

## The Praxis of Writing Strategies for Scholarly Publications in Higher Education: Indonesian EFL Lecturers' Voices

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### Abstract

*Writing strategies for scholarly publications in higher education have been essential to improving the quality of scientific articles. This research aims (1) to describe writing strategies that Indonesian EFL lecturers use when writing for scholarly publications and (2) to find out the implications of the writing strategies for their scholarly publications in higher education. This qualitative research primarily involved Indonesian EFL lecturers (N = 20) in three higher education institutions. The research instrument used to obtain the data was open and in-depth interviews. The data were broken down into broader ideas of distinct topics or themes using a qualitative research framework, which were then analyzed by sorting and evaluating code categories of narratives during the analytical processes. The finding showed that EFL lecturers play critical roles in developing writing strategies, devising scholarly publication ideas, submitting and publishing new articles, and inspiring the world through academic publications. Furthermore, selecting appropriate writing styles implies that developing self-inquiry skills, writing drafts, editing, and submitting scientific articles require the development of reflection abilities, all of which have been under-explored in recent studies of the same field in higher education EFL contexts.*

### Keywords

Writing for publications, writing knowledge, scientific publications, publication productivity.

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## **Introduction**

Writing strategies for academic publications in higher education is a way to display authors' insights to readers. The contents of scholarly journals concentrate on how authors develop writing strategies to find their voice, make an impression, and influence readers' perspectives (Silvia, 2015). Knowledgeable writing strategies use an academic literacy approach (Flowerdew, 2020) to connect networked ideas in publications to various disciplines, inspire authors to take action, and fully engage in the issues under discussion. According to significant scholars, academic journals can help authors enhance their reading engagement, argument organization, article readability, and citations as vital components of informed contributions. Authors expand their professional and scholarly writing strategies to improve their writing skills and interact with others who share their interests (Jalongo & Saracho, 2016a). They express academic viewpoints on contemporary issues through various publications to promote native linguistic ideologies and cultural identities (Gao, 2021; Park, 2011).

Major studies on writing strategies in higher education show a significant gap between authors' professional development and publications productivity, resulting in a scarcity of locally rooted studies, cultural identities, and writing within socio-cultural frameworks (Hwang & Lee, 2017) as part of a campaign to disseminate scholarly publications and writing strategies for the globally networked community of authors. Furthermore, one of the reasons for low publication productivity is a lack of writing strategies that can influence writers' performance (Forbes, 2019), which results in less active participation in writing for publications.

Writing for scholarly publications is imperative to collaborate with departmental colleagues to extend research possibilities (Jalongo & Saracho, 2016a; Jalongo & Saracho, 2016b). Collaborative research is critical for transforming multidisciplinary collaborations beyond local, national, and international contexts (Combrink & Kruger, 2013). The research agenda includes planning, reflecting, defining challenges, and reviewing the projects. The adoption of strategy instruction (Howell et al., 2018) and the effectiveness of linkages among the components, namely self-inquiry, writing, editing, and publishing, are determinant factors that influence the onset of writing as professional development (Jalongo & Saracho, 2016a). These writing levels describe how authors' strategies foster decision-making and disciplined thinking (Alston & Danielson, 2021). Authors need to collaborate and be part of a networked author

community when writing for scientific publications, both of which have been overlooked in recent studies of writing strategies in higher education.

Following such scientific facts and phenomena, the primary goals of this research are twofold: (1) to describe the writing strategies used by Indonesian EFL lecturers when writing for scholarly publications and (2) to determine the implications of those writing strategies for their scholarly publications in higher education. Writing strategies in the EFL context are emerging in disseminating scholarly publications. Recently, writers have mastered the proper use of writing strategies in producing scientific articles. However, regardless of the issue's importance, the beginning of writing in various disciplines leads to unacceptable consequences of employing such writing strategies. Therefore, researchers are challenged to investigate how these domains pave the way for previous research issues, contextual solutions, and current studies on a similar problem to be closely relevant. Furthermore, they expect this research to get insights into accurately measuring the variables under discussion.

## **Literature Review**

### **Writing Strategies**

Writing strategies in an EFL context necessitate writers' persistent efforts to cope with text complexity, writing skills, and effective ways of identifying discussion topics. Authors must use summarizing and paraphrasing strategies to express the writing goals, identify the state-of-the-art inquiry, and examine the outcomes in complicated texts (Marina et al., 2009). Authors must acknowledge the significance of consistent practice to improve their writing skills, which involves imitating, noticing, developing language awareness, and integrating learning-to-write and writing-to-learn strategies (Lei, 2016). Understanding writing topics is not only about the cognitive aspects of learning to write but also about the socio-cultural aspects of writing to incorporate community-based principles that can strengthen a local perspective. While local writing issues can help indigenous knowledge seekers, there needs to be more debate on how culture-specific diversity and a wealth of cultural resources might affect authors' fundamental writing abilities.

A social strategy – a term that implies a high internal consistency – is another term for a socio-cultural framework of writing (Hwang & Lee, 2017). Because writing is essential in life, especially in academic subjects, authors aim to adopt strategies such

as observing experienced writers' expressions, emulating good examples from literary works, and taking responsibility for addressing writing problems and promoting writing abilities (Lei, 2016). On the other hand, writing cannot foster authentic communication that reflects a wide range of linguistic and cultural domains without consistent practice (Marina et al., 2009). The key to scholarly publications' success partially depends on many factors encouraging authors to keep writing regularly.

Because of the intersection of linguistics and cultures, authors should consider community practice, ethnicity, and language variety as multidimensional writing elements. Writing, in reality, attempts to build metacognitive, cognitive, L1 usage, revision, L2 usage, social, and compensatory strategies (Hwang & Lee, 2017; Marhaban et al., 2021). Metacognitive writing strategies deal with self-management to write well, examine good models, reflect on one's strengths and weaknesses, plan, monitor, and evaluate (Al Moqbali et al., 2020), and lay the foundations for writers to be successful (Bai, 2018). Self-motivation is another aspect that influences the authors' capacity to advance their writing processes and achievements (Jang & Lee, 2019). The authors' writing ability depends entirely on their background knowledge of the topics under discussion, planning during writing, adequate preparation (Bai, 2018), and revisions (Jang & Lee, 2019). Writing for scholarly publications promotes authors' memory, critical thinking abilities, reflections, attention, problem-solving, decision-making, self-control, planning, comprehension, evaluations, and monitoring.

