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An Exploratory Investigation into the Graduate Supervisors' Cognitions of Academic Writing in English (AWE)

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ABSTRACT

Academic writing (AW) is a critical and complex task to achieve and may be challenging for both supervisees and supervisors. Though most prior research has focused on examining the topic of AW from the supervisee's viewpoint, the cognitions and views of the supervisors have often been neglected. Regarding the concept of AW and its relationship to research and supervision, AW proficiency, practices of AW, and suggestions for AW, the present study aimed to examine the issue from the standpoint of Turkish ELT (English Language Teaching) supervisors. Data were gathered using semi-structured interviews, and content analysis was conducted on the recorded information. AW remains somewhat difficult for both supervisors and their supervisees, according to the findings of the content analysis. The findings of the study revealed that English academic writing conventions and norms were relatively unknown to most of the Turkish graduate-level supervisees. The workload of the supervisors was also assumed to be one of the major impediments that negatively affected their capacity to motivate and guide their graduate students. The supervisory process was suggested to provide supervisees with earlier explicit instruction, guidance, and corrective feedback. Additionally, the supervisors proposed that the supervisees' evaluative reading of the prior research, might contribute to the criticality of their academic texts.

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Writing quality academic reports is the last but critical step in making research outputs presentable, acceptable, and accessible. It is mostly regarded as a key performance indicator for supervisors and supervisees but also departments, faculties, and institutions in higher education (Jusslin & Widlund, 2021). Hence, gaining insights into academic writing (henceforth AW) is a sine qua non for both supervisor and supervisee academic development and thereby the quality of supervision (Tremblay-Wragg et al., 2021; Wilkins et al., 2021; Yuvayapan & Bilginer, 2020). As a significant component of higher education, graduate supervision entails the responsibility of offering counsel and assistance to supervisees on the "3Ws of

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academic publishing”, namely “what to publish, when to publish, and where to publish” (Wilkins et al., 2021, p. 14). In this regard, supervisors’ insights and their collaborative support for supervisees and even colleagues in terms of AW open the door to a community of practice incorporating novice researchers into academia (Toprak & Yücel, 2020). However, little attention has been paid to supervisors’ viewpoints about the significance and development of AW in the supervisory process.

AW, besides being a major component for effective research reporting, functions as a benchmark for socio-academic contexts where students, researchers, and faculty and institution members interconnectedly work to be members of academia. In this regard, the aim is not only to raise academic achievements but also to explore and then reveal more contributions to humanity and the world culture (Almatarneh et al., 2018; Gupta et al., 2022; Irvin, 2010; Tas, 2010; Toprak & Yücel, 2020). Therefore, AW is also a common language of science that offers to understand sociocultural and scientific discourses (Alfehaid, 2017; Gupta et al., 2022; Işık-Taş, 2010). Based on this common frame, it is critical for the academic, personal, and professional growth of both supervisors and their supervisees to carry out successful research investigations and to report the findings to make a scientific contribution. However, writing reports involves some challenges even for participants of ESL (English as a second language) and EFL (English as a foreign language) graduate supervision.

Relevant research has shown that the major obstacles in writing academic papers involve limited proficiency in academic English (Bitchener & Basturkmen, 2006), differences in educational and cultural norms, ineffective writing instruction for second language learners (Eldaba & Isbell, 2018), unfamiliarity with the Anglo-American academic language conventions and norms, having limited access to prestigious journals, textual and citation problems (Tang, 2013), academics’ lack of expertise and experience in AW, limited writing instructions in first and second languages, lexical, grammatical, and discursive difficulties (Yağız & Yiğiter, 2012). Research has also underlined that a collaborative nature where supervisors, supervisees, and institutions work in coordination helps EFL/ESL graduate students to mitigate the challenging aspects of writing academic reports (Alfehaid, 2017; Gupta et al., 2022; Juslin & Widlund, 2021; Mehar Singh, 2019; Yağız, 2009).

Although the literature has some studies that shed light on the nature and scope of academic writing in English (henceforth AWE) during supervision, most of these studies considered the issue from the supervisee’s perspective. However, as Lokhtina et al. (2022) stressed, supervisors’ writing experiences and rhetorical strategies differ from students’, and their perceptions may change their writing styles. Further, AW covers an extensive world for academics where specific dynamics and strategic decisions linking them with other research and researchers are available (Lokhtina et al., 2022). With this in mind, different from most previous research, this study specifically focuses on AW and its relation with ELT graduate supervision by considering the supervisor’s viewpoint. Besides, this viewpoint is expected to contribute to the supervisor’s development as an under-researched area (González-Ocampo & Castellá, 2018; Lee, 2018), as it also comprises supervisors’ self-evaluation of their AWE proficiency regarding their strengths and weaknesses in AW.

2. Literature Review

2.1. Graduate supervision and AWE

As a community of practice (Snyder & Wenger, 2010; Wenger, 2010), academic supervision is a reciprocally constructed context where specific notions and competencies are individually obtained and jointly used to learn from each other and to reach practical solutions (Manyike, 2017). Therefore, it is significant for professional development since it encompasses a supervision journey starting from private to continuing communal goals in terms of sharing and discussing academic practices such as AW

(Esfandiari et al., 2022; Huet & Casanova, 2021). Besides, supervision, especially for modern doctorate studies, requires re-and co-constructing knowledge to improve a deeper and novice insight into research (Kaur et al., 2022). That is, the transformation of the researcher's identity from being a student to a scholar in a specific research area builds the basic premise of supervision (Kaur et al., 2022). Supervisors thus play a pivotal role in supervisees' academic perspective and understanding of the main aspects of academia through collaborative and communal practices such as producing quality scholarly texts through awareness of AW (Lokhtina et al., 2022).

