



*International Journal of  
Research in Education  
and Science*

www.ijres.net

## Academic Writing Support for English as an Additional Language Graduate Students: A Literature Review

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### Article Info

### Abstract

#### *Article History*

Received:  
1 August 2025

Revised:  
20 November 2025

Accepted:  
29 December 2025

Published:  
1 March 2026

As the number of English as an Additional Language (EAL) students continues to rise, it is imperative for higher education institutions with English as a medium of instruction to recognize the academic writing difficulties faced by EAL students and provide effective academic writing support. This literature review examines the existing academic writing support and issues with the support for EAL students. The search was conducted using databases including Academic Search Complete, ERIC, and Education Research Complete for relevant articles ranging from 2018 to 2024. A total of 28 articles were reviewed. The review findings suggest that supervisory support and discipline-specific writing interventions are major support strategies of high effectiveness. The review results reveal that the primary problem with these strategies is the pedagogical mismatch between EAL students and support providers. This review highlights the ongoing need for academic writing support that is well-suited to EAL students' learning needs.

#### *Keywords*

Academic writing support  
EAL graduate students  
International students

**Citation:** Lu, Y. & Fu, R. (2026). Academic writing support for English as an additional language graduate students: A literature review. *International Journal of Research in Education and Science (IJRES)*, 12(2), 409-423. <https://doi.org/10.46328/ijres.5390>



ISSN: 2148-9955 / © International Journal of Research in Education and Science (IJRES).

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## Introduction

Amid the trend of internationalization, a growing number of students are pursuing graduate-level studies in higher education institutions with English as a medium of instruction (EMI) (Salih & Omar, 2021). Terminology referring to this student population varies, including English as a Second Language (ESL) students, English Language Learner (ELL), Limited English Proficient (LEP) students, English as Additional Language (EAL) Students, etc. (Fenner, 2023; Webster & Lu, 2012). The review chose the term EAL for its prevalence in English education and its acknowledgment of students' multidimensional identities and diverse linguistic, educational, and cultural backgrounds, with the identity of the English language learner being just one component (Fenner, 2023; Webster & Lu, 2012). The demographic variance of EAL students includes international students, immigrants and permanent residents, and those born in Canada with a first language other than English (Eaton & Burns, 2018). In this literature review, the population referred to as EAL graduate students was limited to international students who come to EMI institutions for graduate-level programs after completing undergraduate studies in institutions where English is not the major language of instruction.

EMI higher education institutions around the world are experiencing the rise of EAL students. For instance, EAL students in Canadian higher education institutions have surged exponentially, witnessing a threefold increase between 2008-2009 and 2018-2019 (Statistics Canada, 2020). Among the 64,479 new entrants of graduate students in the 2021-2022 academic year, 39.9% were EAL students (Statistics Canada, 2023). Apart from contributing to Canadian institutions financially (Statistics Canada, 2020), EAL students promote diversity on the campus and the academic community with their distinctive social and cultural backgrounds. This fosters the globalization of universities and enhances the learning experience for all students (Campbell, 2015).

Although EAL graduate students are an important academic group for universities, studies have shown that these students may experience academic difficulties (Ma, 2021; Wette & Furneaux, 2018). Academic writing, a crucial part of graduate-level studies, poses challenges to EAL students' academic development (Liu & Harwood, 2022). Previous research has illustrated the academic writing struggles of EAL graduate students and the individual strategies used in addressing those issues (e.g., Ma, 2021; Sun & Soden, 2021). Relatively little attention has been given to institutional academic writing support for EAL graduate students (Li & Flowerdew, 2020).

Acknowledging this gap, this literature review investigated the existing institutional academic writing support for EAL graduate students in English-speaking higher education institutions. This review also explores the issues and limitations of the support. The findings from this review could provide valuable insights for writing support designers, service providers, administrative staff, and policymakers to develop more effective and targeted writing interventions.

## Literature Review

### Academic Writing Difficulties of Graduate Students with English as an Additional Language

EAL graduate students may complete their undergraduate education in institutions where English is not the

medium of instruction. This restricts their access to systematic academic writing instruction in English, leading to limited experience with and underdeveloped knowledge of English-based linguistic, academic, and disciplinary writing norms compared with their native English-speaking counterparts (Cennetkuşu, 2017; Shufflebarger & Scott, 2020).

