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INDONESIAN GRADUATE STUDENTS' CONSEQUENCES AND DECISIONS OF ENGLISH ACADEMIC WRITING INSTRUCTION (EAWI) AT HUNGARIAN UNIVERSITIES

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Abstract
This study aims to assess the consequences and decisions of EAWI for Indonesian graduate students studying in a non-native English-speaking environment. This study seeks to shape the perception of the effects of EAWI and facilitate the decision to positively impact Indonesian graduate students enrolled in higher institutions in Hungary. The study employs a semi-structured interview on educational background, English as a medium of instruction (EMI), writing assignments, self-consciousness towards English academic writing (hereafter EAW), and attitudes towards English academic writing. Four Indonesian MA and MSc students enrolled in the Faculty of Social Sciences at three different universities were involved in this study. In addition to data interpretation, the audio-recorded interview was transcribed using a Web speech API application. The extracts were subsequently translated into English, coded, and categorized into the topics chosen. The findings illustrate the consequences of English academic writing instruction on the importance of language features and grammar for students. The results involve possible impacts, experiences, perspectives, and strategies to improve the English academic writing of Indonesian graduate students. Decision ties with the university and departmental regulations and attention to principles to provide an academic writing course in English.

Keywords: consequences, decision, English academic writing instruction (EAWI), L2 English academic writing, writing challenges

Introduction
A growing number of international students, including Indonesian students, are opting to study at English-speaking universities. For Indonesian graduate students, learning in a non-native English-speaking community is a rewarding and fruitful experience. However, looking at different contexts, they will be faced with a variety of linguistic, cultural as well as institutional barriers, such as the requirement to improve their academic writing abilities in English (Zhang, 2011; Wang, 2016), as writing is a discipline which requires a complete, active, challenging devotion to the facts and values of a domain (Rose, 1985).

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For university students, including graduate students, EAW has become a significant issue as one criterion to complete and successfully study at their university (see Toms, 2013). Mukminin et al. (2015) encompassed that students at the university level require essential knowledge of academic writing, such as a register. The academic writing register refers to a specific field of expertise with a subset of rhetorical criteria for lexico-grammatical characteristics developed for those who use them to perform certain valued functions (Hyland, 2016). Besides, writing in English in higher education sounds complex as it is a multifaceted set of interconnected skills, procedures, and relationships that entail models of academic socialization in academic writing (Deane et al., 2008; Gan et al., 2004; McLeod, 1987). This situation tends to be more complicated for non-native English students in higher education in non-native English-speaking countries. In EAW, they may encounter such difficulties, including linguistic features, stressful processes, and cultures (see Nanyue, 2013; Okamura, 2006 for the review). For non-native English writers, another issue is how to organize thoughts, defend arguments, and address readers (Loewy & Vogt, 2000).

Research context

In Hungary, English as a second language is used as a communication medium in higher education institutions for international students including Indonesian graduate students (Petzold & Berns, 2000). This situation urges them to practice English both in spoken and written contexts. In terms of the written context, writing papers in English is one of the criteria for success in the study. Subandowo's (2020) pilot study examined English academic writing challenges for Indonesian graduate students enrolled at Hungarian universities. His study pinpoints issues linked with EAW challenges by illustrating attitudes towards EAW in a non-native English-speaking environment. Indonesian graduate students tend to believe that studying in Hungary improves their EAW. Another critical part of discussing students' attitudes towards EAW is teacher feedback. Some students experience that their academic writing is enhanced by feedback. The feedback offered by their teachers includes writing content, writing structures, and grammar. However, this study has not discussed the consequences and decisions of EAWI in the Hungarian higher education context.

This present study examines the values and decisions of EAWI to fill this gap. The analysis gets underway with practices of academic writing. This session is followed by issues of EAW for Indonesian graduate students in Hungary and the purpose of this analysis. Therefore, based on Bachman and Palmer's (2010) consequences and decisions, the present study addresses the question: *To what extent do the consequences of EAWI and the decisions positively impact Indonesian graduate students enrolled at Hungarian universities?*

Literature review

English medium of instruction (EMI) in higher education institutions (HEIs)

Earls (2013) mentioned that the spread of English is intimately connected to globalization. Globalization has an impact not only on language use but also on the economics of higher education. The process of globalizing English appears to be a wild and woolly affair, the result of a slew of decisions made by editors, teachers, students, parents, writers, publishers, translators, officials, scholarly

associations, corporations, and schools with an equally diverse set of motivations (Montgomery, 2004). "Globalization appears to be a complicated phenomenon with positive and negative social consequences, encompassing economics, culture, identity, politics, and technology" (Block, 2010, p. 290).