Lee and Murray (2015) explain the role of supervisors in supervisees' AW in terms of their five-categorical framework. These categories are functional (i.e., based on supervisee projects), enculturation (i.e., supporting supervisees to incorporate into the academic community), critical thinking (i.e., supporting supervisees to question and self-evaluate), emancipation (i.e., supporting supervisees' self-efficacy), and developing a quality relationship (i.e., motivating and caring student to interact) (Lee & Murray, 2015, p.561). As their framework stressed, the linear stages (e.g., brainstorming, drafting, editing, revising) of academic writing can be conceptually shaped and meaningfully comprehended through the supervisor's critical and supportive role sustaining both supervisor and supervisee development. They also state that attempting to comprehend the major aspects and challenges of AW in higher education processes is directly associated with understanding the supervisors' perspectives and practices (Lee & Murray, 2015).

As a collaborative practice, graduate supervision determines the quality of higher graduate education (Cekiso et al., 2019; Özen & Altunbay, 2021). A favorable environment where collaborative and reciprocal understandings operate between the supervisor and the supervisee (Kaur et al., 2022; Lee, 2018) is idealized. Effective supervision minimizes the challenging aspects of academia (Bahtilla, 2022; Calle-Arango & Reyes, 2022), and maximizes academic productivity (Tlali et al., 2022). Besides its impact on professional development, effective supervision including insights and feedback for more effective writing promotes psychological well-being covering self-reflection (Tlali et al., 2022), self-efficacy and confidence (Meydan, 2021), and social well-being (Pyhältö et al., 2012). In this regard, increasing attention has been given to the role of the supervisor's cognition (i.e., supervisor's personal and professional qualifications, specific interests, beliefs, and attitudes) on the supervisee's academic development (Tutar et al., 2021). Supervisors' cognitive (Armstrong, 2004), personal, behavioral, and experiential impacts (Alfehaid, 2017; Meydan, 2019; Vähämäki et al., 2021) on the quality of academic research have been stressed in recent literature.

Effective graduate supervision is also strongly linked to effective feedback. While effective feedback (Bush, 2020; Huwari et al., 2017; Zhang & Hyland, 2021; Yu & Jiang, 2022) was seen as significant for both supervision and quality report writing, the lack of supportive feedback was as problematic for L2 (second language) graduate students' thinking, devising, and writing academically (Al-Shboul & Huwari, 2015; Esfandiari et al., 2022). Time and resource constraints, the inefficiency of L2 AW courses, supervisors' inadequate expertise in AW (Esfendiari et al., 2022), limited guidance and instructions, and insufficient knowledge of specific aspects of AW such as citing were the other possible challenging points graduate supervision may face (Jomaa & Bidin, 2017). From this perspective, one might agree that the supportive and collaborative nature of graduate supervision may help supervisors and supervisees overcome possible challenges of AWE and the process of academic reporting.

Specifically, AW stands as a big concern for Turkish graduate supervision (Toprak, 2022). To illustrate, Toprak and Yücel's (2020) review study investigated 600 master's and doctoral theses in the Turkish context and concluded that the inadequate awareness of AW negatively influences the quality of Turkish higher education, ethical considerations including plagiarism and originality, the perception of AW, and the importance given to AW by the whole stakeholders. Higher ranks of plagiarism and similarity, supervisors' shallow AW perspective, and textual and mechanical problems were the other concerns of Turkish academia (Toprak, 2022). Likewise, Karagöl's (2018) investigation of 120 educational theses showed

that those academic reports lacked mechanical and meaningful appropriateness regarding AW. As one of the rare studies investigating the issue from the supervisor's perspective, Akkaya and Aydın (2018) also found that formality, spelling, punctuation, scientific style, and lack of critical literature review were the problematic points in Turkish academics' reports.

More specifically, as a major EFL context, writing in English for academic purposes is relatively challenging for Turkish students and academics, as it requires a strong linguistic background and awareness of the academic genre (Fitria, 2022; Geçikli, 2013; Sükan & Mohammadzadeh, 2022; Yağız & Yiğiter, 2016). This awareness is significant for the improvement of AW skills and productivity, and productivity is associated with the supervisors' research competence, their attitudes toward supervisees, and their capability of supervision (Maviş Sevim & Emmioğlu Sarıkaya, 2020). In this regard, academic English literacy is another major concern for Turkish academics and students; it requires better use of English as the common language of the academy to write clear thesis statements, reveal clear and persuasive ideas, and conclude with an effective part (Durmuşoğlu Köse et al., 2019). Knowing the conventions and norms of AW and specifically being aware of how to express their stance by designing a catchy metadiscourse need improvement for Turkish ELT supervisors and supervisees (Yuvayapan & Yükselir, 2020). Even though Turkish ELT students have positive attitudes toward AWE (Aydoğdu, 2020), they face several difficulties including paraphrasing, referencing, using accurate language, expressing stance, and rightly using cohesive and coherent aspects (Mohammad Alnijres, 2018). Therefore, research shows that higher education institutions should provide supervisors and supervisees with support to promote their AWE (Akcaoğlu, 2011; Aydın & Baysan, 2018).

The lack of adequate proficiency in English, inadequate training in AW, and lack of expertise negatively impact the quality of Turkish graduate education and therefore of reporting (Kaya, 2021). At this point, the literature presents some valuable implications for providing practical solutions for this problematic area. Explicit instruction and practice of AW in undergraduate education (Sağlamel & Kayaoğlu, 2015; Yağız, 2019), and more supportive and collaborative supervision (Altınmakas & Bayyurt, 2019; Çelik, 2020; Tikiz-Ertürk & Ozturk, 2022; Yuvayapan & Bilginer, 2020) may enhance both supervisors' and supervisees' AW development.