Many EAL graduate students face significant challenges adapting to academic writing in English-medium universities. Wette and Furneaux (2018) found that students often arrived with little formal instruction in academic writing, making it difficult to adjust to expectations such as discipline-specific, source-based writing, and unfamiliar literacy norms. Similarly, Sun and Soden (2021) noted students' limited ability to integrate citations meaningfully into their work. Ravichandran et al. (2018) further highlighted that many EAL students encounter APA formatting, strict plagiarism rules, and the demand for critical synthesis for the first time during graduate studies. These findings point to a clear mismatch between prior learning experiences and current academic writing demands. Difficulties in academic writing might hinder EAL students' ability to disseminate their research findings through academic production, which impedes their academic development (Singh, 2019). This issue has raised concerns among faculty members and calls for more solutions (Cennetkuşu, 2017; Xu & Chan, 2023).

## Method

This literature review investigates the institutional academic writing support for EAL graduate students and potential issues with the support. We adopted a set of inclusion and exclusion criteria. The inclusion criteria were: 1) empirical articles on institutional academic writing support, 2) the support should primarily target graduate-level EAL students, and 3) the context should be EMI higher education institutions. The exclusion criteria were 1) commentary, editorial, or conceptual papers demonstrating only personal opinions with no empirical evidence, and 2) papers focusing solely on non-institutional academic writing support.

Databases including Academic Search Complete, ERIC, and Education Research Complete were searched using a combination of search terms writing EAL, ESL, support, writing center, supervi\*, English as an additional language, international student\*, graduate, postgraduate, doctoral, and PhD. The time range was set from 2018-2024. At this stage, we collected a total of 142 articles. Then we conducted a title and abstract screening, narrowing down the selection to 46 articles for full-text review. In aggregate, a total of 22 articles were selected for final review (see Table 1).

Table 1. Studies included in the Literature Review

No.	Source	Setting	Research design	Data collected	Sample	Research focus	Research objectives
1	Ali et al. (2019)	Pakistan; graduate programs	Quali.	Interviews	40 students	Supervisory support	Investigate students' lived experiences with supervisory support as supervisees.
2	Bao and Feng (2023)	China; doctoral programs	Quali.; case study	Interview, observation, document	1 supervisor, 4 students	Supervisory feedback	Explore the impact of supervisory feedback on doctoral EAL students'

No.	Source	Setting	Research design	Data collected analysis	Sample	Research focus	Research objectives
3	Cargill et al. (2018)	China; graduate programs	Quanti.	Pre-and post-questionnaires	37 students	Workshop	academic literacy development. Illustrate the design and implementation of an academic writing for publication workshop for early candidature students.
4	Eckstein (2019)	United States; higher education	Quanti.	Survey	462 students	Writing center	Examine the expectations and experiences of writing center tutees grouped by their language background (i.e., L1, L2, and Gen 1.5).
5	González and del Carmen González Videgaray, (2022)	Mexico; graduate programs	MM	Survey, interviews	16 students, 8 instructors	Writing center	Explore EAL graduate students and faculty's perspectives of and needs on the qualifications of writing center tutors.
6	Gupta et al. (2022)	Canada; doctoral programs	MM	Survey, focus group	114 students, 31 faculty supervisors	Academic writing interventions	Explore academic writing experiences, including challenges and potential solutions, of EAL doctoral; students.
7	Hambrick and Giaimo (2022)	United States, EAL graduate programs	MM	Pre- and post-survey	142 students	Writing groups	Examine students' motivation and expectations for attending academic writing groups.
8	Handford et al. (2021)	Canada; graduate programs	MM	Survey, interviews, focus group	10 students, 8 faculty	Writing center	Investigate the perspectives and experiences of a discipline-specific writing center that utilizes international students as writing tutors.
9	Hoang and Ma (2019)	Australia; doctoral programs	Quali.	Interviews	7 students	Writing for publication in English strategies	Explore the experiences and strategies of writing for publication in English.
10	Khozaei Ravari and Tan (2018)	Iran; MA programs	Quali; case study	Interviews	50 students	Thesis writing strategies	Document thesis writing strategies including both individual strategies and institutional support.
11	Khozaei Ravari et al. (2022)	Iran; graduate programs	Quali.	Interviews, document analysis	30 supervisors	Supervisory support	Investigate supervisors' perspectives on the negative factors influencing EAL master students' thesis writing.
12	Landry et al.	Canada;	Quali.	Focus group	9 writing	Writing center	Examine the writing