Macaro et al. (2018) define "EMI as the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where English is not the first language (L1) or is not spoken by the majority of the population" (p. 9). Due to the increasing dominance of English and the intensifying internationalization of higher education, EMI in higher education has overgrown over the last two decades (see Coleman, 2006). "There is no doubt that English has become the standard medium of instruction in higher education in many countries, including several where the language does not yet have official status" (Crystal, 1999, p. 6).

Many tertiary institutions, including universities, are increasingly using EMI (H. Coleman, 2011; J. Coleman et al., 2018; Macaro et al., 2018). It seeks to increase the mobility of both students and faculty members to make them more competitive and employable in international settings and achieve attractive and reputable institutions. Furthermore, Macaro et al. (2018) explain that the growing phenomenon of EMI in higher education establishes clear links with institutional aspects involving perceived internationalization, foreign student attraction due to decreasing enrolment numbers of home students due to demographic changes, national cuts in higher education investment, competition between state and private sectors, and the use of English as the international language, specifically in the academic sphere.

It is now a fact that an increasing number of universities are willing to offer both undergraduate and graduate programs in English (Doiz et al., 2014). Björkman (2011) investigated the increasing use of English as a lingua Franca as a medium of instruction for higher education in continental Europe and elsewhere. The study focused on new group learners who primarily require English to communicate with speakers from other first-language backgrounds. Another study by Petzold and Berns (2000) found that English is increasingly being used as a powerful medium in education in Hungary. It has a significant impact on learning, particularly in Budapest higher education. Based on Petzold and Berns' (2000) study, university students had contact with English through current knowledge by reading texts such as professional journal articles, reference works, and textbooks.

EMI is being implemented at all higher education levels, including international and Indonesian student programs. According to Lamb et al. (2021), the requirement of standard English proficiency levels and investment in staff training, which includes appropriate educational technology, are critical factors in the spread of EMI in HEIs.

Dearden (2016) undertook a well-cited survey on the growth of EMI in 60 countries and discovered that there was a widespread phenomenon of rapid expansion of EMI and an expectation that it would continue to grow with both private and public education. In Europe, for example, there has been a significant shift from mother tongue-medium higher education courses to English-medium classes. According to Broggini and Costa (2017), almost all postgraduate programs in Scandinavia are now taught in English. Wächter and Maiworm (2014) also demonstrate that between 2007 and 2014, the growth of EMI courses

in Europe increased by 1,000 percent to accommodate an increase in the number of international students and demonstrate EMI courses. It is worth noting that the expansion of EMI in Europe is based on relatively strong foundations in terms of secondary school English language proficiency; for example, universities in Hungary require international students to have at least an upper-intermediate level of English (B2 on the CEFR or 6.0 of IELTS). It has been discovered that EMI in Denmark serves as a marker or social distinction for middle-class students with higher self-confidence in English and as a means of career advancement (Lueg & Lueg, 2015).

A similar situation concerning EMI appears to exist in the Southeast Asian region, including Malaysia, Thailand, the Philippines, Myanmar, and Vietnam, not to mention that the rise of EMI in Indonesia is already well documented (e.g., Dearden, 2016; Lamb et al., 2021; Simbolon, 2018). These Southeast Asian countries have interconnected factors, such as the increasing dominance of English in academic publications, opportunities for staff career development, and competitive global labor markets. It is worth noting that the rise of EMI in Indonesia is a boon for both content and language learning in particular and a novel and effective method of increasing English proficiency levels.

Writing

Writing is crucial for students to learn and express what they confirm. Writing is an essential skill that all language learners should cultivate (Baghbadorani & Roohani, 2014). Writing is one of the most critical skills for school students, and it also presents significant challenges to second language (L2) learners. Shofiya (2004) demonstrates that writing is the most difficult language skill to learn when learning a second language. “Writing is usually required in higher education for papers, reports, and theses, and it plays an essential role in teaching and learning” (Chien, 2012, p. 93). Clark (2014) examined “writing as a thinking tool that allows students to express themselves, understand, and share their perspectives on the world around them” (p. 6).