This insight means that metacognition is essential for individual authors in establishing and transferring cross-linguistic writing styles (Forbes, 2019). From a cognitive standpoint, writing strategies combine content and instruction as part of argument-based writing that involves inquiry, literacy skills, analytical abilities, and processes (Gierlach & Washburn, 2018). Writing quality is also a priority, along with strategy-based instructions and cognitive engagement for tasks that affect self-regulated writing to boost writers' performance (Forbes, 2019). The authors' ability to produce more scholarly articles impacts how they maximize metacognitive writing skills.

Authors concentrate on global and local writing strategies since writing has become a "need-it-now" literacy ability (Philippakos, 2020). The former refers to the process of developing, mediating, and planning writing from various external sources. The latter allows authors to alter some aspects of the essay, such as writing notes, drafts, or outlines (Kirkpatrick & Klein, 2016). In writing essays, the first language, referred to as L1, emphasizes a strategy-based pedagogy to facilitate connection-making between

the first and foreign languages, incorporating explicit development to engage the essay writing more completely (Forbes & Fisher, 2020). Regarding linguistic norms that necessitate further consideration, revisions in essay writing include removing, adding, transposing, and modifying (Link et al., 2020). Writing for scholarly publications is a blend of local and global writing strategies demonstrating how internal and external writing processes contribute to the authors' concept development and productivity.

Using a second language in essay writing, referred to as L2, is heavily influenced by registers and lexical bundles, making it difficult for L2 academic writers to acquire native-like formulaic orders (Pérez-Llantada, 2014). Furthermore, authors' writing styles seek to generate communicative functions of genres, influencing how they cope with linguistic and syntactical complexity measurements (Bi, 2020; Bi & Jiang, 2020). The social culture of silence and compensatory strategies significantly affect writing ability. Authors demonstrate that various sources pave the way for establishing citations in the text or inserting such references into papers randomly when they use the strategies (Stockall & Cole, 2016). As a result, many factors influence writing strategies, resulting in linguistic and syntactical complexity in the favored discourse, which requires refining and actual solutions. Writing strategies, in essence, entail self-regulatory domains such as writing planning, metacognitive judgment, goal-oriented evaluation, memorizing, emotional control, and goal-oriented monitoring (Teng et al., 2022).

### **Writing for Publication**

Writing for publications is challenging for new or experienced authors because they must focus on quality, content feasibility, novelty, and relevance (Simon et al., 2020). They may have strengths in logical and linguistic intelligence (Rahimi & Qannadzadeh, 2010), advocacy for change through writing (Hutchinson, 2020), advanced expertise, and cultural and linguistic identities (Park, 2011). However, their abilities to develop thoughts and writing skills, culminating in superb academic writing and quality judgments, are more than raw talents (Boyask, 2021). Talents alone will not suffice; commitment, discipline, and creativity determine interest, motivation, opportunities, and efforts. By definition, writing as such is a repertoire of skills that is honed by intensive efforts and deliberate practices (Jalongo & Saracho, 2016a) involving a thorough understanding of academic writing genres, tones, scholarly identities (Langum & Sullivan, 2020), and essential writing skills (Gao, 2020). Authors who have little potential to develop in the digital era are less prolific or perform poorly, and they fear

fiasco and perceived failure to publish more articles (Epstein et al., 2007) that affect their ability to write successfully. Besides, accuracy, simplicity, complexity, and authority position (Benade, 2021) all promote the quality of scholarly writing for publications.

Writing for scholarly publications relies on collaborative writing (Alford et al., 2021), challenging research collaborations. Authors competently become aware of complicity in academic journals with other researchers in several disciplines. When writing collaboratively, authors ensure that they help one another deal with the analysis and the writing (Epstein et al., 2007). Regarding collaborative writing (Winarti et al., 2021), they cooperate with others with similar skills, experiences, motivations, and abilities to identify distinct strengths and background knowledge in the writing processes. As a result, the authors' abilities, competence, and efforts contribute to their professional development. Collaboration in scholarly writing for publication is primarily concerned with (a) a strong emphasis on language skills, (b) meaning-focused variables, (c) interactional aspects, and (d) significant heterogeneity in assessing article quality traits (Zhang & Plonsky, 2020). Authors can express humanity, caring, and significant concerns about local and global issues due to the well-balanced mixture of those essential qualities, depending on their disciplines. Thus, writing for publications entails collaborating with other authors with similar interests who exhibit motivation and positive attitudes (Shvidko & Atkinson, 2019) to maintain a collaborative approach toward professional development.

Authors can collaborate and share ideas when writing for scholarly publications. However, they may need help managing time for partnerships, planning, and drafting work in preparation for future revisions or amendments. This method aims to show how adjustments to drafts lead to increased productivity. They work together to organize and divide duties assigned to various job roles. This strategy can effectively bring all parts together without putting enormous pressure on one individual to complete the first draft. Editorial abilities are crucial in the creation of works. Principally, one author creates many widely regarded and influential works. This approach is acceptable if the writing work is evenly distributed in the long term (Epstein et al., 2007; Zhang & Plonsky, 2020). When writers collaborate in this way, they assign duties, build self-efficacy and motivation for scholarly writing (Payakachat et al., 2021), exchange resources, assume responsibility, and share process, formal, and rhetorical knowledge (Fazel, 2019).

Scientific journals provide introductions, new knowledge, methodology, research findings, ideas, interpretations, and fascinating manifestations of current expertise in scientific articles or electronic papers. Through scientific publications, authors express their thoughts and opinions, as well as their expertise and dispute arguments. Scientific journals have a different structure in the digital age, as they are edited by one or more professionals exclusively accountable for their physical features and contents. They often employ editorial staff from the global scholarly community or are selected to represent the publication's multiple backgrounds. They can be involved primarily in the publication's disseminating operations (Epstein et al., 2007). Several parties shape how scholarly articles are publicly managed to distribute information and knowledge when published in academic journals as writing media.

Jalongo & Saracho (2016a) point out that scholarly writing can help writers gain interest and develop their skills. Authors are crucial in generating new ideas, publishing more books, and inspiring people worldwide. They must, above all, prepare and overthink what to write up. Productive debates on current issues are a hallmark of publications. If authors engage in partnerships, co-write ventures, and choose a good writing style and expression, their ability to reflect would be more authoritative (Silvia, 2015). This landmark enables them to improve their writing skills, generate more innovative ideas, and fully participate in collaborative writing platforms ranging from grammatical errors (Flowerdew, 1999) and initial draft submission to final revision in prestigious publications (Huff, 1999). Academic publications predominate, which are similarly acceptable for educational institutions. Therefore, writing for scholarly journals is primarily concerned with a peer and instructor assessment of papers (Chien, 2019; Heron et al., 2020). In academic communities of emerging scholars, authors should work in formal and informal networks (Jalongo et al., 2014; Hutchinson, 2020).

