Voices from Within: Student Teachers' Experiences in English Academic Writing Socialization at One Indonesian Teacher Training Program

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Abstract

The purpose of this qualitative study was to examine the experiences of Indonesian student teachers in English academic writing socialization at one public university teacher-training program in Jambi, Indonesia. The theoretical framework of cultural capital was used to guide the study. The data were collected through demographic profiles and semi-structured in- depth interviews with student teachers. The constant comparative method guided the data analysis. Five salient themes that emerged in this research were (1) no writing cultural backgrounds, (1) needing long-lasting exposure and internalization, (3) lack of academic writing socialization, (4) lack of institutional supports, and (5) lack of lecturers' help due to higher power distance. The findings of this study provide evidence for policy makers and teacher educators to understand how teacher education management related to the English academic writing internalization should be improved at the program level. Policy implications and suggestions for future research are discussed.

Keywords

Indonesian Student Teachers, English Academic Writing Socialization

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Writing has become a crucial issue due to a policy made by the Indonesian Ministry of Education and Culture through the Directorate of Higher Education requiring university students including under/graduate students to write a research article on an academic journal as one of their requirements to finish their study at their home university. Some parties are for the policy, but some are against the policy. The followers of the policy have claimed that the policy would increase the number of research articles published nationally and internationally. However, the opponents of the policy claimed that the policy has not considered the negative impacts such as an increase in plagiarism since the anti-plagiarism has not been established well throughout the country.

Regardless of the debate on the policy, previous literature has indicated that writing is one of the most important skills for students at university level. Additionally, writing is deemed as a complex cognitive and motivational activity encompassing problems solving and deploying strategies to achieve communicative goals (Graham, 2010; Kurt & Atay, 2007; McLeod, 1987). Becoming a good writer requires discourse knowledge on the various aims and forms of writing and knowledge on the topics of students' compositions (Graham, 2010). Writing in English in higher education is not a single entity but rather for students, it epitomizes a multifaceted collection of interconnected abilities, processes, and relationships requiring academic socialization models of academic writing (Deane, Odendahl, Quinlan, Fowles, Welsh, & Bivens-Tatum, 2008; Gan, Humphreys, and Lyons, 2004; McLeod, 1987).

The importance of writing in English has become the focus of several previous studies (Adams, 2003; Castro, 2004; Ellis & Yuan, 2004; Erkan & Saban, 2011; Gupta & Woldemariam 2011; Johnson, 1992; Lee, 2002; Lynch & Maclean, 2000; Snellings, Van Gelderen, & De Glopper, 2004). However, even though several studies have been done

related to writing in English as a second or foreign language, studies on foreign learners' difficulties and constraints in producing a second or foreign language especially in written forms are few; particularly English education student teachers at non-English speaking universities in Indonesia.

The purpose of this qualitative study was to examine the experiences of Indonesian student teachers in English academic writing socialization at one public university teacher training program in Jambi, Indonesia. Participants in this study were required by their program to take four writing courses in English and to write a mini research paper in their final year. This research is important because research exploring the experiences of Indonesian student teachers in English academic writing, especially at non-English speaking universities in Indonesia is still rare. This study would also be an attempt to fill the gap in the literature related student teachers' difficulties and constraints in academic writing at university level and how teacher education management related to the English academic writing internalization should be improved at the program level.

The Context of the Study

In qualitative research, the report should incorporate background information of the researcher, his or her personal connections to the participants, topic being studied, and the perspectives that he or she brings to the subject (Patton, 2002). This suggests that a qualitative researcher should "explicitly identify their biases, values, and personal interest about their research topic and process" and access to the research participants (Creswell, 2002, p. 184). The first author for this study is a faculty member of the Faculty of Education, Jambi University in Jambi, Indonesia. He holds a PhD from Florida State University in Educational Leadership and Policy Studies sponsored by Fulbright. He was a postdoctoral researcher at the University of Groningen, the Netherlands. The first author also had experience and training in qualitative research by taking various courses at a graduate level, including qualitative research methods, qualitative data analysis, and research methods in education. In addition, he was a graduate research assistant for qualitative data analysis at the college of education, Florida State University. The second author is a junior teaching staff at Faculty of Education, Jambi University in Jambi, Indonesia. He holds a master's degree in English education from Padang State University in Padang, West Sumatra, Indonesia. The third author obtained his BA from English education program at Faculty of Education, Jambi University in Jambi, Indonesia.