Writing development is necessary for university students because it has become a critical skill for their academic development. Writing is vital for knowledge production and dissemination in any disciplinary discourse (e.g., Toms, 2013; Raoofi et al., 2017). Assessing students' academic achievement in academia relies heavily on their ability to communicate their language knowledge and ideas. It assists students in completing key assignments, improving critical thinking skills, and developing cognitive performance and function (Graham & Perin, 2007). In an educational context, the ability to write in English is critical for university students to function successfully in their academic areas. Writing in English in academic circles allows students to share their research findings with global readerships and place their thoughts and research in an international outlet (Raoofi et al., 2017).

Canagarajah (2002) emphasizes the significance of organizing writing into five key features. First, writing reflects and creates reality; second, writing is a social interaction between the writer and the reader within a specific space and time. Third, writing results from a negotiation between the writer and the available resources in a given context. Fourth, writing allows writers to present ideological beliefs, express themselves, and assign value to entities through the

text. Fifth, writing is a historically dynamic process in which the ideas, struggles, conflicts, and concepts of the text are open to the comments and stances of the readers and writers.

Writing is now regarded as more than just a means of communication in academic circles (Swales, 2017). As a result, conveying meaning in written texts is critical for academic and professional success. The writing abilities of first-year college students are among the best predictors of academic success (see Dastjerdi & Samian, 2011; Geiser & Studley, 2002). Many L2 learners find writing difficult because they must make sense of and reflect on their thoughts on specific topics (Zimmerman & Risemberg, 1997). To achieve academic success, students must employ writing strategies.

As for the writing process, Peñuelas (2012) asserted that "writing deals with three main activities: planning, formulating or composing, and revising, which in the traditional understanding of writing was understood as a linear procedure, a strict 'plan-outline-write' that had little to do with the complex activities that teachers observed in the composting process of their writers, as these were much more than building grammatically correct sentences" (p. 77). Consequently, writing demonstrates students' ability to master writing techniques, so students must be aware of writing as both a process and a product (Okasha & Hamdi, 2014). According to research, compelling and successful writers use a variety of writing strategies to construct their paragraphs (Alias et al., 2012; Torrance & Thomas, 1994). It means that writers have goals and tailor their writing to each purpose and task. Students should not only be able to control and manage their writing skills, rules, and conventions, but they should also be able to apply some strategies to finalize their writing successfully.

Writing is the most difficult language skill to learn in L2 learning. Learners frequently use writing strategies to improve their writing quality and achieve academic success (Shofiya, 2004). Raoofi et al. (2017) said that writing strategies significantly develop L2 academic writing. Nonetheless, addressing academic writing strategies emerges to be difficult due to individual differences. Consequently, this paper examines English academic writing strategies used by researchers and provides a reference for writing strategy synthesis at the end of the discussion.

English academic writing (EAW)

Writing refers to a skill a language learner requires in diverse contexts for the whole of her/his life. It includes the writer's ability to compose something that can be documented and use that particular language wholesomely (Mohajeri, M. & Ketabi, 2013). To be more specific, a learner needs to convey clarity, coherence, logic, conciseness, and straight to the point. For example, L2 English students at the university level must have this skill because they are required to write academic texts, including summaries, essays, research reports, article reviews, and theses and dissertations, which are part of their assessments. A study by Gebhardt and Rodrigues (1989) reported that good writing skills support someone's academic success, whether writing up research reports, preparing research papers, or taking essay tests.

EAW significantly differs from personal writing because of its rules and practices. The word "academic" means having to do with higher education or a

career at a university (Russell & Cortes, 2012; Irvin, 2010). Biber and Gray (2016) maintain that the language of academic writing is peculiar, different from everyday speech, and different from most other registers of English. Tardy (2005) defines academic writing as a "transformation of knowledge," including readers' persuasion, significance, and credibility. Hyland (2002) explains academic writing as "an act of identity" conveying disciplinary content and a representation of the writer. For example, Hartley (2008, p.4) mentions that "some characteristics of academic writing include technical, impersonal, authoritative, humorless, and more accessible for non-native speakers to follow". Taş (2010), on the other hand, states that academic writing is not merely a linguistic process but a recognition of the social community they write for. According to Xu and Zhang (2019), academic writers must confine their writing to disciplinary norms and conventions by choosing particular discursive features. Similarly, Staples et al. (2016) imply that academic writing deals with planned and edited language and specific in a concise format. Hence, academic writing is a process in which ideas are organized by specific rules to convey a writer's representation of disciplinary contents.