Given the relevant literature, two major implications comprise the current study's design and scope. First, the awareness of academic genre and writing requires further investigation, as it is a big concern that impacts the quality of higher education (Karagöl, 2018; Toprak & Yücel, 2020). The literature presents valuable findings for the solution of this problem; however, very little research sees the issue from the supervisor's lens which might reveal further implications (Lokhtina et al., 2022). Second, AWE is challenging for Turkish EFL students, which requires more attention to AWE (Yağız, 2019) and a more collaborative atmosphere for graduate supervision (Altınmakas & Bayyurt, 2019; Çelik, 2020). However, the relevant literature is limited regarding the issue of AW and its relation to ELT graduate supervision from the supervisor's perspective. On this basis, the present study aims to fill in these gaps by presenting a further and more analytical perspective that sees the issue of AWE in ELT graduate supervision from supervisors' self-evaluative and reflective views. Their critical evaluation including both their and their supervisees' strengths and weaknesses of AWE is also expected to support further research on supervisor development as a rarely investigated field.

2.2. *The Present study*

The study aimed to address the following questions to understand and reveal Turkish ELT academics' awareness and priorities of AW and English AW conventions, norms, and their recommendations to improve their students' writer identities:

- a) How do Turkish ELT supervisors perceive AW and its relation to research and supervision?

- b) How do Turkish ELT supervisors perceive their own and supervisees’ AW proficiency in terms of strengths and weaknesses?
- c) What are Turkish ELT supervisors’ specific implementations and recommendations of AW during supervision?

3. Method

3.1 Research design

This study was exploratory and interpretative in nature. The qualitative rationale behind this study was the need for further and deeper investigation of Turkish ELT academics’ awareness of AW. According to Merriam and Grenier (2019), qualitative research, as “the search for meaning and understanding”, primarily seeks to comprehend human experiences and perceptions through an in-depth and ongoing investigation made by researchers whose goal is to extend their understanding and exploration (p.17). With this in mind, the study embraced a qualitative case design in which a specific case, the ELT department in this study, was examined in detail.

3.2. Participants

The participants of this study were eight Turkish academics who were engaged in master's and doctoral-level graduate supervision and conducted research in the field of ELT. Regarding the aspects of convenient sampling, the participants were reached by phone calls and after the study’s scope was explained, they voluntarily accepted to be interviewed. With the aim of obtaining descriptive data, the first question of the interview comprised demographic information covering supervision experience, the number of current and completed supervision, the amount of workload spent for supervision, the supervisors’ experience of AW, and their programs’ content related to AW. Table 1 demonstrates the demographic data about the sample. To sustain reliability, participants’ names were coded as S1, S2, S3, and so on; S was the initial letter of the word “supervisor”. There were five female (S1, S2, S3, S6, and S8) and three male (S4, S5, and S7) participants in the study.

Table 1
Demographic data about the sample

Participants	Year of supervision experience	Number of completed supervision	Number of current graduate supervisees	Workload spent for supervision (weekly)	Teaching experience in AW	Program Facilities for AW
S1	5 years	3	16	16 hours a week	One term (the course of reporting and citation management)	AW course
S2	6 years	7	20	15 hours a week	One term (the course of reporting and citation management)	Courses in AW and the awareness of the academic genre
S3	10 years	2	3	One hour a week	Six terms (Courses in writing and advanced writing)	AW course

					(undergraduate level)	
S4	10 years	30	4	One hour a week	Two terms (Research Methodology)	Courses in AW, research methodology, and statistics
S5	15 years	20	20	25 hours a week	Two terms (AW)	AW course
S6	3 years	-	9	One hour a week	Four terms (AW)	AW course
S7	10 years	10	10	18 hours a week	AW	AW course
S8	10 years	4	6	Nearly 15 hours a week	-	AW course and AW center

On the one hand, Table 1 shows the participants' supervisory experiences at the graduate level, on the other hand, it displays the participants' workload and their academic responsibilities, which can influence their supervision performance. The following three quotations show their stress on the increasing workload:

S1: We are really in trouble; graduate students can choose different research topics because our field is very wide, which means many different topics we need to focus on. Therefore, too many supervisee students mean too much workload for us.

S4: Our supervision workload was more than it should be. Annual supervision provided for 10-12 supervisees is too much workload for one supervisee, I think.

S5: We allocate more than half of our workload to supervision; this is too much. If we had a smaller number of supervisees, not only our workload would decrease but also the time spent on one supervision would increase.

Their supervisory experiences seem to be adequate to evaluate their own as well as their students' cognitions of academic writing. They have taught academic writing either as a separate course or as a part of a research course in their universities. This background information also confirmed that their graduate students have undergone thesis and research article writing experiences under their supervision such as meeting the requirements of English academic language conventions and norms. Given these academic responsibilities and the number of graduate students, the participants initially highlighted the increasing demand for the graduate education that they are required to accomplish such as quality supervision despite their workload and the increasing number of graduate students under their responsibility. Scholarly language quality of the students' theses or research articles in addition to the research is one of the primary expectations that supervisors should meet.