This study was part of the authors' research project to examine the experiences of Indonesian student teachers in English academic writing socialization at one Indonesian public university teacher training program in Jambi, Indonesia. The authors' interest in exploring the experiences of Indonesian student teachers in English academic writing socialization was sparked by the fact that Indonesian student teachers at the research site were required to take four writing courses in English and to write a mini research paper in their final year. However, English is not the first language in Indonesia and as undergraduate student teachers; they seemed to have difficulties and constraints to be successful in writing courses and writing a mini research paper in their final year. We decided to do this study as an attempt to provide information for policy makers at university and faculty level to help student teachers succeed in their study.

Theoretical Framework

For this study, Bourdieu's (1986) theory of cultural capital was used as the theoretical framework. As the originator of the concept of cultural capital and one of the scholars of the

new sociology of education, Pierre Bourdieu, the French sociologist, claimed that cultural capital exists in three forms (embodied, objectified, and institutionalized). First, Bourdieu (1986) argued that cultural capital is embodied in behaviors, interaction, expression, and in the command of valued cultural knowledge. In other words, in its embodied form, cultural capital is related to capability or skill, which cannot be disconnected from its holder due to a long-lasting disposition. Second, Bourdieu (1986) argued that in an objectified form, cultural capital is related to cultural things such as museums, libraries, monuments, historical sites, university syllabi and texts. Finally, in an institutionalized form, cultural capital is related to academic qualifications in the forms of credentials, which are obtained through training in a specific period of time.

Bourdieu's (1986) cultural capital theory refers to a set of linguistic and cultural competencies of the dominant classes. In current societies with a system of formal education, the culture of the upper and middle-classes may be transferred and passed through the educational system (e.g., curriculum, teaching methods, teachers, and facilities of the schools). To obtain cultural capital, a student must have the ability to receive and internalize it. More specifically, Bourdieu (1986) looked at cultural capital asa set of values and nonfinancial resources such as the ability to talk, to act, and to think in particular ways and knowledge of music, art, and literature that are passed on from one generation to the next generation, binding the members of a cultural group together, and separating them from the members of other cultural groups (Sadovnik, 2007). Bourdieu argued that, besides, economic factors, "cultural habits and…dispositions inherited from" the family are fundamentally important to school or university success (Bourdieu & Passeron 1979, p. 14). For Bourdieu, the concept of cultural capital is essential in recognizing the spread of discrimination or inequalities and in recognizing how schooling or university is "part of a symbolic process of cultural and social reproduction" (Sadovnik, 2007, p. 11). Although schools or universities are an apolitical and neutral forum, they actually favor the dominant groups through their symbolic representations of cultural domination (Sadovnik, 2007). Schools or universities reproduce a certain outlook that is typical of dominant groups' backgrounds. However, schools or universities that favor the dominant groups' backgrounds will prevent the non-dominant groups including working class groups and lower groups from taking advantage of educational system (e.g., curriculum, teaching methods, teachers, and facilities of the schools).