In the case of academic success, students at the university level may be required to submit writing assignments. Al-Zubaidi (2012) indicates that academic writing at the university level is relevant to students' success. Wilson and Glazier (2011) also specify that successful foreign language learners in English writing will have better chances and benefits in their life-long careers. It indicates that writing is an essential skill student require in their academic lives. Irvin (2010) points out that students who produced a successful piece of writing depended mainly upon their writing tasks, including an essay, thesis, or dissertation. On the other hand, Paltridge and Starfield (2007) evince that thesis writing is a challenging process, especially for L2 English students, due to limited language proficiency in critical thinking, genre, and social knowledge.

Method

This paragraph concentrates on empirical research's methodology. The background of the analysis and research participants is provided in this first section. Indonesian graduate students enrolled in Hungarian higher education where the conducted interview section is listed in this part. The second section details the data collection method, and the third section defines the procedures for data analysis.

Context of the study and participants

This study, conducted in Hungarian higher education, addresses the consequences and benefits of EAW experienced in three different universities by four Indonesian MA and MSc students enrolled in the Faculty of Social Sciences. These students are expected to write essays for their university studies program. They signed their master's degree program in 2019 by being awarded the Hungarian government's Stipendium Hungaricum scholarship (see Stipendium Hungaricum Programme Operational Regulations, 2021). International relations, social integration, and regional economic and environmental studies are among the students participating in this research. The selection of participating students in this pilot study is based on Hungary's Indonesian Student Association database.

Data collection method

The present study's data collection is based on a semi-structured interview. The interview's questions consist of students' academic background, English as a Medium of Instruction (EMI), essay assignments, self-consciousness about English academic writing, and attitudes to English academic writing. The interview took approximately thirty minutes.

Data collection procedures

There are several procedures for collecting the data. First, we contacted the Indonesian Student Association's representative in Hungary. Second, they chose participants from their database, including their faculty and the university. Then, we presented to the participants a proposal to participate in this pilot project and made an interview schedule for the students who approved the proposal. Interviews were the last stage in this data collection and were conducted in the L1.

Data analysis

The first step was listening to the captured audio to analyze the data. The next phase was transcribing the audio file using a demonstration of the Web speech API. API is a speech analysis web application designed for transforming speech into text (Adorf, 2013). The text extracts were subsequently translated into English, coded, and categorized into the topics chosen.

Findings and Discussion

The relevant empirical study demonstrates that EAWI outcomes and decisions are pertinent to Indonesian graduate students in Hungarian higher education. Based on data findings, two claims involving intended consequences and decisions have been made. The intended consequences comprise implications of enrolling in an EAW course, potential impact, experiences, feedback, perception, and strategies for improving EAW. The decision conveys university and department regulations related to EAW and sensitivity values.

Claim 1: Intended consequences

The details for this claim comprise the benefits and consequences of EAW for Indonesian graduate students enrolled in Hungarian higher education. The following sections discuss more explanations concerning these two subjects.

Beneficence of EAW

This paragraph shows that EAW's beneficence helps boost students' writing and studies. The following excerpts highlight that their knowledge of linguistic features, grammatical constructions, paragraph structures, and research methods benefit English academic writing. EAW also helps promote thesis writing for preliminary studies.

> Example 1
> *"As international students, our faculty offers the second semester of an English academic writing course. We learn so many things, like how to write an academic paper and the structure of language. How we create*

good sentences as well as supporting sentences, and how to write a reference ". (student 1)

Example 2

"In the last semester of semester two, I had the opportunity to participate in an English academic writing course. The course includes how to learn what to do to structure sentences, style of referencing, and methods of analysis. We also discuss how to construct the structure of paragraphs, including an introduction, discussion, and summary. This course helps me improve my writing and for my assignments, I receive a good score. So, for my study, academic writing is very crucial". (student 2)

As international students and L2 English speakers in Hungary, all students report the critical principle of assisting their studies in English academic writing, particularly every semester they must submit an essay for each subject. They must be willing to qualify the assignment in well-written academic English, including word choices, grammatical aspects, contents, and methods.

Example 3:

"I believe that academic writing in English is very important for my studies. Since I know that in our last studies, we need to write a thesis, academic writing will play a major role in this chapter. So, knowledge of academic writing helps develop my thesis". (student 4)

Moreover, they must write a thesis for their final studies as graduate students, which is the most formidable task. Writing a thesis is not only due to the daunting size of the texts but also because a high level of academic language is applied to the paper. Based on this instance, they conclude that EAW plays a crucial role in demonstrating their research knowledge and arguing critically and coherently about the relevance of the research findings.