The current paper challenges or fully extends the findings of other authors. First, English plays a vital role in scholarly publication, and EFL authors use it to market their ideas to a global audience. As a result, they gain confidence in using English as a language for scientific journals. However, they need to be well-prepared to disseminate ideas through this platform. In that case, authors will encounter writing problems such as article review hindrance, in which they must deal with the reviewers' comments and immediate hostility directed at them, to name a few. Second, familiarity with English for scholarly publication is essential for updating knowledge and information in their disciplines and understanding what to write and how discipline-based terms are

primarily relevant. Authors, for example, are more successful in writing their articles when it comes to maintaining review processes (ranging from proofreading to grammar checking or rewriting) that contribute to feasible publications (Chien, 2019).

The quality of scholarly publications depends wholly on the planning and revision stages. Planning is pertinent to brainstorming ideas or outlines at the beginning to generate relationships among schematic writing stages (Morley, 2015). Writers use a planning approach to set a writing strategy that facilitates further preparation of evaluations or corrections—in advanced settings, writing strategies' application results from their language proficiency, attitude, and metacognitive skills (Forbes, 2019). Revision deals with significant changes tipped to treat the quality of articles before publication. In some studies, writers revise or edit their papers (Chien, 2019; Ortlieb & Schatz, 2019; Baaijen & Galbraith, 2018) as an integral part of implementing writing strategies.

More prominently, unlike previous studies, this research contributes positively to the academic community regarding how writing strategies for EFL lecturers (writers) support their scholarly publications. First, writing is a routine intellectual activity that promotes writers' language competence and writing styles. Second, they systematically solve writing problems by putting forward linguistic issues in combination with the tone, structure, language awareness, and organization of articles. Third, as scientific writing is for a global audience, writers should refine their articles using several revising, paraphrasing, and summarizing strategies. Finally, the most recent references are essential to update the issues framed in widely accepted scientific publication principles.

### **Present Study**

The current study fills a gap identified in previous studies within the framework of a theoretical review by conducting a thematic analysis of the phenomenon of writing strategies used by EFL lecturers in Indonesia, including the implications of writing strategies for their scientific publications, which is extremely difficult in the face of global competition. In a specific sense, the open-ended research questions guide the thematic analysis that drives the standpoint: (1) what strategies do Indonesian EFL lecturers use when practicing writing for scholarly publications in higher education? and



(2) what implications do writing strategies have on Indonesian EFL lecturers' scholarly publications in higher education?

## **Research Method**

### **Research Design**

This qualitative research used a digitally mediated approach in which in-depth interviews were conducted synchronously through Zoom meetings to obtain more meaningful information and insights from twenty participants. The researchers conducted this type of interview because it allowed them to connect with such participants in different geographical locations without seeing them face-to-face. Furthermore, this technologically mediated technique can foster participation and idea-sharing (Tracy, 2020), aiming to learn more about the participants' life experiences and knowledge (Seidman, 2006).

In essence, the participants are EFL lecturers who shared their perspectives on the practice of writing for scholarly publications and reconstructed their reality while compromising their anonymity (Tracy, 2020). The qualitative interviews were prepared, conducted, analyzed, and reported. The research design called for a well-structured research process considering flexibility, negotiations, and knowledge production (Brinkmann, 2013). The focus of the interview switched from the researchers who assessed what was significant to the introspecting subjects to what should be planned, coordinated, interpreted, and investigated to extract insightful information from the participants.

An in-depth interview aims to give participants a framework to report and reflect on their experiences, establish factual models and realities, and assess a developed model to see if facts lead to confirmation or falsification (Wengraf, 2001). Instead, the participants told their own stories and reflected on them. The interviewer's role is to identify and explore current progress within the field (Hitchings & Latham, 2020) of the praxis of scholarly publications, allowing participants to contribute directly to the production of ideas, the investigation of writing for academic journals, and the formulation of conclusions.

### Participants and Selection Criteria

Before conducting research in three higher education institutions, the number of participants (N=20) was identified. They have a background in English as a foreign language, linguistics, and literature. Using purposive sampling, they were chosen from a carefully selected group of EFL lecturers from the same English Education department at such higher education institutions. The selection decision is critical in ensuring they can supply the information required to answer the research question based on their background, knowledge, and writing experiences. Some participants were chosen based on close connections, while others were considered based on their previous publications.

### Participants' Characteristics of the Sample

The characteristics of the target participants were modified according to their level of expertise or cognitive experience in the praxis of writing strategies for scholarly publications. First, they all come from the English Education Department in three higher-education institutions. Second, they have different levels of academic background, including ELT, linguistics, and literature, as well as different levels of experience writing for scholarly publications, as shown in the table below.

**Table 1:** Participants who were involved in the research

Code	Discipline	Position	Institution
P01	ELT	Associate professor	University A
P02	ELT	Assistant professor	
P03	Linguistics	Associate professor	
P04	Literature	Assistant professor	
P05	Literature	Assistant professor	
P06	Literature	Assistant professor	
P07	Literature	Lecturer	University B
P08	ELT	Lecturer	
P09	Linguistics	Assistant professor	
P10	Linguistics	Assistant professor	
P11	ELT	Assistant professor	
P12	ELT	Assistant professor	
P13	ELT	Assistant professor	University C
P14	Linguistics	Assistant professor	
P15	ELT	Assistant professor	
P16	ELT	Assistant professor	
P17	ELT	Assistant professor	
P18	ELT	Assistant professor	
P19	ELT	Assistant professor	
P20	ELT	Assistant professor	

### **Data Collection Procedures**

Before the interviews, participants were required to submit basic personal and professional information. The 60-minute online interviews (Salmons, 2015) were conducted using the Zoom meetings application. The in-depth interview technique was designed to minimize the researchers' influence on what interviewees stated while still offering a mechanism to preserve some critical areas identified in preliminary studies. More complex components of attitudes, difficulties, and solutions are categorized in the context of online interviews (Salmons, 2015). The interview questions were designed so that they required solicited responses. Another essential aspect is that the longer interviewees responded, the better, and the interviewer had various topics to cover regarding scholarly writing strategies. They could provide details or alternate interpretations as needed to generate data accuracy. The interviewees had the option of modifying something if what they stated during the interview was incorrectly identified by the researchers, who transcribed each interview and sent copies to them.