Academic success is likely a multidimensional phenomenon that is influenced by cultural backgrounds (beliefs, values, and norms), family backgrounds (socioeconomic status, parental education), linguistic ability (English proficiency), academic ability, and academic policies (supporting programs). To determine the success of Indonesian student teachers in academic writing in English and to distinguish among the background variables of students, the cultural capital theory may offer a useful lens in highlighting the role of culture in their academic writing success. More specifically, from the perspectives of Bourdieu's (1986) cultural capital theory, the academic writing success of Indonesian student teachers in this study might be influenced by their ability to receive and internalize competencies in academic writing in English. Although they are required to take four writing courses in English and write a mini research paper in their final year as part of the academic writing socialization, their success could not be disconnected from many factors including their beliefs, values, norms, English proficiency, academic ability, curriculum, teaching methods, teachers, and facilities of the program.

Methods

For this study, we adopted a qualitative case study approach (Creswell, 2007; Johnson & Christensen, 2008; Merriam, 1998; Patton, 1990) to examine the experiences and voices of Indonesian student teachers' constraints and strategies related to academic writing in English at one English department public university in Jambi, Indonesia as he quantitative traditions of research such as surveys may not give in-depth information to achieve the purpose of this study. Johnson and Christensen (2008), Creswell (2007), and Merriam (1998) stated that case study research involves the study of an issue explored through one or more cases within a bound system. Moreover, Merriam (1998) wrote that a qualitative case study was an intensive and holistic description, explanation, and analysis of "a bounded system" (p. 27) or phenomenon such as a person, a program, an institution, a process, a social unit, a group, and a policy. For Creswell (1998), the bounded system can be restricted by time and place and the case can be a program, an activity, or individuals. In this study, we focused on exploring the experiences of Indonesian student teachers in English academic writing socialization at one Indonesian public university teacher training program in Jambi, Indonesia.

Research Site and Sampling Procedures

We conducted our current research at one Indonesian public university teacher training program in Jambi, the southern part of the Sumatra Island, Indonesia that has more than 600 students in the department. As English student teachers, participants in this study were required by their program to take four writing courses in English and to write a mini research paper in their final year. We obtained permission from the English language program chair and the dean of faculty of education. The names of people, places, and research site were concealed through the use of pseudonyms in order to protect the rights of participants. In this study, a purposeful sampling with a convenience case strategy was used. Creswell (2007) wrote, "convenience cases, which represent sites or individuals from which researcher can access and easily collect data" (p. 126). At the beginning, we planned to recruit 25-30 student teachers, however, only eleven student teachers voluntarily agreed to participate in the study. Six participants were male (Amin, Amar, Damar,Widodo, Bori, and Hendi) and five were female (Santi, Tina, Leni, Resti, and Fania). All of them majored in English education program and in their last year.

Table 1. Participants' background information

No.	Names	Gender	Age	Major	Current Status
1.	Amin	Male	21	English education program	BA/the last year
2.	Amar	Male	21	English education program	BA/the last year
3.	Damar	Male	21	English education program	BA/the last year
4.	Widodo	Male	21	English education program	BA/the last year
5.	Bori	Male	21	English education program	BA/the last year
6.	Hendi	Male	22	English education program	BA/the last year
7.	Santi	Female	21	English education program	BA/the last year
8.	Tina	Female	21	English education program	BA/the last year
9.	Leni	Female	22	English education program	BA/the last year
10.	Resti	Female	21	English education program	BA/the last year
11.	Fania	Female	21	English education program	BA/the last year

Data Collection

The primary data for our study were collected through a semi-structured interview, which was conducted individually with each student teacher for approximately one hour at a location of the student's choice over a six-month period in 2013 (July to December 2013) with all participants. Additionally, the face-to-face interview for every participant did not take place once. It depended on the participants' time and willingness. During the interview, we began asking participants to talk about their experiences related to academic writing in English. For example, we asked, "What do you think about the four writing courses in English during your program?" We, then, asked them more specific questions related to our research inquiry, including their academic writing constraints, sources of the constraints or difficulties, and their strategies to overcome their difficulties and constraints. Each student teacher was given an option to answer interview questions in either Indonesian or in English. All student teachers elected to use English. As a result, any grammatical errors might appear in the excerpts. The interviews were conducted in English, audio-taped, and directly transcribed verbatim. The second interview was also conducted because participants were willing to share and add their experiences in our study. The second interview lasted approximately one hour for each participant at a location of the participant's choice. Additionally, to support the interview data, we also used a demographic background survey to obtain participants' backgrounds including age, gender, semester, and others.