Consequences of enrolling in an EAW course

It seems to consider that enrolling in EAW has some consequences, including potential effects, experience, perception, and strategies to enhance their EAW. The following paragraphs summarize these fundamental issues that outline the individual's frame of mind implications. The following sections give a rundown of these concerns, outlining the consequences for an individual's frame of mind.

Potential impacts

Some students argue that enrolling in an academic course increases their quality of writing. It discusses research methods, writing format, quotation, grammatical construction, and literature review.

Example 4:

"Each week, the teacher gives us the task of writing a paragraph in my English academic writing class. As such, to help develop our writing, the teacher gives us feedback. Generally, the task relates to grammar and

writing formats, including how an introduction or problem background can be formed". (student 1)

Example 5:
"The course includes how to learn what to do to structure sentences, style of referencing, and methods of analysis. We also discuss how to construct the structure of paragraphs, including an introduction, discussion, and summary... Our teacher also shows us how to quote someone's work by choosing a certain referencing style that is typically Harvard style, not just about those issues". (student 2)

Attendance of the EAW course also helps students obtain good marks and pass the subject accordingly for their writing assignments. Consequently, the academic writing course positively affects the grades of students. This excerpt below explains how the system helps them excel in their subjects.

Example 6:
"This course helps me improve my writing and for my assignments, I receive a good score. So, for my study, academic writing is very crucial". (student 2)

The debate about the effect of the EAW course is not limited to the above subjects, but the students are more concerned with their graduation project, which is writing a thesis. One student states that enrolling in the EAW course is the key to enhancing the quality of writing across his studies and preparing his final study project for decent-quality thesis writing.

Example 7:
"Unfortunately, my faculty does not have a single class for academic writing in English. In writing a thesis including a literature review, citation, and reference you use in your article, they simply provide us with a very short meeting to explain the basic principles during the third and fourth semesters. As a result, our knowledge of academic writing is very limited, especially when it comes to writing a thesis which is also very vital for our final research studies. I believe the English academic course will help students improve the content of their academic paper and prepare them for writing a thesis". (student 4)

Given the possible influence of the EAW course concerning their thesis writing, it contributes to a specific concern with high-stakes evaluation, which is used to make crucial decisions related to their graduate study program. Some institutions might consider a thesis as part of academic papers and a potential career.

Experience

This segment highlights experiences encountered by Indonesian graduate students while attending the EAW class. The experience involves intentional bias toward the material and technique for teaching. Student 1 notes that she is stressed

when the teacher applies traditional writing styles and sets a brief period to complete the article. Student 2 responded that she was not diverting when discussing details about language structures.

> Example 8:
> *"The teacher described very basic concepts when writing an academic paper, including sentence structures, referencing style, and other aspects, when I enrolled in the EAW subject. I do not feel like it's enjoyable in this case..." (student 2)*

> Example 9:
> *"The time given by the professor doesn't seem to be enough. In two weeks, we need to send our article. I assume my paper quality would be impacted by this short time because I have to work in a hurry, and writing is not an easy task to do". (student 1)*

Feedback

Feedback is another component of the consequences of enrolling in an English academic writing course. Feedback leads to outcomes for students to support and develop their academic writing. For some purposes, including evaluating grammatical issues and content, student 1 receives feedback from the teacher.

> Example 10:
> *"To improve our writing, the feedback provided by our teachers is helpful. We received a lot of feedback as in English academic course, including grammar, citation, and construction of logical ideas among sentences"*. (Student 1)

> Example 11:
> *"For my paper assignment, my teacher did not provide feedback. We can, however, request feedback and our professor will have special time to provide feedback. This is a face-to-face consultation given by our teacher. Instead of grammar, the feedback normally puts more emphasis on the content. The most important point is that the related elements of the subject we wrote are included in our article". (student 4)*

Some students are supervised in the paper while providing feedback. However, student 4 does not acknowledge feedback from the teacher. Except for this case, Student 4 may ask the teacher to make a face-to-face consultation appointment.