### **Data Analysis**

This qualitative research framework enables researchers to save, select, categorize, and analyze large amounts of data, such as interview transcripts and memos. This information can then be sorted and retrieved using the categories that have been created. Researchers can apply triangulation in the data analysis of in-depth individual interviews (Carter et al., 2014; Vogl et al., 2019; Jonsen & Jehn, 2009). The goal is to sort and categorize the data while considering both the individuals' similarities and differences. For example, differences in specialization, education, and professional history must be considered while writing for scholarly publications rather than focusing solely on the distinctiveness of each participant's culture. Opportunities to contact participants for clarification of comments, further explanation of statements, and new data were taken throughout the research.

Researchers reorganized and rearranged codes, data, categories, codes, or narratives during this analytical step. Findings were gathered by sorting and comparing data, codes, and categories and considering their relationships by composing notes. Researchers began to produce codes through an iterative process that included reading, coding, reflection, writing, and rereading the interview transcriptions. They identified essential concepts regarding the research topic, reflected on prior understanding and

first remarks, and searched the data regularly set to evaluate, re-examine, and update ideas (Roulston, 2014). In this sense, qualitative analysis was used to comprehend better the data in its context, which began with the creation of theme development-based coding. Its goal is to find red threads running through data that have been arbitrarily split and designated as a code, such as inductive or deductive theories for development, which takes place in team meetings when researchers consider the code, review portions of transcripts, and summarize, characterize, or interpret themes in the text (Ranney et al., 2015). This research data analysis method is a content analysis that explicitly examines the types of information from a series of interview data, including clarification and verification of data, personal or interpersonal data, knowledge, and cognitive abilities (Gillham, 2000).

### **Procedures of Coding Data and Grouping Themes**

This qualitative study used data coding to create words or phrases containing meanings, summaries, and reminders from an extensive database of visual or linguistic transcription data (Saldaña, 2016 & Saldaña, 2014). The steps for data coding include: (1) read the in-depth interview transcript; (2) concentrate on the linguistic elements that will be coded in the interview transcript; (3) observe the contents of the individual interviews that form the inquiry from keywords or phrases; (4) understand clusters of a series of keywords and phrases related to the contents of the transcripts; and (5) apply a word or phrase from the cluster that has the most significant relationship to the contents of the transcribed data. Procedures for grouping themes include (1) classifying concepts or clustered words or phrases into related groups, (2) consistently identifying related concepts or clusters to develop relationships between the concepts and relevant factors under investigation, and (3) generating and reviewing themes to identify relevant words or phrases.

### **Data Display and Interpretation**

Data display techniques follow the fundamental principles, such as (1) creating an attractive data display structure, (2) focusing on engagement and visual appeal, (3) explaining aspects of its appearance, and (4) presentation of topics or themes according to research findings. Interpreting the findings involves the steps: (1) Interpret meanings of words or phrases in connected entities or clusters, (2) Analyze a whole set of

interview transcript data to generate clustered codes from which themes are derived typically, (3) Identify such themes further to cross-check their meanings in evident utterances that emerge from the interview transcripts, and (4) Explore insightful ideas from the textual data recursively to respond to connotations related to particular discourses.

The principles of data display techniques encompass (1) developing an engaging data display structure, (2) emphasizing engagement and visual impact, (3) describing characteristics of its appearance, and (4) delivering topics or themes following the study findings. The interpretation of the findings involves the steps: (1) Perceive meanings of unfamiliar words or expressions in linked elements and groupings, (2) Analyze an extensive collection of interview transcript data to generate clustered codes from which themes are typically derived, (3) Identify such themes further to cross-check their meanings that emerge from the interview transcripts, and (4) Explore perceptive concepts from the textual data recursively to identify connotations relevant to particular discourses.

### **Validity and Reliability**

According to Potter and Levine-Donnerstein (1999), (1), the research focuses on coding ideas to serve as a guideline for coders, particularly in terms of content analysis for scientific purposes. (2) The coding scheme is valid if it examines coders' choices regarding specific standards and is consistent with coders focused on the concept. The coding can result in accurate data if it adheres to the proper standards when making choices. Krippendorff (2004) added that using research findings as a foundation for theories and scientific interventions is a rational and reasonable strategy. First, there is justification for treating texts in a way that goes beyond what and how they represent a standardized content analysis. Second, the evidence enables the conclusions drawn from the content analysis. Third, content analysis findings answer research questions justified by data about other variables. Techniques for data analysis include textual content analysis, which influences the availability of various text data. The content analysis seeks to answer research questions, and analytical approaches should be explored further.

## **Sampling Procedures**

This interview-based research aims to find a sufficiently small sample size for individual cases that voices the research findings and intensive analysis of each compartment (Robinson, 2014). This study employs purposeful sampling and follows sampling procedures, which include (1) identifying the target population, (2) selecting individuals whose information or insights purposefully help researchers understand research problems or phenomena under research, and (3) deciding on what sampling technique should be used about the praxis of scholarly publication, and (4) determining the sample size. This study's sample size for in-depth interviews ranges from 5 to 25 participants. Finally, (5) conduct research following the sampling plan (Creswell & Poth, 2018).

## **Findings**

### **Indonesian EFL Lecturers' Writing Strategies for Scholarly Publications in Higher Education**

The results of in-depth interviews with twenty Indonesian EFL lecturers indicate that writing strategies have been essential guidelines that help authors become more accustomed to the praxis of writing for scholarly publications. They presented ten writing strategies for academic journals, occurring 54 times. Writing is one of the strategies for writing scientific articles every day, according to two interviewees (4%), by setting aside writing time and sticking to a daily writing schedule. Three interviewees (6%) stressed the importance of having a writing style incorporating a wide range of authors' knowledge and cross-linguistic writing styles (Forbes, 2019). Five others (9%) stated that the writing framework could help writers systematically address the structure, terminology, problem-solving, and tone. Finally, four interviewees (8%) believe that increasing language awareness is essential to enhancing language proficiency in scientific articles involving linguistic forms and functions that primarily influence writing style and sensitivity.