Data Analysis

For the analysis of the data, we analyzed the demographic data descriptively while the interview data were transcribed individually and then analyzed by using the constant comparative method developed by Glaser and Strauss (1967). All the transcripts among the eleven participants were analyzed and compared to search similarities and differences. The transcripts were reread line-by-line in order to find regularities and emerging themes and sub-themes among the data. Once all the interview data were coded and analyzed, we started to identify how themes and sub-themes help us to explain our research questions. During this process, we also removed or reduced overlapping and repetitive data. In this study, we used pattern coding to find mostly repetitive patterns of statements and consistencies among participants. This approach was chosen as it helped us to find patterns and regularity of participants' talks and statements.

Trustworthiness

To ensure the credibility of the inquiry or the "trustworthiness" (Lincoln & Guba 1985, p. 300) of our study, we conducted individual interviews lasting approximately one hour and to verify the accuracy of the data, findings, and interpretations (Creswell, 2007; Johnson & Christensen, 2008). We checked not only with the eleven participants but also with our colleagues that served as member checking. For example, we returned the transcribed interview data, findings, and final report to each participant. This approached was chosen to ensure that each participant agreed with the data that we used from them. All participants allowed us to use the data in our research.

Findings

The purpose of this qualitative study was to examine the experiences of Indonesian student teachers in English academic writing socialization at one Indonesian public university

teacher-training program, Jambi, Indonesia. Through the constant comparative method developed by Glaser and Strauss (1967), five salient themes that emerged in this research were

1) no English writing in cultural backgrounds,
2) needing long-lasting exposure and internalization,
3) lack of academic writing socialization,
4) lack of institutional supports, and
5) lack of lecturers' help due to higher power distance (see Table 2)

Table 2. Themes of the experiences of Indonesian student teachers in English academic writing

- No English writing in cultural backgrounds: Difficulties in producing and developing ideas
- Needing long-lasting exposure and internalization to different language rules: Broken English grammar
- Lack of academic writing socialization: Not well-prepared teaching methods
- Lack of institutional supports: Just friends and technological supports
- Lack of lecturers' help due to higher power distance

No English Writing in Cultural Backgrounds: Difficulties in Producing and Developing Ideas

Participants in this study came from a variety of cultural backgrounds and based on the constant comparative method among the participants, the findings of this study indicated that although participants had taken four writing courses in their education program, they reported that as student teachers of English education in Indonesian higher education, they faced a variety of difficulties and constraints related to academic writing in English due to their cultural backgrounds. In other words, although academic writing socialization through the four writing courses had been given to the participants, constraints in producing English in written forms among the participants still existed in this study. For example,

> **Santi**: I have a good idea, I have something to talk, but it is really hard to make it in a good writing…I cannot make my paragraphs coherent.
> **Leni**: It is really hard to do [writing], because I am the person who does not like to think. The problem is that it is hard for me to write in English.
> **Amar**: It is hard to produce and develop my ideas because I do not have much experience in writing in English.
> **Hendi**: I face many troubles in constructing my writing in English, I am not used to doing that… such as to combine the words to be [a] good composition.

Additionally, some other participants reported that they had no strongly cultural background knowledge in English academic writing leading them to face a variety of problems related to write paragraphs and to relate one paragraph to other paragraphs. For example,

> **Bori**: When I write sentences and paragraphs, I [find] it difficult to relate them and it makes me stuck and cannot make the text to be more relevant. I feel demotivate when I saw other students' writing and I felt that my writing was bad. Then, it makes me lazy to continue my work.
> **Damar**: It is really difficult to write many paragraphs if your [English] is not that good.
> **Tina**: I got problems in organizing the ideas…to make my ideas coherent, cohesive, and grammatical. Actually my grammar is awful.