No.	Source	Setting	Research design	Data collected	Sample	Research focus	Research objectives
	(2023)	higher education			tutors;		center tutors' experiences of a skill development program on working with EAL students.
13	Liu and Harwood (2022)	U.K.; higher education	MM	Questionnaire, interviews, observation, document analysis	30 students, 11 writing tutors, 1 director of writing consultation	Writing center	Explore EAL students' perception of writing tutors in one-to-one writing consultation.
14	Ma (2019)	Australia; doctoral programs	Quali.	Interviews	13 students	Individual writing consultations	Evaluate students' perspectives and the effectiveness of an individual writing consultation support on thesis and dissertation writing.
15	Neupane Bastol (2022)	Nepal, master programs	MM	Questionnaire, interviews	50 students, 30 supervisors	Supervisory feedback	Examine the experiences of students' engagement with and challenges in supervisory feedback.
16	Newsome et al. (2023)	Qatar; graduate programs	MM	Survey	Not specified	Discipline-specific writing instruction	Explore the impact of discipline-specific writing support on EAL graduate students' academic writing development.
17	Okuda and Anderson (2018)	Canada; graduate programs	Quali; case study	Interviews, written narratives	3 students	Writing center	Investigate the role of the writing center in participants' socialization in academic discourse.
18	Shufflebarger and Scott (2020)	United States; doctoral programs	None	None	Not specified	Workshop	Present a cross-disciplinary academic writing workshop co-delivered by disciplinary and linguistic instructors.
19	Tian and Guo (2023)	Mainland China; doctoral programs	Quali.	Document analysis	2 students, 1 supervisor	Supervisory feedback	Investigate the foci of supervisory feedback on students' research article drafts.
20	Xu and Chan (2023)	Australia, doctoral programs	Quali.	Interviews	6 students, 4 supervisors	Supervisory support	Examine the expectations, concerns, and challenges of offering supervisory support from the perspectives of supervisors and supervisees.
21	Yan and Yeh (2024)	Taiwan, graduate	Quali.	Interviews	30 students, 2 writing	Discipline-specific in-	Explore the impact of a collaboration between

No.	Source	Setting	Research design	Data collected	Sample	Research focus	Research objectives
22	Yang et al. (2021)	Hong Kong; master programs	Quali.	Interviews; document collection	instructors, 2 writing tutors 6 students, 1 supervisor	class writing tutors Supervisory support	writing instructors and in-class discipline-specific writing tutors. Examine the challenges and solutions of writing for publications from the perspectives of students and their supervisors.

## Findings

The findings of this review indicate that supervisory support and disciplinary-specific writing interventions are major types of institutional academic writing support for EAL graduate students. However, various issues with the support provided may undermine its effectiveness.

### Supervisory Support for Academic Writing

Supervisors' mentoring is instrumental to EAL graduate students. Walter and Stouck (2020) reported that supervisors were rated as the most frequently utilized and helpful source of writing support. Supervision's value lies in supporting and mediating students' academic socialization. Academic writing is a complex social practice and students need to socialize into this discourse community (Bao & Feng, 2023). Supervisors' mentoring and scaffolding are critical to students' academic socialization. One effective strategy is co-authorship between the supervisors and the students (Hoang & Ma, 2019).

Supervisors may be involved in planning, drafting, and revising activities encompassing the stages of topic selection, data collection and analysis, draft revision, and manuscript submission (Hoang & Ma, 2019). Co-authorship allows supervisors to create a supportive and enabling writing environment while simultaneously encouraging students to take the initiative in active learning and fostering independence and long-term commitment (Yang et al., 2021). Yang et al. (2021) demonstrated that the co-participation of supervisors in EAL graduate students' writing projects contributes significantly to their progression into competent academic writers.

The interaction between supervisors and supervisees typically takes the form of supervisory feedback, which is an important site for students' learning and development. Prompt, constructive, and critical feedback enables students to define objectives, participate in meaning-negotiation, initiate self-reflection, bridge the gap between current abilities and target outcomes, and enhance motivation (Ali et al., 2019). As content experts and experienced academic writers in the discipline, supervisors can provide comprehensive and in-depth feedback about the nuances and details of writing. Tian and Guo (2023) depicted the extensive supervisory feedback including accuracy of content, precision of expression, structural completeness, appropriateness of citation, reader awareness, logical progression, linguistic issues, and clarity of information presentation concerning tables, figures, and equations.