Five interviewees (9%) emphasized the importance of writing skills when preparing scientific articles. They include communicative competence that determines authors' revision techniques and linguistic and metalinguistic knowledge. The remaining five interviewees (10%) discussed the importance of updating references in scientific papers before publication, with one stating that prestigious journals want new research

and novelty in ongoing research. Furthermore, according to six interviewees (11%), writing for worldwide readers is similar to writing for reputable national or international journals, which strongly emphasize language acceptability, readability, accuracy, clarity, and fascinating issues. The remaining six interviewees (11%) incorporated a paraphrasing strategy to modify and avoid similar parts in scientific articles. When it came to writing scientific papers for publication, seven interviewees (13%) used the summarizing strategy to cover all points in context, convey informative notions, and portray the author's original thoughts. Ten interviewees (19%), being the most dominant, noticed the significance of the writing principles (clarity, accuracy, brevity, objectivity) concerning scholarly publications, as shown in the figure below.

**Figure 1:** *The praxis of writing strategies for scholarly publications in higher education*



While focusing on such concerns, EFL lecturers ask experienced researchers for criticism, recommendations, and feedback to improve the quality of scientific articles to ensure that publications are thoroughly reviewed and discussed, followed by a high likelihood of acceptance for target journals. This result gives them further reason to believe that the articles produced through mentorship and guidance are of higher quality in substance, clarity, readability, accessibility, context, and text organization, as highlighted below.

*It's necessary to look for individuals outside of the field. If the authors don't understand their writing, they can ask their colleagues, relatives, or*

*acquaintances. They may not understand the methodology or data processing. However, if the writing is excellent, they can understand the concepts addressed in the article (P10).*

The acceptability of a scientific paper depends significantly on the topic being appropriate for the journal's content, goals, and scope and on technical issues such as writing style, vocabulary, and grammar. Following the requirements of reputable worldwide peer-reviewed journals, the approach to writing scientific articles is necessary to create sentences that are cohesive and simple to grasp, with an emphasis on visibility.

*Authors find it easier to write scientific articles if they stay focused on the requirements and follow scientific principles. After completing these stages, they can produce a draft to jot down their ideas and related data (P18).*

The ultimate writing strategy is to envision that articles published in peer-reviewed international journals have become a driving force for most authors. It is crucial to highlight that they can reach a more extensive (global) readership by writing for scholarly publications. They can also show that their work is well-known and slightly elevated. Internationally renowned publications can also assist them in writing for impact in more prestigious journals. They establish the highest standards of writing for scholarly publications that, from the perspective of the global society, reflect the writers' competitiveness. The overview of the interview results adheres to the guidelines for writing strategies as follows:

**Table 2:** Contemporary Themes and Subthemes of writing strategies for scholarly publications

No	Themes	Subthemes	The Number of Statements (%)	Data Sources
1	Paraphrasing	Change parts if they are to be effective	11	University A, 2 data University B, 2 data University C, 2 data
		Keep the article's originality; preventing any similarities is vital.		
2	Summarizing	Encompass all aspects in the context	13	University A, 3 data University B, 2 data University C, 2 data
		Represent authors' informative and original views.		
3	Following writing	Obey the standard rules of clear, accurate, and	19	University A, 5 data



	principles	brief writing. Focus on objective and specific details.		University B, 3 data University C, 2 data
4	Updating references	Accommodate recent research publications. Search for the novelty.	10	University A, 3 data University B, 1 datum University C, 1 datum
5	Writing for global readers	Entail fascinating issues, trending, and motivating Using the principles of language acceptability, readability, accuracy, and clarity	11	University A, 3 data University B, 1 datum University C, 2 data
6	Using the writing style	Involving authors' knowledge and praxis of writing styles Rely on cross-linguistic aspects of writing for scholarly publications.	6	University A, 2 data University B, 1 datum University C, 0 data
7	Writing regularly	Maintain consistency in setting writing time Brainstorm ideas to set up a writing initiative.	4	University A, 1 datum University B, 0 data University C, 1 datum
8	Establishing a writing framework	Structure writing coherently matters the most. Address the scientific article's problem-solving, terminology, and tone consistently.	9	University A, 3 data University B, 1 data University C, 1 datum
9	Enhancing writing abilities	Use revising strategies to speed up the process of writing scientific papers Enable communicative competence, language mastery, and metalinguistic knowledge.	9	University A, 2 data University B, 2 data University C, 1 datum
10	Raising language awareness	Learn to improve language skills Maintain the quality of scientific papers involving linguistic forms and functions.	8	University A, 2 data University B, 1 datum University C, 1 datum

Source: Interview data highlighting themes and subthemes of writing strategies for scholarly publications

Table 2 demonstrates that paraphrasing focuses on how writers changed any crucial sub-themed parts that appear effective in maintaining the article's originality, enabling them to avoid the pitfalls of similarities that could lead to plagiarism violations. In this context, each of the three selected universities provided two data sources equally, yielding six data sources (11%) from them. Correspondingly, summarizing includes seven data sources (13%) on the subthemes from Universities A (3 data), B (2 data), and C (2 data), which emphasize all components of writing for scholarly publications. The likelihood of reflecting denotes how the writers' thoughts contribute to originality principles - harnessing creativity, innovative designs, individual writers' separate articles, and co-created papers published in scientific journals. Most notably, ten data sources (19%) from Universities A (5 data), B (3 data), and C (2 data) imply that writers must conform to writing principles. The fundamental idea of such subthemes is that authors should prioritize writing principles while retaining impartiality and specificities like clarity, accuracy, and brevity as essential standard rules of writing articles for scholarly publications.

Including most recently published references underscores the pressing need to update the feasibility of publications based on the novelty principle – the propensity of authors to disseminate new ideas articulated systematically in brand-new articles. Five data sources (10%) from Universities A (3 data), B (one datum), and B (one datum) coincide with subthemes to remind writers of the robust approach of using the current references from credible indexed journals to maximize citation index values. Locally rooted phenomena of writing strategies for EFL authors in higher education, which have received little attention in recent years, highlight the need to address global topics for global readers. They must meet the international standards that respectable journals entirely require, such as topical relevance, inspirations, trends, and exciting content. In addition, six data sources (11%) from Universities A (3 data), B (one datum), and C (2 data) struggle with cross-linguistic issues. The demands of scholarly writing for global readers combine readability, clarity, accuracy, and acceptability, not to mention academic article features that fascinate, follow trends, and motivate them.

Two data sources (4%) from Universities A (one datum) and C (one datum) explain in detail how writing style is essential in advancing knowledge and how cross-linguistic features of writing for academic publications must be considered. The rationale is that writing for publication has multiple requirements, one of which is an essay writing style. Unfortunately, few writers use this subtheme, indicating that it

needs more attention in writing scientific articles for publications. Similar to the previous insight, two perspectives (4%) expressed by writers from Universities A (one datum) and C (one datum) reaffirm the constant effort required to write frequently, set up writing-related schedules, and engage in rigorous brainstorming processes. Finally, five data sources (9%) from Universities A (three data), C (one datum), and C (one datum) highlighted how writing is arranged logically to identify the differences between problem-solving, terminologies, and tone in scientific articles. This perspective has a similar message to that of developing a writing framework.