The participants' statements above indicated that their cultural background knowledge in English academic writing had influenced their ability to produce and develop their ideas into good sentences and paragraphs although they had taken several writing courses and other related courses at their program. This indicated that participants' lack of English writing in cultural backgrounds prohibited them from producing a good academic paper.

Needing Long-Lasting Exposure and Internalization to Different Language Rules: Broken English Grammar

Bourdieu (1986) argued that to acquire cultural capital (resources), a student must have the ability to receive and internalize it. In this study, participants reported that their program had tried to internalize and socialize English academic writing through their academic courses; however, they still encountered problems in the acquisition of language rules in English. This might prevent them from constructing a good sentence and paragraph in English, which is different from their mother tongue, Indonesian. For example,

> **Fania**: The problem is that it is not easy to support my paragraphs and develop the ideas. It is difficult to combine the sources with my ideas if my grammar is not good.
> **Amin**: My grammar is not good. There are many things that I do not know from grammar. I do not pay attention to grammar; I just write what is in my mind. I am afraid of expressing my English because the lecturers always talk about grammar and grammar, it makes me afraid.
> **Bori**: I am not really good at grammar. So, I cannot write my ideas or topics fluently.
> **Santi**: I think I'm bad in grammar you know…my grammar is so bad, my paragraphs become incoherent.
> **Widodo**: Grammar is my biggest problem. I do not know how to say it.
> **Resti**: This is one of my problem[s] in writing, sometimes I just focus on the idea that I want to write, but sometimes I use my feeling to use grammar.

Grammar is a key to constructing good sentences in writing. The findings above indicated that although they tried to internalize the concepts of English grammar through their academic involvement in their program, participants generally reported that they had problems with English grammar, which led them to be frustrated in producing and developing ideas and topics. This kind of constraints might have demotivated them to produce a good writing.

Lack of Academic Writing Socialization: Not Well-Prepared Teaching Methods

Writing including in English is not a single unit, however, it involves abilities, processes, and relationships requiring academic socialization models of academic writing (Deane, Odendahl, Quinlan, Fowles, Welsh, & Bivens-Tatum, 2008; Jones, Turner, & Street, 2008). The participants of this study during their teacher training were required to take courses of Writing I, II, III, and IV suggesting that they were supposed to have a good foundation in writing through well-organized teaching methods and materials in academic writing. However, participants reported that they were disappointed with what they experienced during the academic writing internalization due to monotonous teaching methods. They reflected,

> **Resti**: I think some lecturers underestimate this skill [writing]. They just asked the students to write without understanding what are the goals or aims of the subject? Writing I, II, and III were disappointing… [in] Writing IV, the lecturer did not explain [teach] very well. I can say that my friends can sleep in her class. I want lecturers that guide me step by step in writing that makes me more understand about what we should do first in writing.
> **Tina**: I learnt nothing in writing I and II. I learnt some in writing III. I know how to make an outline, etc. We only got a task to write 100 words and 200 words without feedback from the lecturer in writing I and III. It looks like the lecturer not ready yet to teach us.
> **Bori**: Writing class, I think writing class in university is a kind of repetition.
> Amin: If a student gives his or her product of writing please appreciate it. After that, give us strategies on how to write, not a classic strategy. Then, help us to find the reference with a sample.

Additionally, other participants of this study reported that lecturers who taught the writing courses did not create interesting writing classes. The classes were boring and let them lose their concentration on writing classes. They reflected,

> **Hendi**: The lecturers have to use fun ways to give comprehensible input for students. If the lecturers still use the same ways, I believe that the students will not write properly. The way of teaching is not good.
> **Bori**: I think for a lecturer if you want to make a writing class good, I think a lecturer should make writing activity not bored.