In exploring the involvement of one supervisor in the mentoring of four EAL doctoral students on research article writing, Bao and Feng (2023) found that the studied supervisor assumed the mediational role of academic literacy “brokerage” (p. 6), unpacking the tacit rules of academic writing and facilitating students’ interaction with and internalization of the academic writing convention, routines, and ways of thinking. The supervisor in this research also offered all-encompassing and insightful feedback orienting students to participate in the academic writing community tactically. Additionally, Bao and Feng highlighted the dialogic feedback model used by the supervisor that invited students into negotiation and meaning-making of the many “unwritten rules” of academic writing conventions unveiled by and within the feedback (Elliot et al., 2020, p. 79), thus enabling students to internalize the feedback, develop self-regulatory meta-cognition in academic writing, and gradually receive acceptance into the academic community.

### **Discipline-Specific Writing Support**

Academic writing support should be discipline-specific and contextualized (Swales, 1990). Emerging pedagogies such as genre-based writing and Writing in the Discipline pedagogy intend to “familiarize students in specific disciplines with the writing conventions and genres of those disciplines” (Yan & Yeh, 2024, p. 2). The co-teaching between language and discipline experts has proven effective. Newsome et al. (2023) documented the implementation of an innovative writing center initiative that allows faculty to invite academic writing specialists into the classroom of EAL graduate students to co-deliver discipline-specific academic writing lectures.

Shufflebarger and Scott (2020) designed a cross-disciplinary writing workshop centered around EAL graduate students’ learning needs at the Chemistry and Biochemistry Department at the University of Arizona. Faculty from the Department of Chemistry and Biochemistry and the Department of Second Language Acquisition and Teaching jointly offered explicit instruction on key academic writing skills and allowed students to practice through revision and peer feedback, enabling peer support and community building with the scaffolding from instructors.

Cargill et al. (2018) presented a Writing for Publication Workshop (WfPW) workshop which employed a team-teaching model of systemized collaboration between a linguist specialist and a discipline expert. The researchers reported that the participants considered the workshop highly positive for addressing common academic writing language issues, fostering discipline-specific English research article reading and writing skills, and improving the participants’ confidence in research article writing.

Besides collaboration between content and linguistic experts, disciplinary-specific academic writing instruction can also be co-delivered by writing instructors and graduate students with advanced disciplinary backgrounds and academic writing skills in the discipline. Yan and Yeh (2024) demonstrated the effectiveness of utilizing teaching assistants who are EAL graduate students with advanced disciplinary-specific writing skills to supplement academic writing instructors who may have limited knowledge of subject content and its disciplinary discourse conventions. Yan and Yeh highlighted the role of a “pedagogical bridge” (p. 10) of these teaching assistants by merging the gap between generic academic writing instruction and more targeted writing guidance grounded in

disciplinary knowledge and specific to the discourse of the field.

Handford et al. (2021) reported a writing center employs graduate teaching assistants (GTAs) as the main tutors. The GTAs were mostly international students recruited directly from the education programs to serve their peers in the same programs. With a good understanding of the discourse conventions and expectations specific to the discipline or even particular programs, GTAs can offer relevant and targeted tutoring tailored to students' needs. Handford et al. noted that students expressed a preference for this disciplinary-specific and GTAs-led writing center over traditional writing centers.

### **Issues with Supervisory Support**

As stated before, feedback is integral to supervisory support. However, poorly crafted feedback could lead to an unfavorable experience with supervision. The feedback content and format may cause concern (Ali et al., 2019). Problematic feedback can be characterized as vague, non-directive, generic, and delayed, which offers limited constructive guidance for graduate students in revising and improving their writing in a timely manner (Neupane Bastola, 2020). Not using a suitable tone balancing strictness and leniency may also undermine the effectiveness of the feedback, either thwarting students' confidence or overlooking critical areas for improvement (Ali et al., 2019).

Supervisors may lack the know-how to offer constructive academic writing instruction to EAL graduate students (Newsome et al., 2023). In some cases, supervisors may lack the specialized disciplinary knowledge specific to students' research projects (Ali et al., 2019). Besides a possible lack of disciplinary expertise, supervisors may inadvertently overlook providing instruction on disciplinary academic writing per se (Ali et al., 2019). Besides feedback-related issues, supervisors may be burdened by the heavy supervision workload. Since supervisors' work includes research, teaching, service, and supervision, the amount of time available for mentoring each student may be limited (Cargill et al., 2018; Neupane Bastola, 2020). However, supervising EAL graduate students can be a time-consuming and "labor-intensive" (Xu & Chan, 2023, p. 176) task (Gupta et al., 2022). Supervisors' limited availability compounded with the time-intensive nature of supervising EAL graduate students may result in insufficient support for EAL graduate students.

