extends existing discussions on academic writing beyond technical proficiency to include factors such as scholarly identity formation, self-efficacy, and institutional support structures (Wahyuningsih, 2024). The study provides evidence-based recommendations for designing more effective academic literacy programs tailored to the needs of Indonesian doctoral students. The findings have implications for doctoral training curricula, faculty mentorship models, and institutional policies aimed at improving research and publication outcomes.

CONCLUSION

This study has explored the experiences of doctoral students in Indonesia toward the role of advanced academic literacy development in enhancing their academic writing and publishing. Through a narrative inquiry approach, the findings highlight that academic literacy is not only a technical skill but also a socially and cognitively complex process influenced by institutional, linguistic, and personal factors. Participants' experiences reveal that structured academic writing programs, mentorship, and exposure to scholarly discourse significantly contribute to their ability to publish in reputable journals. However, challenges such as linguistic barriers, limited institutional support, and the pressure to publish persist as obstacles to their academic growth. The study underscores the necessity for higher education institutions to integrate comprehensive academic literacy training into doctoral curricula, providing sustained mentorship and access to scholarly networks. Additionally, fostering a supportive research culture and promoting collaboration between students and experienced academics can further enhance their confidence and competence in scholarly writing. Future research could extend these findings by examining

the long-term impact of academic literacy development on publication success and exploring disciplinary variations in writing practices among Indonesian doctoral students.

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