The data indicated that writing I, II, III, and IV were not taught well. As a result, their academic writing socialization did not provide them with strong foundations for producing good sentences and paragraphs, which finally facilitates them to write a research paper.

Lack of Institutional Supports: Just Friends and Technological Supports

One of the crucial themes was lack of institutional supports. Participants perceived that their institution, particularly their faculty and department contributed no supports to help them out of the academic writing challenges. They reported that although their university through their department's curriculum required them to have the ability to write a research paper, supports were absent. Nevertheless, participants learned together with their classmates to overcome their academic writing problems. They thought that their friends understood more about their problems on academic writing process. They reflected,

> **Fania**: I discussed with my friends as it is not only my problem in writing, but also my friends.
> **Bori**: I pushed myself to think hard, I [also] asked other students, and they also share something to me.
> **Santi**: I ask them teach me on how to write good academic writing.

Also, other participants reported that the advancement of technology helped them when they had problems in academic writing. They used internet to find good research articles and learned directly from the articles on how to make good sentences and paragraph. For example,

> **Hendi**: Sometimes, I try to download many research articles from internet and I learn from them on how to construct a good sentence and paragraph.
> **Bori**: If my writing is irrelevant, I will search again. I browse again. I belong to a person who maximizes the function of IT.
> **Leni**: I search from many sources and then learn from them.

The examples of excerpts above describe participants' feelings and thoughts that although their institution did not provide them with enough supports in terms of facility of learning, they looked for supports by themselves. However, unceasing lack of institutional supports would lead them to face even more challenges in English academic writing and it was worsened by the fact that as student teachers of English education in this study had no writing cultural backgrounds.

Lack of Lecturers' Help Due to Higher Power Distance

Previous literature has indicated that the power distance (PDI) is "a characteristic of a culture that defines the extent to which the less powerful persons in a society accept inequality in power and consider it as normal" (Hofstede, 1986, p. 307). The power distance (PDI) score of Indonesia was 78, suggesting that the high power distance (PDI) in Indonesia indicated that there was a high level of inequality of power and wealth within the society, but accepted by the society as part of their culture (Hofstede, 1986) including in higher education, government, organizations, and even within families. In this study, participants reported that due to higher power distance culture in Indonesia, they were afraid of discussing their challenges in English academic writing. For example,

> **Fania**: I just hope they [lecturers] learn how to interact to the students, because every student is different. Lecturers need to understand us.
> **Amin**: If they want to teach us, every task given should be given feedbacks to the students. Moreover, the student like me, they should pay more attention. I only consult when my lecturer ask about it.
> **Tina**: Writing is difficult and lecturers are difficult to ask for discussing due to our culture. So, it becomes worse in academic writing.

The data indicated that higher power distance accepted by the Indonesian society as part of their culture happened in Indonesian higher education had made a gap between lecturers and participants inside and outside the classroom. Although all participants were asked about the gap due to the culture, several of them were reticent to share their feelings and thoughts.

Discussion and Policy Implications on Teacher Education Management

The purpose of this qualitative study, within Bourdieu's (1986) cultural capital theory, was to examine the experiences of student teachers in English academic writing socialization at one Indonesian public university teacher training program in Jambi, Indonesia. In this study, the experiences of Indonesian student teachers were described and interpreted from participants' personal reflections and perspectives. The findings of this study shed light on our understanding of difficulties and constraints encountered by English education student teachers at a non-English speaking university in Indonesia in producing academic writing. In addition, the findings of this study described what aspects of the English education student teachers' academic writing experiences were ignored. However, although a number of studies (e.g., Adams, 2003; Castro, 2004; Ellis & Yuan, 2004; Erkan & Saban, 2011; Gupta &

Woldemariam 2011; Johnson, 1992; Lee, 2002; Lynch & Maclean, 2000; Snellings, Van Gelderen, & De Glopper, 2004) have been done related to writing in English as a second or foreign language, research on the experiences of the Indonesian student teachers in English academic writing seems to be understudied, especially from the perspectives of cultural capital (resources) theory. Using cultural capital (resources) theory as a lens, we found five salient themes including

1) no English writing in cultural backgrounds: difficulties in producing and developing ideas,
2) needing long-lasting exposure and internalization to different language rules: broken English grammar,
3) lack of academic writing socialization: not well-prepared teaching methods,
4) lack of institutional supports: just friends and technological supports,
5) lack of lecturers' help due to higher power distance.