Perceptions

It seems that some Indonesian students are not secure with their academic writing as L2 English speakers compared to other students from other countries. They are under the assumption that other international students are superior in English ideally. However, they know that all L2 English speakers find considerable effort to deal with English academic writing, including all

international students enrolled in Hungarian higher education. However, they are aware that all L2 English speakers enrolled in higher education in Hungary find a considerable attempt to deal with EAW.

> Example 12:
> *"I feel confident with my class in English because I understand that other international students are also struggling with English, particularly in writing, in the same situation. I know that I feel anxious about my writing sometimes. I realized that I had received a good score after my paper was written. This means my paper isn't that bad". (student 3)*

Example 12 indicates that one of the Indonesian master's students believes that another international student enrolling in an English academic subject also challenges difficulties.

Strategies to improve EAW

All students note that they use different strategies to boost academic writing depending on the intended intention. These strategies are related to learning through the issue, such as reading as many research journals in the field as possible, increasing knowledge and experience in writing software, and collecting highly valued academic vocabulary from the class and presentations from teachers. The key features associated with their strategy are potentially crucial to knowledge-oriented systems in a particular subject.

> Example 11:
> *"I usually use Google Translate and Grammarly to enhance my writing." I always read stories from the BBC, CNN, Aljazeera, News, and Politics. They create benefits with updates and word improvement that I can use in my writing". (student 1)*

> Example 12
> *"What I can do to better my writing is to read earlier research articles on the subject I'm going to write. The more papers I read, the more I learn about new vocabulary. This method has been a way for my academic writing to develop. I also mention some new words from the teachers and the presentation of the group in the class". (student 4)*

To gain background information, find a niche in the field, and create a solid case, it seems essential to read research papers that apply to their research projects.

Claim 2: Decision

This section describes the decisions that represent the conceptually flawed effect of the university and the academic community's standard practice and values involving Indonesian master's students studying in Hungarian higher education. About their studies, especially dealing with essay assignments and thesis, the decisions are essential to the role of EAW.

University and departmental regulations linked with EAW

It seems to be noted that students studying in the Department of Regional and Environmental Economic Studies and Social Integration at three universities have undergone no EAW-related courses. They assume that their studies will be assisted by the English language criteria set by the faculty in the entrance exam. The language requirement for regional and environmental economic studies applies to TOEFL iBT min 72 or IELTS min 6.0 and a minimum oral and written language proficiency (A1-C2): C1 for the social integration program. For specific master's degree programs, the university has published the language prerequisite that students may be admitted with a B2-level command of English.

> Example 13:
> *"Our college does not provide EAW, we might be different from other universities that provide this course. Frankly speaking, this topic is very important for us. In our curriculum, we do not have this course. Since we have several practical tasks related to academic writing, they will assume we are not expected to study academic writing. As a result, this circumstance helps to enhance our writing. We need this topic because a master or doctoral student's output study deals with a thesis or dissertation that is closely linked to quality or good academic paper."(student 4)*

In comparison, students participating in the international relations program are offered the opportunity to sign up for university-provided English academic writing. They assert that the faculty's EAW course is intended to help their studies effectively deal with academic paper assignments and prepare graduate students to write their thesis. Under enrolling in academic writing courses provided by the faculty, the students own practical knowledge in academic writing. In comparison, students participating in the international relations program are offered the opportunity to sign up for university-provided English academic writing. They assert that the faculty's EAW course is intended to help their studies effectively deal with academic paper assignments and prepare graduate students to write their thesis. The students own practical expertise in academic writing because of the faculty's enrolment in academic writing courses. Examples 4 and 5 prove the faculty's decision to provide graduate students with an EAW course and the potential effects on their studies.

Values of sensitivity

Given the debate on university and departmental regulations relevant to the EAW course, each university's decision appears to be complex. The principles of these various regulations will not always be similar. For example, it is impossible to apply the same regulations to all programs because of the complexities of rules and values mandated by the university, the aim, curriculum, and resources. These considerations, however, hope to achieve beneficial consequences for L2 English academic writing, including Indonesian graduate students enrolled in the social sciences faculty in a non-native English-speaking environment.

Conclusion

The finding confirms that EAW's intended consequences cope with the benefit of increasing student's academic writing for the studies, the potential impact of enrolling in academic courses to improve the standard of writing, experiences in attending EAW classes, and feedback from teachers to evaluate grammatical constructions and contents, perception as international students in academic paper production, and strategies utilized in academic writing. On the other hand, decisions related to EAW-related University and departmental regulations and sensitivity to values are due to different factors required by the university to provide social science students with an EAW course.

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