The disparity in supervision expectations between supervisors and EAL graduate students (Ali et al., 2019) is another problem. Supervisors primarily perceive their roles as guiding the writing process and helping students develop independent research and writing skills with autonomy. Contrarily, EAL graduate students, from a different educational and cultural background, may expect didactic and directive supervision, which includes detailed writing instructions and more prompt, explicit, and detailed feedback (Gupta et al., 2022; Hamrick & Giaimo, 2022; Newsome et al., 2023). When these students encounter supervisors who promote student autonomy and independence, they are in a less favorable position due to their limited ability to agentially doubt, question, negotiate, and build relationships with the supervisory figures, thus undermining their learning experiences and outcomes.

## Issues with Support from Writing Centers

Despite being an essential form of writing support, writing centers may not be able to fully meet the academic writing needs of EAL graduate students. In the North American higher education context, writing centers generally follow the non-proofreading/editing philosophy (Corcoran et al., 2018; Salem, 2016). However, EAL graduate students require more help with lower-order issues such as grammatical correction and may expect the writing tutors to enact the role of proofreaders for focused revision guidance (Eckstein, 2019; Liu & Harwood, 2022). This mismatch between EAL students' expectations and the tutors' practices may lead to a dissatisfied learning experience and a potential disservice to students' best interests (Eckstein, 2019).

In a study of eight graduate-level EAL students obtaining support from the writing center, Okuda and Anderson (2018) recorded that the pedagogical approach of writing tutors misaligned with the instructional needs of EAL graduate students. The researchers reported that writing tutors tended to provide non-directive and nonproofreading instruction despite EAL graduate students' strong inclinations for explicit, form-based (i.e., a focus on basic linguistic mechanics), directive, and teacher-led tutoring. Participants in this study considered the experience of receiving writing tutoring primarily negative, demotivating, and inconsiderate of their needs.

Besides the ill-suited writing instruction pedagogy, writing tutors may fall short in the expertise of linguistic instruction (e.g., providing explicit explanation of grammatical rules) (Landry et al., 2023) and the understanding of EAL graduate students' learning characteristics and needs (Hambrick & Giaimo, 2022). Furthermore, the time-consuming and taxing process of proofreading may lead to decreased time for and attention to other issues in the written text, thwarting the quality and quantity of the writing support for EAL graduate students (Landry et al., 2023; Liu & Harwood, 2022). In addition, given the discipline-specificity of academic writing (Bowker & Cairo, 2019), the generalist tutoring offered in the campus-wide writing centers may be inadequate in providing field-specific writing support to EAL graduate students (Gupta et al., 2022; Handford et al., 2021).

Logistical issues could hinder EAL graduates from accessing writing support. Some EAL graduate students may find it challenging to attend in-person writing support due to their demanding schedule including academic, professional, and family commitments (Newsome et al., 2023). The limited availability and duration of one-on-one tutoring may curtail the amount of support EAL graduate students can receive (Liu & Harwood, 2022; Ma, 2019).

## Difficulties with Providing Discipline-Specific Writing Support

Although discipline-specific writing support proves effective in addressing EAL graduate students' writing difficulties (Cargill et al., 2018), it demands a comprehensive skillset of writing support providers and requires intensive resources from institutions. For example, the writing center may face a recruitment dilemma for qualified candidates who have mastered both English language teaching and discipline knowledge (González & Videgaray, 2022; Newsome et al., 2023). Cargill et al. (2018) noted that team teaching of dual experts is complex to arrange and requires extra financial support. Ma (2019) asserted that one-on-one individual consultation services provided

by subject-trained experts and language professionals are resource-intensive.

## Discussion

Despite researchers' call for dedicated academic writing support for EAL graduate students that caters to their distinctive academic needs (Hambrick & Giaimo, 2022; Li & Flowerdew, 2020; Lin & Morrison, 2021; Shufflebarger & Scott, 2020), this review findings show that academic writing interventions targeting this student population have not found widespread, university-wide, and standardized implementation (Gupta et al., 2022; Hambrick & Giaimo, 2022; Li & Flowerdew, 2020; Okuda & Anderson, 2018). Compared with institutionalized writing interventions for EAL undergraduate students, targeted academic writing support for EAL graduate students is still underdeveloped and unsystematic (Li & Flowerdew, 2020).