3.3. Data collection and analysis

To collect data, semi-structured online interviews were conducted with the participants to benefit from their strengths in terms of geographical flexibility and data availability for rapport building (Merriam & Tisdell, 2016). The interview questions were defined concerning the previous studies and the research questions. In doing so, the researchers also received expert opinions for both the relevancy of the interview questions to the prerequisites of this study and the construction of categorizations for content analysis. After considering the experts' feedback, the last form including five categories with 10 questions was designed. Appendix A shows the framework and content of the interviews. The interviews were conducted through

Zoom meetings and recorded after permission was taken from each participant. The recorded meetings lasted nearly 25 minutes and a total of 203 minutes of recording was obtained. To obtain accurate data, the interviews were conducted in Turkish as the participants' first language.

To analyze data, the researchers followed a two-step procedure. In the first step, the interview recordings were transcribed via Transkriptor, a transcription program used to transcribe videos, sounds, and recordings. The program also provided the translation of the data from Turkish into English. The second step included uploading the transcribed data to MAXQDA (2020v.) software to conduct content analysis. Content analysis is regarded as a "systematic and replicable" format for analyzing documents or texts to make inferences (Bryman, 2012, p.209). With this in mind, to make the content analysis more practical, the researcher used the MAXQDA software program through which codes were defined, deep screen reading was realized, and the findings were easily presented.

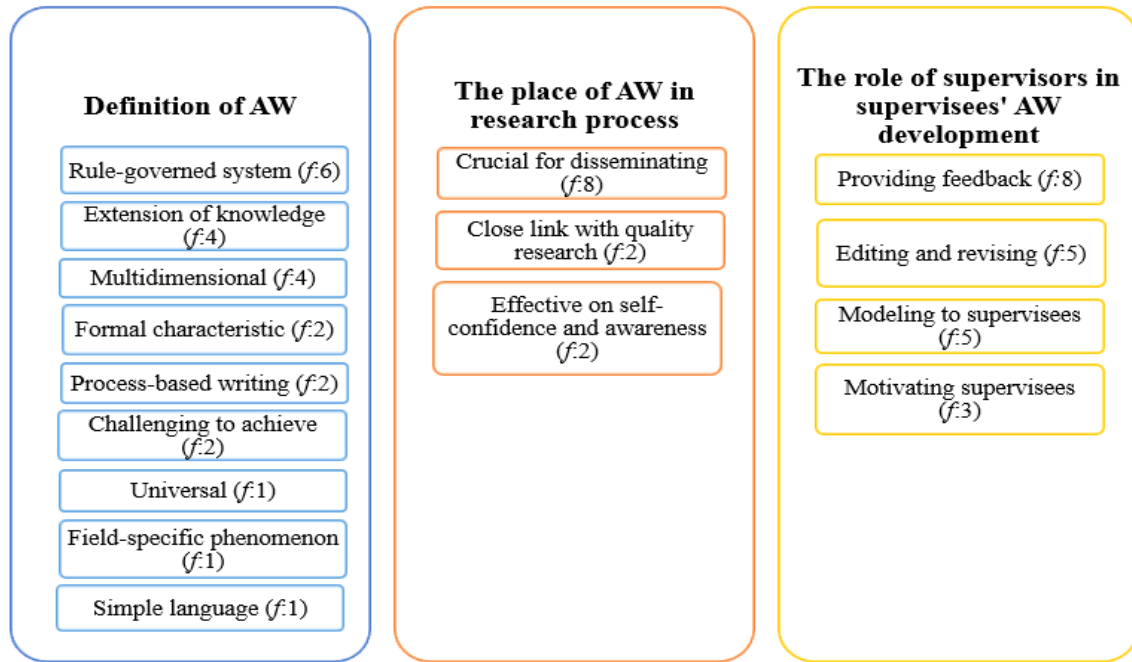
To strengthen the reliability, the following steps were taken into consideration (Merriam & Tisdell, 2016; Merriam & Grenier, 2019). Firstly, the interview questions were evaluated by means of expert opinions taken from three academics in terms of content, understandability, and language. Following the necessary revisions, the questions were posed to the participants. After completing the interviews, transcribing, and coding the data, a member-checking procedure was conducted, and the participants agreed on their responses. The transcribed data were separately coded by the researchers on MAXQDA and discussed together to reach a consensus. To support the confirmability of the results, the "raw data" (i.e., the interviewees' direct quotations) were also shared with the researchers' main findings and implications (Merriam & Grenier, 2019, p.23). Last, the findings were compared with the relevant literature.

4. Results

To comprehend the ELT supervisors' cognition of AW, the following four subcategories that were designed in line with the research questions were considered to demonstrate.

4.1. AW and research process

The first attempt was to find out how the ELT supervisors define AW and what they consider its place in the processes of research and supervision at the graduate level, which was the first category at the same time. The AW-research relation from the supervisor's perspective is presented with three categories and their codes in Figure 1.



Note: *f* means the frequency of the code.

Figure 1. AW and research process

Figure 1 shows the ELT supervisors' cognitions of academic writing at the graduate level. They defined this type of writing as rule governed phenomenon composing of certain conventions and norms. Formality was another common feature highlighted. However, they did not mention the other conventions (e.g., connectedness, hedging, avoiding wordiness, and redundancy) that differentiate academic writing from other types of writing. According to the participants, these conventions and norms made academic writing universal, which was somewhat fixed and restricted. What they also acknowledged regarding the rule-governed and disciplinary feature of writing at the graduate level was challenging. For this reason, they stated they teach academic writing as a graduate course.

S1: I think AW is a skill that needs to be improved through a systematic framework. With the help of academic reading, the process of AW can be defined, improved, and progressed to build a universal language for academia.

S6: AW is to create a field- and topic-specific text that is appropriate in terms of terminology, language, norms, and conventions used in this field.