More importantly, five data sources (9%) from Universities A (two data), C (two data), and C (one datum) demonstrate how efforts are taken to improve writing skills. Writers should consistently write articles, establish communicative competence that prioritizes idea communication, and master linguistic components. They have sufficient knowledge of metalinguistic aspects of writing for publication purposes. However, without language awareness (8%), as previously indicated by four data sources from Universities A (two data), B (one datum), and C (one datum), the prominent aspects of writing strategy subthemes cannot result in excellent advancements in language skills. Writers even maintain the caliber of scientific articles and the consistent application of linguistic richness in various forms and functions.

### **Implications of Writing Strategies for Indonesian EFL Lecturers' Scholarly Publications**

The in-depth interviews revealed that eight interviewees (40%) are mainly concerned with how writing for scientific publications leads to pedagogical implications. The distinctive features entail the lecturers' emphasis on the advanced tutorial sessions with senior researchers, showing that mentorship is essential in assisting them in exploring various writing activities to proffer long-term plans. In addition, they shed light on integrating skill development, interventions, and professional approaches involving senior researchers. As stated below, consultations are subject to prearranged sessions to begin group tutorials to investigate writing strategies and their implications for pedagogical development.

*A consultation with senior researchers is beneficial in exploring emerging issues. Details are reviewed to determine how the wording [of the parts] relates to the guidelines of scientific papers. Their suggestions helped me to undertake several revisions. (P.11)*

Writing strategies encourage EFL lecturers to develop critical thinking skills when seeking answers to researched problems. From a pedagogical standpoint, they are challenged to write using strategies to investigate how a writing pedagogy focuses on the art and science of writing while emphasizing innovation that meets the readers' needs. Finally, writing for professional reasons considers the degree to which academic activities pave the way for realizing scholarly publications. As excerpted below, the writers provide writing strategies that will subsequently be valuable for advancing a writing pedagogy.

*Writing strategies enable writers to apply writing theories and practices in a pedagogical sense. This is relevant to the demands of the twenty-first century that each writer should improve their writing skills. (P18)*

EFL lecturers claim that publishing academic papers helps them improve their writing abilities, increase their instructional capacity, and benefit from scientific research. They feel motivated each time they write since their colleagues and senior researchers offer support, inspiration, and assistance. As a result, they overcome barriers to productivity, persistence, and consistency in producing academic articles. Writing literacy has been a topic of discussion at various points that helps other authors learn how to outsmart writing strategies for scientific papers. The scholarly articles emphasize how writers approach concepts and original writing and rearticulate techniques to avoid repetition. This notion designates critical viewpoints while advancing knowledge, fascinating findings, and in-depth investigations.

The difficulties that EFL writers encounter are wide-ranging, such as how they are motivated to use their writing skills to plan, draft, and publish scientific articles consistently in international journals, thanks to critiques from peers and senior researchers. Another crucial activity is likely to participate in writing workshops, webinars, and forums for researchers that have the potential to aid in the process of writing and publishing scientific writing. Higher education institutions are obligated to do urgent things to support EFL lecturers so that they can carry out their duties effectively while upholding the consistency and standard of writing for the advancement of both individual writers and higher education. The figure that follows summarizes the critical points of the insightful perspectives.

**Figure 2:** *Implications of Writing Strategies for EFL Scholarly Publications*



## Discussion

### Indonesian EFL Lecturers' Writing Strategies for Scholarly Publications in Higher Education

The findings demonstrate that the themes and sub-themes are closely connected because they enable consistency and coherence in writing academic articles. These are crucial elements of the strategy for creating scientific papers for publication. The primary writing strategies for EFL authors include paraphrasing, summarizing, writing for a global audience, updating references, regular writing frequency, utilizing writing styles, improving writing abilities, creating writing frameworks, and maximizing language awareness. The key findings offer opportunities and challenges for EFL authors to develop ideas using writing strategies. They must practice academic writing skills that allow them to generate high-quality scientific publications while enhancing accessibility to the sciences.

Across various data sources, adhering to the writing guidelines was an important theme, with the highest percentage of statements (19%). This evidence supports the conclusion that scientific writing that complies with writing conventions has a certain amount of precision, brevity, and clarity. However, compared to other variables, some themes have lower percentages of statements and data sources included. The fact that the EFL authors, in this instance, employed a writing style and frequency technique raises the possibility that these factors may be less regularly acknowledged or used in the community of scholars.

There is yet another apparent divergence between the themes of summarizing and paraphrasing. While both strategies are considered vital, summarizing is mentioned more often (13%) than paraphrasing (11%). This might indicate that EFL authors place a high value on summarizing information rather than rephrasing in their terms to preserve originality and prevent plagiarism. While simultaneously emphasizing their desire to communicate ideas or viewpoints effectively, they know the necessity of including all relevant context elements while summarizing.

Regarding urgency, the findings imply that effective writing styles can help EFL authors realize their dreams for academic publication when regularly but correctly applied. The actual scope of writing literacy (35%) demonstrates that individuals can enhance their writing skills or talents. In addition, the pedagogical implications (40%) emphasize the necessity for a connection between writing strategies for scientific publications and those employed by educators and language instructors. Therefore, this strategy is crucial while guiding students about the fundamental principles of EFL writing. The productivity implications (25%) show how implementing this strategy will result in higher-quality articles and significantly influence scholarly publication.

Based on the findings from universities A, B, and C, the core idea of a new theme is related to other sub-themes in applying writing strategies for scientific publications. These topics have similarities and differences depending on the emphasis of the three universities. One of the themes is to adhere to writing principles that occur consistently throughout all universities. This is because writing for scholarly publications emphasizes clarity, correctness, and summary in conveying ideas. This argument is compatible with the widely held belief that the standards for writing articles for scientific publications must be high, with a particular emphasis on global readers reading them.

Another theme was reference updating, a fascinating finding consistent with the authors' consensus among universities. Every author underlines the importance of including the most recent research publications while drafting scientific papers. Meanwhile, maintaining the originality of scientific publications requires the effort to be groundbreaking. The numbers are low because only a few statements about it exist.