Supervisors are considered a significant source of support as critical mediators of students' socialization into the disciplinary discursive community (Lea & Street, 2006). Through approaches such as co-authorship with supervisors, EAL graduate students are given sufficient opportunities to participate in the community, observe and negotiate meaning with more experienced community members, and learn from interactional feedback, a form of "mentored participation in the discursive practices" (Starke-Meyerring, 2011, p. 81) critical to students' academic literacy development.

Researchers have acknowledged the importance of discipline-specific writing support and attempted to design "systemized partnerships between language professionals and subject professionals" (Li & Flowerdew, 2007, p. 100). The effectiveness of discipline-specific writing support comes from synergistic instruction on field-specific knowledge and explicit instruction on salient language features typical of academic writing in the discipline. This combination allows for the teaching and learning of discipline-targeted academic writing underpinned by subject knowledge and the linguistic conventions particular to this disciplinary discourse. (Cargill et al., 2018). This type of support is flexible in delivery format including formal courses (Yan & Yeh, 2024), workshops (Shufflebarger & Scott, 2020), and writing center services (Hanford et al., 2021).

Although institutional efforts have been made to support EAL graduate students with academic writing development, the existing approaches have certain problems. EAL graduate students' distinct learning history, knowledge background, and skills bring different learning habits, needs, and preferences which may not align well with the educational philosophies and tenets of academic writing support provided by English-speaking higher education (Wette & Furneaux, 2018). Divergent expectations of what academic writing support should entail may lead to reduced effectiveness and satisfaction with the support. EAL graduate students are inclined towards explicit, teacher-led, discipline-specific, and directive guidance from writing support providers (Okuda & Anderson, 2018). However, support providers (e.g., supervisors and writing tutors) may promote student-led pedagogies and anticipate students to exert agency and autonomy in their academic writing development (Gupta et al., 2022; Ravari et al., 2022).

Skilled academic writers may also be incognizant of the need to offer explicit instruction on academic discourse.

Successful scholars have long internalized the discipline-specific and context-dependent discursive conventions through years of practice. This unconscious mastery may result in the expertise blind spot which makes them less sensitive to students' need for explicit guidance on academic writing skills in the discipline (Hurrell et al., 2024). Some supervisors or academic writing tutors may also find it challenging to explicitly transmit disciplinary discourse norms in a systematic way (Hurrell et al., 2024). As a result, academic writing support in this manner may be considered insufficient due to a lack of support providers' expertise or awareness in providing the type of guidance EAL students require.

Writing support providers may fall short in certain expertise (e.g., explicit linguistic knowledge) that caters to EAL graduate students' learning needs. Other external factors also create challenges in providing academic writing support, including time constraints and the need for extensive resources (Ma, 2019). One explanation for the insufficient institutional writing support may be a critical lack of awareness among university administrators, discipline instructors, and supervisors regarding the academic writing difficulties EAL graduate students face and the essential support these students urgently require (Corcoran et al., 2018, Li & Flowerdew, 2020). As Odena and Burgess (2012a) stated "academic writing development is not a compulsory element across research degree programs that often focus on subject-specific knowledge, leaving academic writing to be developed independently" (p. 572). This could be ascribed to the false assumption that graduate students "arrive already skilled in the writing of perfect prose and accurate citations" (Turner, 2019, p. 97) and are equipped with "all the dispositions, writing knowledge (sociocultural, sociolinguistic), skills, and experience required" (Rogers & Zawacki, 2016, p. 74). This review corroborated these perspectives as specialized institutional academic writing training or support for EAL graduate-level students is insufficient and educational staff generally lack the awareness of academic writing obstacles these students face and coping strategies.

## Conclusion

This literature review investigated the institutional academic writing support for EAL graduate students and the problems with the support. The review findings indicated that supervisory support and disciplinary-specific writing interventions are existing support strategies. The issues with these strategies include misaligned expectations between EAL graduate students and the support providers on the content and format of support (e.g., directiveness of support), insufficiency in the expertise of the support providers, resource-intensive nature of high-quality support, and other logistical issues.

Academic writing difficulties are creating obstacles for EAL graduate students' academic development and involvement in the scholarly writing community. Although progress has been made, institutional academic writing support for EAL graduate students is still underdeveloped and under-researched, leaving many of these students struggling with writing issues on their own. As the number of EAL graduate students continues to increase, the need for high-quality and effective academic writing interventions tailored to the learning styles and preferences of this student group is becoming more pressing. Further research should continue to investigate the academic writing experiences and difficulties of EAL graduate students, explore best practices for support, and experiment with well-designed writing support.

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