The participants underlined the close relationship between the research and academic writing. They stated that even though researchers had important ideas or obtained significant research findings, they were required to disseminate them appropriately. In other words, writing academically strongly influences academic survival. It is not surprising that the participants were seeking to gain this awareness from their students.

S4: Our main goal in AW is to make our research presentable, therefore, AW and research are interrelated. A person whose AW is strong can obtain more achievements in academia, which both supports the research process and supervisees' self-confidence for publishing reports in prestigious journals.

S5: The higher and more successful the quality of our research is, the easier and more successful our AW will be. Therefore, AW is significant for research.

S8: AW is essential for research. It means power and capital for researchers.

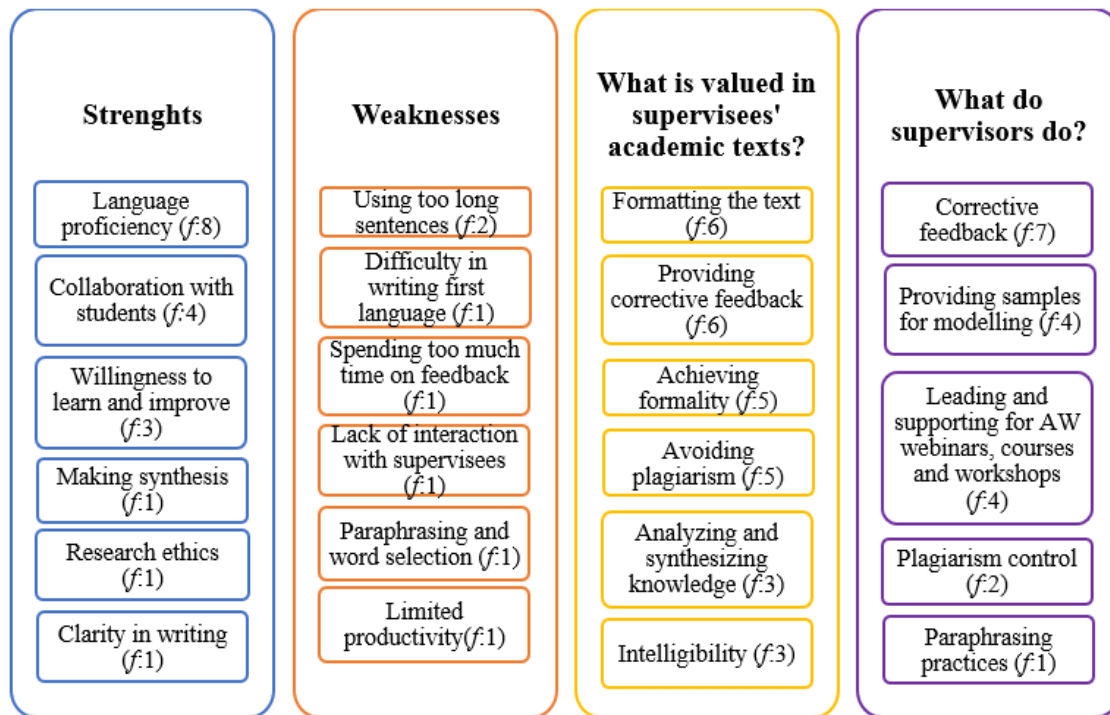
The supervisors highlighted the importance of corrective feedback and process-based writing at the graduate level. They defined their role, meanwhile, as a model and a scaffolder who motivates their supervisees.

S2: Supervisors play a vital role in supervisees' AW development. If you present good AW samples and genre to them, which we call "academic pedagogy" you help them to construct their style in a holistic perspective.

S4: It is necessary to support supervisees to be motivated to study by providing good samples and being a role model for them. For instance, I did some studies together with my supervisees, and then we made them published in prestigious journals, which was motivating and reflective for them.

5.2. Supervisor's AW proficiency

The second category was specifically about the participant supervisors' perceptions of their own AW proficiency. Figure 2 presents the coded data about their strong and weak points about AW, plus their priorities of AW that they highly considered while giving feedback during the supervision.



Note: *f* means the frequency of the code.

Figure 2. Supervisor's AW proficiency

Supervisors' perceived strengths and weaknesses were also sought to investigate. The participants had confidence in their knowledge and practices when writing academic texts. They were further open to improving themselves. Even though they complained about their workload, they were seen to make an effort to provide feedback. They were also attentive to the research and writing ethics. As for their weaknesses, accurate paraphrasing and constructing concise sentences were the two most common challenges despite their self-confident perceptions of writing. Besides, having an effect on the L2 written

product, the intervention of the first language was inevitably seen among the academics who use English as a foreign language. Limited productivity as a scholar due to workload and stressful work tempo is another perceived weakness for one of the supervisors.

S4: Social interaction has declined since the beginning of the COVID-19 pandemic, which negatively influenced our supervision. Supervisees do not want to return to the face-to-face format, therefore, we challenge to reach and contact them. Besides, you know, in Türkiye, academics; especially supervisors' workload is too much. We call administration works. They hinder our close follow-up of recent research. We do not improve ourselves. Therefore, most Turkish academics do not present the current research perspectives in ELT to their supervisees.

S5: I am also successful in considering and comprehending research and ethics. However, I see myself as weak in terms of productivity. In recent years, my productivity and contribution to our field have declined due to the workload and the number of supervisees. This is my basic weakness that I am aware of. I try to overcome this.