While it was not easy to decide what determinants made the participants in this study face English academic writing challenges in class though they had been taught several writing courses and what determinants contributed a greater role than others in student teachers' academic writing challenges as all of these determinants appeared to be complexly interlinked. However, through the lens of cultural capital and the constant comparative method for data analysis, we concluded that those five major themes were intertwined and influenced the success of Indonesian student teachers in English academic writing.

The findings of our study indicated that although academic writing culture and socialization through the four writing courses had been provided for the participants, they were still challenged to produce English in written forms because writing in English was not fully internalized in their life as they just received it through four writing courses, learned it in a non-English speaking country, and were taught by non-native speakers. Bourdieu (1986) in his cultural capital theory argued that to obtain cultural capital, a student must have the ability to receive and internalize it. More specifically, Bourdieu (1986) looked at cultural capital as a set of values and nonfinancial resources such as the ability to talk, to act, and to think in particular ways and knowledge that are passed on from one generation to the next generation, binding the members of a cultural group together, and separating them from the members of other cultural groups (Sadovnik, 2007). In this study, writing socialization and training through the four writing courses were not able to provide participants with experience and skills for writing well in English, suggesting that participants needed long-lasting exposure and internalization related to different language rules. Those rules would help them to be able to obtain academic writing ability in English such as the fluency, complexity, and accuracy of their written product as Ellis and Yuan (2004) in their study on 42 Chinese learners' written narratives found that students who were provided with pre-task planning could produce greater fluency and greater syntactic variety while students with no planning tasks were under pressured in terms of formulating, executing, and monitoring their written product.

With regard to teaching methods for writing course and learning process, previous studies have confirmed the importance of well-prepared writing courses, writing training and experience related to unity (the connection all ideas to a single topic), coherence (sentences and ideas are connected), logical bridges (The same idea of a topic is carried over from sentence to sentence), transitional words (e.g., however), conciseness, fluency, complexity, and accuracy. For example, Lee (2002) investigated the explicit teaching of coherence in writing for university students in Hong Kong. The findings showed that at the end of the

explicit teaching of coherence, students improved the coherence of their writing. Additionally, Lynch & Maclean (2000) reported that task treatment had positive impact on pedagogical procedure and helped learners to develop their interlanguage for different areas of skills. In a 2003 study Adams studied three types of task treatments (e.g., task repetition, noticing, and noticing plus stimulated recall session), the research findings showed that learners who participated in noticing plus stimulated recall session group were incorporating significantly more target like forms in the post-treatment output than the learners from the other groups. Also, Snellings, Van Gelderen, and De Glopper (2004) compared written productive translation task and lexical decision task in order to examine or measure written lexical retrieval. They found that written productive translation task is a reliable and valid measure for the speed of written lexical retrieval. But lexical decision task is not a reliable and valid measure for the speed of written lexical retrieval. However, in our study we found that participants as student teachers were not well-prepared in writing courses that they took during their study. Consequently, participants reported that they were disappointed with what they experienced during the academic writing internalization due to monotonous teaching methods. Under such conditions, student teachers in our study may not have ability to receive and internalize what Bourdieu and Passeron (1979) called cultural habits and dispositions from their institution, especially academic writing culture in English as Bourdieu (1986) argued that cultural capital, in its embodied form, was related to capability or skill which cannot be disconnected from its holder due to a long-lasting disposition. In our study, although our participants had taken four writing courses, it was not enough for them to be able to internalize academic writing culture in English.