Reaching a global readership is a fundamental goal of scholarly writing. Despite the varying emphasis on legibility, clarity, language acceptability, and accuracy, EFL authors at all three universities acknowledged these problems. Surprisingly, all institutions aim to educate citizens worldwide through publications; the themes to be

written about must be somewhat diverse. All institutions regard summarizing and citing strategies as fundamental, but they can take many forms. What emerged at Universities A and B is astounding because authors of English as a Foreign Language (EFL) prefer interpretation to synthesis. In contrast, authors at University C mention both of these strategies equally. This implies that other scientific writing strategies may still exist but have yet to be thoroughly investigated, so authors have several options for reconstructing facts and informed opinions and presenting them for quickly resolved problems.

The themes required to write articles for various publications, such as regular writing, writing styles, developing language awareness, and writing skills, have varying priority scales across universities. Based on these findings, themes can be evaluated, discussed, and applied at varied urgency scales in all universities. Likewise, each EFL author may continue writing themes in teaching and learning writing skills for scientific research papers in classes, which may differ slightly across universities. As a result, future researchers will be expected to investigate this difference in greater depth and continue the tremendous influence of writing strategies while modifying the context in adopting them.

Previous studies outline how authors explored writing strategies for scholarly publications but have not provided convincing arguments for paraphrasing and summarizing activities. They did not specify the use of writing principles, reference updates, and global readership orientation as an integral part of writing strategies. However, other relevant studies regularly highlight the disciplinary praxis of writing (Fazel, 2019; Alston & Danielson, 2021) that rearticulate the same voice as the present study. Despite the different contexts and levels, Forbes and Fisher (2020) recommend that EFL authors use metacognitive writing strategies (planning, monitoring, problem-solving, and evaluating), all of which relate to language awareness in the writing stages. Significant findings of writing strategy studies (Heron et al., 2020) merely concentrate on writing expertise, knowledge, negotiation, and positive behavior, each of which partially pertains to writing knowledge and language awareness when managing scholarly writing processes.

Chien (2019) reported that Taiwanese researchers disseminated their research findings to global readers by using English as the language of publication, regardless of the difficulties they encountered while writing articles. The apparent facts underlying such problems include linguistic issues in which researchers' low English proficiency

results in difficulties communicating the research results. In addition, writing for global readers results from socio-pragmatic language use and complicates how researchers write a review of the literature (synthesis and integrated parts of sources). Other unavoidable issues to deal with include logical lines of reasoning (reasoning) and reviewers' feedback related to a state of challenges to complete the revisions. Taiwanese researchers, in particular, used several writing strategies in response to problems with writing for scholarly publications, such as the time frame for reviewing and revising articles, eagerness to read related articles extensively, and peer or native speaker proofreading and grammar checking.

Syahid (2019) investigated the extent to which emerging scholars in Indonesia write for scholarly publications. They bring up writing strategies that help academic publications succeed, such as translating and paraphrasing to avoid plagiarism issues, reviewing, setting a time frame and comfortable writing zones, and dealing with language-related barriers. Heron et al. (2020) present their findings from their research on how interdisciplinary experts can collaborate to share writing experiences while focusing on interventions for scholarly publications. They foster dialogs across disciplines through collaborative writing, an academically challenging approach to get insights into the mutual sharing of knowledge, reciprocal learning, and willingness to work with other authors, allowing them to facilitate writing processes. They can apply their expertise to delivering interventions involving texts, literacy, and interdisciplinary knowledge, leading to research findings or publications. They advocate for the revitalization of collaborative writing outputs such as publishable articles.

Langum and Sullivan (2020) emphasized that academic language has a dual linkage that oscillates between English and the national language, in this case, Norwegian. As a result, they translate their articles to improve their target language's accuracy, fluency, and equivalence, such as English. The focus of the researchers on scholarly writing conventions and scholarly identity inherent in their writing styles, professions, and academic qualifications determines the quality of the research.

There is a dissonance between the writing style and the scholarly article's requirements, causing researchers to disregard academic writing conventions. Their goal in compiling scholarly articles in English is to publish them in international journals. However, they encounter language issues during the writing process, explicitly needing more vocabulary when dealing with detailed descriptions, organization of ideas, coherence, and cohesion. The authors need to improve their writing skills through



consultations, assistance, and support from their senior supervisors. They are mainly concerned with being part of a diverse community of scholars committed to assisting them in developing academic competence and scholarly identity.

### **Implications of Writing Strategies for Indonesian EFL Lecturers' Scholarly Publications**

This study shows how writing strategies for scholarly publications are essential for EFL authors who want to publish scientific articles in English as a Foreign Language. The research results have three main implications: literacy, pedagogical, and productivity.

Writing literacy implications account for 35% of EFL lecturers' statements, allowing them to develop writing skills. They demonstrate how learning and adopting good writing strategies such as summarizing, updating references, writing for a global audience, paraphrasing, and adhering to writing principles can improve academic writing skills. Academic writing abilities must be cultivated through continual practice to pave the way for a successful writing career.

Another important implication is the pedagogical aspect, which accounts for 40% of the views, emphasizing these findings as a source of information for writing lecturers and language educators who struggle to teach and incorporate writing strategies into EFL classrooms to improve students' ability to write paragraphs or essays. They are likely to publish high-quality scientific articles in the future. EFL lecturers who focus on these activities start summarizing, following writing norms, updating references, writing for global audiences, and paraphrasing. Instructors can help EFL students develop the writing abilities, potential, and knowledge needed to master academic writing. Furthermore, educational authorities provide EFL writing programs supported by curriculum design, material creation, and instructional strategies.

One of the problematic implications is that writing productivity accounts for 25% of the views, showing that a writing outcome highlights the effectiveness of writing strategies concerning the success of EFL scholarly articles. However, this is the most challenging aspect because becoming a prolific author necessitates a support structure and funds readily available each semester. The solid support foundation enables EFL authors to implement the identified strategies and improve their articles' quality and impact factors. Students must apply good writing strategies with attainable goals such as originality, informational features, clarity, and relevancy.

Another implication is writing literacy, which is regarded as having a significant impact on the writing skills of EFL lecturers. Meanwhile, the pedagogical implications allow for the use of language education, training, and mentorship in drafting scientific publications. The productive implication is the most difficult since it emphasizes the practical and time-consuming result of employing writing strategies for scientific publication. These implications should be backed by more research and development for EFL lecturers, considering EFL writing teaching, empowering EFL authors, increasing writing abilities, and successfully reaching the final result of scientific articles.