The interview questions sought to understand what the participants prioritized in their students' academic texts. It was surprising that the most common component was formatting and citation rules of writing such as APA citation and formatting roles. This surface-level norm was no doubt significant, and one of the institutional expectations from the supervisor and supervisee collaboration. It was also quite common that the supervisors' particular attention was on ethical issues, intelligibility, and formality when writing. What they frequently stated was providing corrective feedback. They provided corrective feedback and checked the authenticity of their supervisees' products as the primary actions throughout their supervision. However, two significant aspects of evaluative writing, namely synthesizing and analyzing ideas, attracted attention in few of the participants' statements.

The study also focused on what the ELT supervisors implemented to increase their graduate students' awareness of AW during supervision. Nearly all the supervisors highlighted the significance of giving detailed and corrective feedback for editing and revising student papers. Being a role model, controlling student papers against plagiarism, using online paraphrasing tools to teach them how to write, and leading them to attend AW courses, seminars, or webinars were other specific implementations pursued by them.

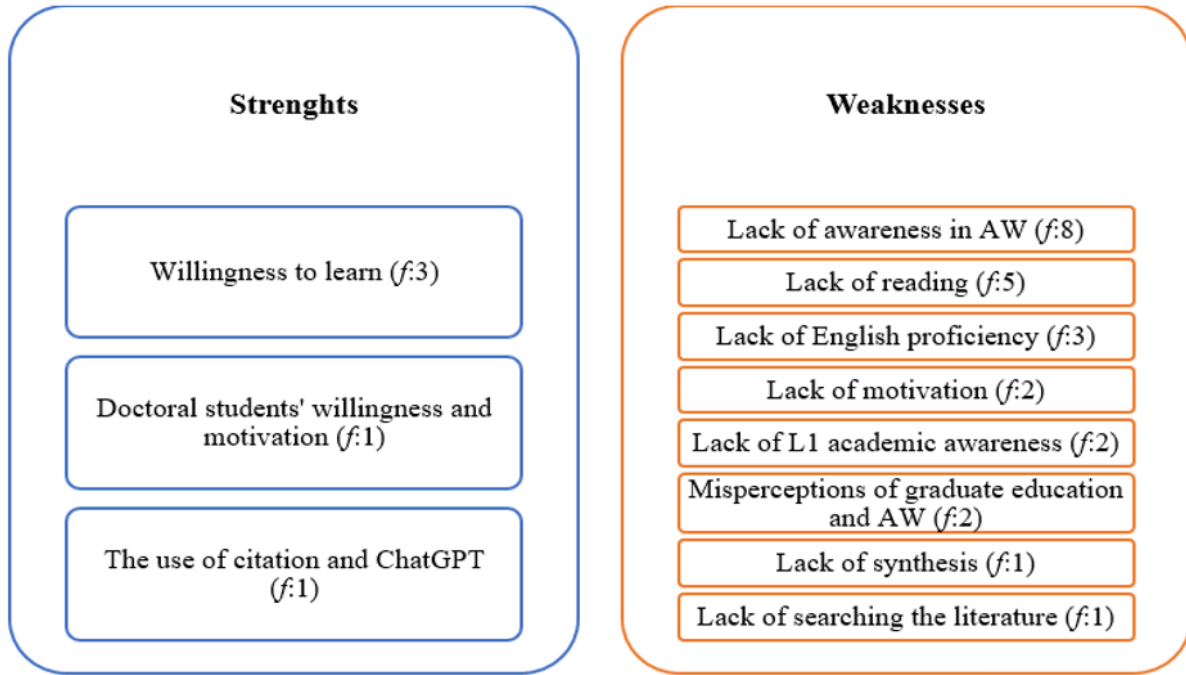
S4: I try to be a role model for my students. I try to write, analyze, and discuss together with my supervisees.

S7: I use online paraphrasing tools and support them to use these tools for enhancing their AW skills.

S8: I give detailed feedback about their papers and progress as much as possible. I also lead them to participate in workshops, seminars, webinars, and courses related to AW.

5.3. Supervisee's AW proficiency

Figure 3 shows supervisors' ideas regarding their students' English academic writing knowledge and approaches. The participant supervisors found their students' willingness to learn highly positive; they particularly perceived this awareness among the doctoral students. Their competence to format the text based on given guidelines was found satisfying, too. Their students were also found good at using technological instruments to improve and check their written texts.



Note: *f* means the frequency of the code.

Figure 3. Supervisee's AW proficiency

Doctoral students were seen as motivated enough to disseminate their studies compared to MA students. However, particularly MA students were found to have inadequate knowledge and be less aware of the conventions and norms of English academic writing. They meanwhile lacked structural knowledge of English. The supervisors also stated that MA and doctoral students often lacked when they were expected to write with an evaluative stance.