Our research also revealed that student teachers were not only challenged by lack of institutional supports but also challenged by lack of lecturers' help. However, a 2011 study done by Gupta and Woldemariam (2011) indicated that students who frequently obtained early support and encouragement from significant others were found to be successful in writing. Additionally, a study by Erkan and Saban (2011) indicated that students with low-level writing apprehension (anxiety) would do better on a writing skill test than those with high-level writing apprehension in a foreign language. The findings of the two studies suggest that without extensive writing practices, training, experience, and supports from others, success in writing in English as a foreign language will be absent. In our study, lack of supports either from their institution or from their lecturers led them to face even more challenges in English academic writing and prohibit them from producing a good academic paper. So, from the perspective of cultural capital theory (Bourdieu, 1986), participants in this study should acquire embodied cultural capital to succeed in academic writing through their teacher education program as English is not their first language rather it is still a foreign language.

Implications for teacher education management, policies, practices, and programs can be drawn from the findings of this study. The findings from this study indicated that participants had no writing cultural backgrounds and needed long-lasting exposure and internalization to different language rules. As a result, they had difficulties in producing and developing ideas in their writing courses. University, faculty, and department should provide them with programs for helping student teachers receive and internalize writing practices, training, experience, and supports related to language rules, unity, coherence, logical bridges, transitional words, conciseness, fluency, complexity, and accuracy. Additionally, it takes time for student teachers to write in English as foreign language such as academic papers. University and faculty through department and lecturers should provide student teachers with assistance with writing, workshops, seminars, and conferences for helping them obtain inputs and supports from other students, lecturers, professors from other universities. Moreover, providing student teachers with writing center and writing partners for aiding them to discuss

their challenges, problems, difficulties, and feelings related to English academic writing is also important. Additionally, our finding revealed that student teachers had lack of lecturers' help due to higher power distance. Some recommendations for lecturers include,

1) taking the lead in connecting with student teachers because these students will not always turn to their lecturers or advisers and most likely will wait for a lecturers to initiate communication and
2) facilitating regular meetings with students to share perspectives and voice concerns or providing structured academic advising sessions for student teachers related to English academic writing during offices hours.

However, the findings of this study should be considered in the view of some limitations. Despite the fact this study will potentially contribute the sort of evidence necessary for providing supports for student teachers in terms of academic and non-academic programs and policies to university, faculty, department policymakers who need to facilitate student teachers' academic writing, participants may not be representative of all Indonesian student teachers. There may be differences of English academic writing experiences and challenges faced by Indonesian student teachers from one department to other departments and from one university to other universities. Future research may include a larger sample of Indonesian student teachers from different departments or universities.

Regardless of its limitations, the findings from this study contribute to our understanding of the writing training, process, and experiences of particularly Indonesian student teachers in English academic writing at one English teacher education program at one public university in Jambi, Indonesia. The findings indicated that using the cultural capital framework, this study offered in-depth insight and understanding on what Indonesian student teachers experienced during their writing courses at their home culture. The findings of our study confirmed that participants as student teachers in a non-English speaking university experienced a variety of English academic writing challenges. Their challenges in English academic writing were much likely influenced by their cultural backgrounds (beliefs, values, and norms in writing), family backgrounds (no writing culture), linguistic barriers (lack of English proficiency), academic ability, and academic policies (no institutional supporting programs). Five common processes (experiences) the Indonesian student teachers in this study seemed to go through were

1) no writing cultural backgrounds: difficulties in producing and developing ideas,
2) needing long-lasting exposure and internalization to different language rules: broken English grammar,
3) lack of academic writing socialization: not well-prepared teaching methods,
4) lack of institutional supports: just friends and technological supports,
5) lack of lecturers' help due to higher power distance.

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