The ongoing support they get from people in their profession, mainly how they cope with the prepublication peer-review stage of preparation, has influenced EFL lecturers' ability to publish scientific publications. This is closely related to the contention constructed by Mahmić-Kaknjó et al. (2021) that prepublication peer review is essential in the preparation of articles under the supervision of dedicated reviewers who spend more time evaluating papers and encourage writers to complete prepublication hours of preparation for academic articles.

Only highly motivated authors can complete articles reframed from research findings. Other factors, however, come into play, such as the working environment in which their institutions reward them with publication fees if they publish articles in renowned journals or books relating to how they remarkably write scientific papers efficiently (Chen, 2019). They also desire to earn credit points for job promotions, match fantastic opportunities, and write regularly based on a dynamic and rigorous procedure. Writing scientific articles should be a top priority for improving one's capacity to maintain high standards unless it becomes tedious, unpleasant to work on, and results in a loss of competence.

The present study's findings show that the primary impetus behind continued writing drives academia to meet a publication target for a study conducted within the Indonesian frameworks of community service and research-based instruction (Sukirman & Kabilan, 2023). As a result of this, the authors attend webinars and training sessions for producing scientific publications. They anticipate being inspired or supported by keynote speakers or successful presenters. In this way, writing competence can be developed didactically through motivation based on good intentions, including scientific standards that drive them to be more professional but prolific than usual by bringing out an integrated approach to pursuing knowledge while upgrading other essential skills and

values. They progress to the next level of expertise when they go beyond the writing processes' affective or cognitive boundaries (Miller et al., 2018).

Writing scientific papers is challenging and complex, requiring authors to revise, rewrite, and generate dialogues concerning textual feedback that enhances comprehension and competency (Schillings et al., 2020). The capacity they have to convey ideas rationally and systematically, as well as how to edit article drafts, are essential components in determining the quality of their writing. These skills are evaluated in addition to their ability to do literature search queries. Likewise, they develop writing skills and ideas and incorporate them into scientific writing strategies (Forbes, 2019), including proper grammar and the ability to modify scholarly articles.

Most efforts to improve the efficiency and quality of scientific article writing significantly impact the scientific community in general and higher education in particular. Authors can create a solid foundation for their professional development by engaging in excellent research procedures highlighting the importance of rhythmic and technical links in article writing (Baker et al., 2023). The academic culture evolved considerably as numerous EFL lecturers published their scholarly works in reputable publications, allowing Indonesian authors to compete globally. This effect will extend to the most fundamental levels; other scholars will be encouraged to write to boost the quality of their work. Later, they can improve their pedagogical skills by incorporating research findings into discussions in their books as instructional materials.

Writing scientific articles is increasingly regarded as an academic transformation rather than an opportunity for personal development. Excellent literacy levels closely correspond with scientific writing regarding publishing productivity in national and international journals. Literacy in writing scientific articles improves individuals, groups, and the academic community's ability to transmit knowledge and recent results from studies or research. The current concept of literacy in writing scientific papers includes science and technology writing, financial, social, and cultural factors, critical thinking, and awareness of contemporary situations. Authors must develop the scientific paper writing literacy required to secure current and future access to high-quality publications.

### **Limitations**

This research involved a small number of participants. However, its contributions to the field of writing strategies for scholarly publication imply that (1) future researchers can

conduct content analysis studies about writing strategies for scientific publications in the context of EFL; (2) this research's findings reflect trends in the application of writing strategies for scientific publications in the context of scientific publications and the scope of EFL writing, but it can reach more populations for future research; and (3) sample populations in other similar studies can include multidisciplinary individuals from various fields by using integrative analysis.

## **Conclusion**

The fundamental findings, which corroborate interviews with twenty EFL lecturers in Indonesia, highlight the importance of newly acquired knowledge when adopting crucial writing strategies for scientific publications in EFL environments. Writing strategies significantly influence how well-written EFL authors have become, fully displaying several challenges. In this sense, it is possible to utilize academic articles for publications as a model for writing instruction or as encouragement for authors.

Significant evidence discloses how discipline in managing writing schedules and daily practice benefits EFL authors, demonstrating the value of allocating specific time for regular writing tasks and developing the habit of writing on a regular, scheduled basis. The EFL lecturers highlighted the importance of writing strategies and believed that writing style also incorporates linguistic diversity. Another important finding is that EFL authors must be specifically encouraged to develop their writing style to make it more adaptable when combined with other concepts and writing strategies.

Furthermore, it is crucial to reiterate the writing framework further, focusing on how it helps EFL authors manage the structural elements, terminologies, resolution of issues, and style. This provides guidance and tools to assist them in organizing and structuring their research articles. Language comprehension is essential to improve linguistic competency and merge linguistic functions and forms. Future language awareness instruction should focus on EFL authors' writing sensibility and style.

These findings delineate the value of writing strategies in assisting EFL authors' communicative abilities, revision techniques, and linguistic and metalinguistic awareness when writing scientific articles. This insightful view highlights that writing instruction is crucial to enhance scientific writing qualities and effective rewriting strategies. Updating references emphasizes the need for EFL authors to keep up with emerging trends and infuse creativity into their scholarly writing. The quality of EFL

authors' scientific writing is partly determined by how they incorporate the most recent research and publications.

One of the most essential writing strategies is to write with a broad audience in mind. Summarizing and paraphrasing scientific publications can improve their quality. These findings outline the likelihood of strengthening the ability to write for a broader audience segment and improving their paraphrasing skills. EFL authors should continue to improve their paraphrasing and summarizing strategies.

Significant pedagogical implications result from integrating writing literacy practices into writing instructions in the classroom or senior lecturers offering writing assistance to EFL authors. Writing strategies for scholarly publications can result in high-quality scientific papers. The research will give EFL authors an in-depth understanding and expertise of the vital writing strategies for accomplishing scientific publication goals. Through writing support and coaching programs, this challenge encourages them to write effectively, increasing the quantity and quality of scientific publications while honing their academic writing abilities.

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### Appendix A: Interview Guideline

Major Aspects	Sample of an Interview Question Guideline
Clarification and Verification	Do you have any research experience in writing strategies for scientific publications in higher education? Have you got any articles published in journals lately? Could you clarify your argument further on this part, please? Could you repeat that part, please?
Personal and Interpersonal	Why are you interested in writing for scientific publications? What strategies do you use when you are composing a scientific article?
Cognitive Ability or Knowledge	What do you think of the current theories on writing strategies for scientific publications? How do you apply that theory?
Professional Viewpoint	What are the implications of writing strategies for your scientific publications? What are these writing strategies' implications for other higher education researchers?

Source: Adapted from Rippentrop et al. (2003) and Gillham (2000).