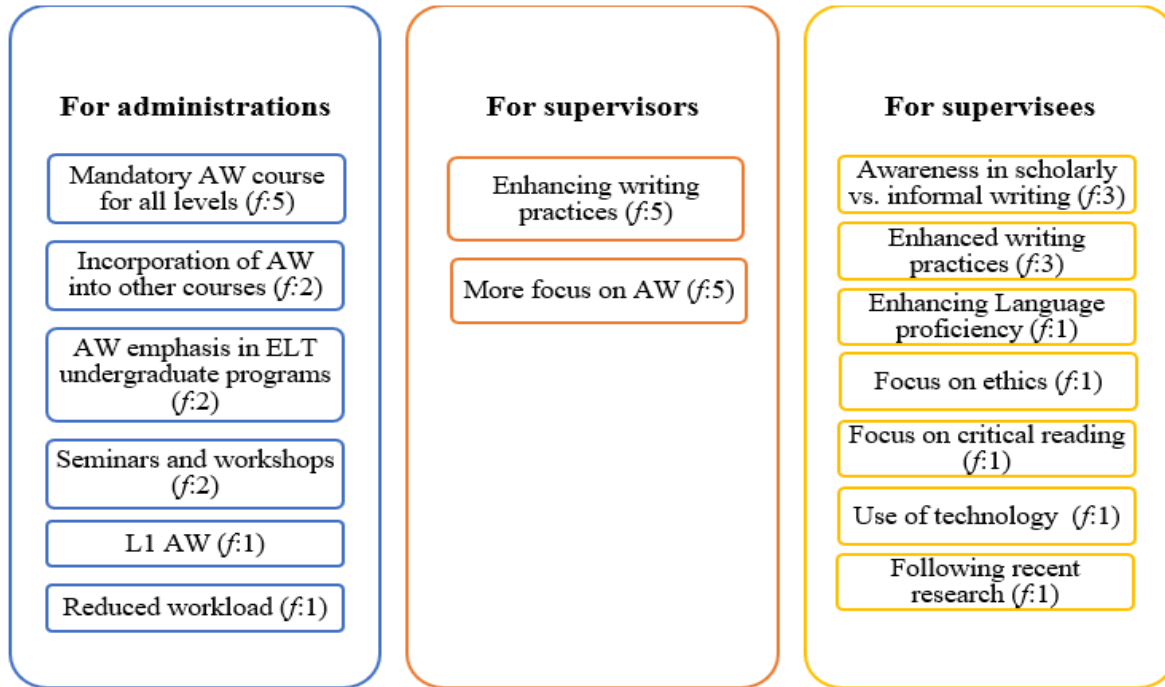
S1: The more you read, the better you can write. Our doctoral students, since they have master's experience, are better at AW. However, the others lack academic reading. They do not read and therefore cannot write well. They also lack the motivation to search and write. Besides, their English proficiency sometimes is under-expected.

S2: Our students lack AW proficiency because our education system does not provide background for their first language AW, which negatively influences English AW. They do not know how to write in the Turkish academic language. Academic reading is another problem; they do not read.

S5: They misperceive graduate education and supervision. They are not aware of their duties and do not know how to progress. Some students' perceptions are incompatible with ours. They do not spend enough time and support. We have limited contact. Their motivation is not at the desired level. They do not search the literature. I cannot say everyone is not proficient but most lack awareness of AW and how to conduct research during the supervision.

4.4. Supervisor's recommendations for AW improvement

The study also asked the supervisors how the issue of AW in Turkish higher education, and more specifically in the field of ELT can be overcome and how the supervisees can improve their AW proficiency. Figure 4 demonstrates their answers addressing the three major stakeholders of this process.



Note: *f* means the frequency of the code.

Figure 4. Supervisor's recommendations for AW improvement

For acceptable and appropriate writing at the graduate level, the participants proposed some suggestions. From an administrative perspective, useful insights were shared. The participant supervisors highlighted the importance of explicit academic writing courses, not only for MA students but also for undergraduate and doctoral students as a required course. Since the L1 may often affect L2 writers' writing tendencies, the participants suggested that the graduate students needed to be well informed about the conventions and norms of their own language, too. In this case, an enhanced cross-linguistic writing competence may be obtained. Given the importance of survival in academia, it was also suggested that it could be integrated into other relevant courses and some extracurricular activities could be held by the institutions. As for the supervisors, they stated that writing practices could be enhanced, and more feedback could be provided despite their workloads. Based on the participants' statements, supervision seemed to center around methodological accuracy and plagiarism prevention in supervisees' studies. For this reason, they seemed to acknowledge that more focus regarding the conventions and norms of academic writing needed to be given. The supervisees were also recommended to enhance their knowledge and awareness of formal vs. informal writing around which academic writing was widely described. However, the participants rarely focused on the evaluative aspect of academic writing, which was also problematic among the academics. They suggested some strategies to improve their writing performance such as making writing practices, using technology when writing, and following recent studies.

5. Discussion

This qualitative study investigated Turkish ELT supervisors' cognitions of AW in terms of their perceptions of AW and its relation with research, their own and supervisees' AW proficiencies, and their specific practices of AW improvement. The supervisors' recommendations for the improvement of AW and supervision were also focused on. Although very little was found in the current literature on the issue of

how Turkish ELT supervisors consider AW and its relation to graduate supervision, the results of the study support the previous research at some points.

Consistent with other research (Alfehaid, 2017; Gupta et al., 2022; Jusslin & Widlund, 2021) which found that AW is significant for research, academic identity, and supervision, the present findings reveal that AW is an inevitable part of research and graduate-level supervision; therefore, academic writing competence should not be regarded as a talent, but scholarly writing knowledge may be learned and strengthened. What needs to be kept in mind is that even if researchers have remarkable ideas, arguments, or significant research results, they will be worthless if not reported accurately and appropriately (Hinkel, 2004). Given that writing is a developmental process and effective for the identity development of graduate students, writing experiences, motivation, and strategies with the contribution of the supervisors may not be neglected. In other words, supervisors' writing tendencies, priorities, and tactics may influence their supervisees' writing identities and practices. For this reason, supervisors' AW cognitions need to be investigated for pedagogical purposes as well as in the field of research.

As relevant research revealed, Turkish EFL students have inadequate proficiency in academic writing (Mohammad Alnijres, 2018; Yağız & Yiğiter, 2016) and these writing difficulties are not naturally eliminated after their graduation. Besides, students should not be expected to acquire academic writing competence on their own. Therefore, investigating how supervisors support student writing, what kind of strategies they employ, and the types of feedback they provide will contribute to lessening students' challenges. However, the findings of the current study have revealed that the ELT academics did not prioritize rhetorical requirements and some of the norms that students confront in article or thesis writing. They mostly focused on the grammatical accuracy, formality, and originality of the students' texts. The supervisors highlighted their concerns about the supervisees' actual knowledge and awareness and acknowledged that they needed to support students with feedback, training, and practice despite their daily work. Despite being rare, the participants tended to go beyond merely editing their students' texts. That is, some of them were aware of the collaboration with their students, contributing to developing their voice as an author, and motivating them towards affective challenges. Among these affective challenges, motivation appeared to be the only concern that the supervisors mentioned. However, they had no idea about the relevant issues that may influence novice writers' approaches and performances such as writing anxiety, writing procrastination, and writer's block as widely experienced among novice writers. This lack of knowledge implies that supervisors should be trained about the responsibility of supervision and relevant issues that they need to be aware of. To achieve this, institutional interference is necessary to maximize supervisors' support from reducing their workloads to training as supervisors and their students. Other research studies have suggested similar solutions for these challenges (e.g., Koçyiğit, 2022; Tremblay-Wragg et al., 2021; Wilkins et al., 2021; Yuvayapan & Bilginer, 2020).

Explicit writing instruction encompassing conventions and norms of academic writing may assist both parties in managing writing genres. However, the lack of explicit academic writing instruction and expecting students to acquire academic writing skills throughout graduate education may restrict students' scholarly writing achievement. Lack of awareness of AW and misperceptions about its relation to research (Yağız & Yiğiter, 2016; Toprak & Yücel, 2020), insufficient reading and searching the literature (Karagöl, 2018), the lack of English proficiency (Kaya, 2021), and incapability to use language for knowledge synthesis and dissemination (Mohammad Alnijres, 2018) are among these common reasons.

The supervisors' evaluations and recommendations once more stressed the fact that AW is a big priority for all stakeholders in academia (Jusslin & Widlund, 2021). Furthermore, as they stressed, it is a major component of graduate-level supervision, therefore, for both supervisor and supervisee professional development, it should be more prioritized and focused (Tremblay-Wragg et al., 2021; Wilkins et al., 2021; Yuvayapan & Bilginer, 2020). With this in mind, the study revealed the supervisor's cognition covering evaluations and self-evaluations to shed light on the importance of the improvement of AW proficiency for

supervision as a community of practice (Manyike, 2017). Different from previous research, this study also focused on supervisor recommendations because the questions of how the issue of AW proficiency can be overcome and in what ways all stakeholders can contribute to more effective supervision at the graduate level can be solved when the real actors of this process reveal their insights and experiences.

Collaborative and effective supervision can provide a fertile atmosphere where writing development occurs, which will increase the quality of higher education (Cekiso et al., 2019), minimize the challenging points including AW (Bahtilla, 2022; Calle-Arango & Reyes, 2022), and raise academic productivity (Tlali et al., 2022). In this regard, the study expects to open the door to further and deeper investigations to increase the quality of supervision and therefore the quality of papers written by Turkish academics and students, as Turkish academics' AW is "alarming and worrisome" (Toprak & Yücel, 2020, p.12).

Further investigations should consider the limitations of this study. One major limitation is related to the sample; since the study has a qualitative rationale, the authors reached eight participants and the number was seen as adequate as data saturation was obtained. However, further research can involve a bigger sample including supervisees and faculty administrators to see the issue from diverse perspectives. Besides, to realize specificity, the sample only involved Turkish ELT supervisors but further studies may encompass a wide group of participants including academics from different disciplines as AW is a common problem for all academia (see Toprak & Yücel, 2020; Toprak, 2022). The other limitation is about the design; to obtain an in-depth investigation, the study was based on the qualitative rationale. Other researchers can evaluate the option of mixed-method designs to include quantitative data that can support qualitative findings to obtain more data. Finally, the study only focused on the Turkish EFL context; however, designing a cross-cultural study including other contexts may be more valuable for research as AW is a universal concern for academia.

6. Conclusion

This study has shown that AW is a major component of both the supervision and research processes, therefore, all stakeholders, namely administrators, curriculum designers, academics, supervisors, and supervisees should pay more attention to it as it is the main door to incorporate into academia. However, the literature still needs more research, particularly to understand the issue of AW from the supervisor's perspective because supervisors' writing experiences, rhetorical strategies, and perceptions may influence students' writer's identity. Therefore, further research should prioritize AW and its changing and challenging aspects for both supervisors and supervisees to increase the quality of supervision and higher education.

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Appendix (Data Collection Tool)
Semi-structured interview questions

Category	Question
Demographic data	1- What is your graduate teaching and advising experience? - How many thesis supervisees have you supervised so far? - How many graduate students do you currently have? - How much of your workload do you allocate to your graduate students? - Have you ever taught academic writing at the graduate level? - Does your program offer academic writing training and support at the graduate level?
Academic writing and research process	2- How would you define academic writing? 3- How would you define the place of academic writing in the research process? 4- In your opinion, what is the role of supervision in graduate students' academic writing development?
Supervisor's academic writing proficiency	5- How would you describe yourself in academic writing? - What are your strengths and weaknesses? 6- What do you pay attention to in the academic texts written by your students? 7- What are your special practices to increase your graduate students' awareness of academic writing?
Supervisee's academic writing proficiency	8- What are your views on your graduate students' awareness of academic writing? 9- What are the points where you find your students successful in academic writing? - What are your students' strengths and weaknesses in academic writing?
Recommendations for the improvement of academic writing	10- What can be done to improve the quality of the academic writing process in graduate education? What are your recommendations?