

CHAPTER ONE

INTRODUCTION

This is a study entitled “**M.Ed. Level Students’ Beliefs and Practices on Academic Writing for Their Career Development**”. This chapter consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1. Background of the Study

Writing is a skill that is required in many contexts throughout life. It is one of the important skills of language which brings rigorousness and activeness to the learners. Samanian and Roohani (2018) view that writing is a demanding, complicated, and fundamental skill which is highly noticeable in the process of learning a foreign language. Writing is a process where learners can develop the range of academic writings. It has an essential role in human life. We need to learn in order to write and share our thoughts, feelings, knowledge and ideas as well as skills. Similarly, Dehghan and Chalak (2016) write that writing plays a pivotal role in today’s contacts among the members of various discourse communities all around the world.

Writing has been considered as an important part of successful learning in the field of second and foreign language (L2) teaching and learning. It means writing supports L2 learners to clarify their own thoughts and improve the quality and quantity of their own learning. Similarly, learning to write is considered as a complex skill for EFL students because various cognitive, metacognitive, and linguistic processes are involved and students face difficulty in planning their writing process, organizing, drafting, and revising their writing (Mertens, 2010).

Moreover, Akkaya and Aydin (2018) write, “Academic writing is the process of sharing original research with other scholars in accordance with certain standard rules.” This process requires correctly the steps of scientific academic writing. One of the most pivotal components to solidify thinking is academic writing. They further write, “Academic writing is one of the steps of the academic research process through which scientists report situations of thinking, experience, observation, application / testing etc. as to the solution of a scientific problem identified”. Academic writings are “written and printed” reports (Day, 2005, p. 9) that describe “original research results”, “with a strongly structured intellectual system” (Bayat, 2014, p. 157), that requires “logic, clarity, truth” (Aceto, 2003, p. 8) to “inquire, render unknown, known, and shed light on darkness” (Karasar, 2006, p. 22).

In the same way, Gillet, Hammond and Martala (2009) mention that in academic writing, it is necessary to produce logically structured ideas with well-thought out, verified points and to consider different opinions.

Furthermore, Monippally and Pawar (2010) opine, “What is common in all categories of academic writing is that where the ideas are centralized and people remain in the background, the author’s personal feelings play no role what so ever in the presentation of ideas or insights.”

Career development is an on-going and life long process. It is directly connected to and affected by the goals and objectives set out by the students. Identity, values, competence, behaviour, and environment are the aspects of career development. Students need to train themselves to get success in their career path and develop different skills for their career advancement. After learning the desired skills, they have to achieve the goals and targets set out by themselves. Students’ effort and practice determines their development of academic and professional career. Career development provides the framework with Skills, goals, awareness, assessment and performance which helps the students to move in the right direction and achieve the goals. Self-awareness, decision making, planning, educational development plans, career awareness

exploration, and documentation are the components of career development through which students can take help to develop their writings.

Moreover, academic writing is a process where one can develop his/her professionalism through his /her own efforts. There are several areas, for example, future professional career, academic career, community of practices, professionalism, environment, identity and value. for students' career development but I focused on academic career and professionalism in this study. While writing, students need to read related documents. Academic writings help students to develop their ideas, knowledge, and skills for their new creations of their own interest. Academic writing is a standard form of writing. University level students' seem not well familiar about how to manage cohesion and cohesion, resources, evidence, reference, and students become confused how and when to break up paragraph. Therefore, academic writing is very challenging to develop career through academic writings. Though the students need to know these all lacks while constructing academic writing, they become unable to manage these factors because of many reasons. In this study, career development means students' academic and professional career development that I focused on.

Academic writing builds up global identity of the students. It allows to convey their understanding. Since, academic writing makes students practical, active and helps them to broaden their knowledge, skills and ideas, I am interested in research study on academic writing.

1.2. Statement of the Problem

Writing is very important and rigorous skill. It does not only make students able to express their ideas and knowledge critically but also help them how to organize those ideas in cohesive and coherent way. Academic writing is seen as complex intellectual activity. Academic writing is a means to communicate where one can express his/her ideas by writing journal papers, articles, workshops, and conferences.

Many researches have been carried out in the field of academic writing but very rare researches have been carried out on career development through academic writing.

Moreover, students are not up-to-date in the area of academic writing and their career development. They do not have the culture of writing in these days. Though the ability to write well is a crucial component of academic achievement, the university level students lack these abilities because of different problems i.e. lack of resources, internet, the supportive readers and so on. Thus, to explore students' perception on their academic writing, to know their approaches and performance that they employ in their writing is very crucial. Therefore, this study aimed to study the different perspectives of students and to know the strategies for career development and challenges they face while writing and how they perceive writing related issues such as their difficulties in writing, roles of academic writing in career development, attitudes towards writing, and themselves as a writer, have become the major concerns of my study.

1.3. Objectives of the Study

The objectives of my study were as follows:

- i. To analyse students' beliefs and practices on academic writing.
- ii. To find out the strategies they adopt for career development.
- iii. To explore the challenges they face in academic writing.
- iv. To suggest some pedagogical implications.

1.4. Research questions

This study has addressed the following research questions:

- i. What are the beliefs and practices of students on academic writing?
- ii. What are the strategies they adopt for career development?
- iii. What sorts of challenges do they face in doing academic writing?

1.5. Significance of the Study

Academic writing is very important not only for the students but also the researchers, academicians and scholars who want to update their knowledge, skills, ideas, and status in this modern day-to-day life. Writing articles, journals, or text books, etc. help researchers, writers or academicians to adjust in this multicultural societies. Academic writing makes students up-to date. It focuses on students' beliefs, ideas, understanding power, attitudes, and views about English academic writing that help in paying attention to their personal theories and assumptions when talking about writing and development of writing. Academic writing explores students' belief of what experience may bring progress to their writing (Xiaohao Ma, 2018).

Similarly, Clarence (2012 as cited in Drennan, 2017) argued that writing is the part of a contested social space where writing itself is the part of negotiating and constituting that space. In this regards, academic writing is the means to communicate with colleagues and the language in journal papers, articles, workshops and conferences. Writing enables human thoughts to become visible, allows them to be developed, restricted, and modified, and helps new ideas to be triggered (Fulwiler, 2002, p. 32).

This study will help those students/teachers who have involved in academic writing. This will be also significant for all academicians who want to do further research in the field of academic writing. It will be useful to disseminate their researches. It will make students and teachers professionally aware. This will also help the policy maker to conclude academic writing course as a path of career development. It will be effective for the course designer in the sense that academic writing suggests and teaches the professionals how to develop their career. The curriculum development centers will also get benefits from the study as it helps to produce good academicians, writers, and professionals. Finally, this study will be significant for all related people who want to know further about academic writing.

1.6. Delimitations of the Study

This study has the following delimitations which can be mentioned below:

- i. The study was limited to the M.ed. level thesis group students of Central Department of English Education.
- ii. This study was based on narrative inquiry research design.
- iii. Six students were the sample of this study.
- iv. This study was based on in-depth interview with six M.ed. level thesis students of English education at Tribhuvan University, Kathmandu, Nepal.
- v. Non-random purposive sampling strategy was used to select the participants for this study.

1.7. Operational Definition of the Key Terms

The key terms that I used in my study have been defined below with their contextual meaning:

Belief: Belief means assumptions, views, thoughts and feelings about the academic writing.

Practices: Practices refer to students' habit of writing articles, reference book, journals and reports.

Academic Writing: Academic writing refers to the formal writing and includes articles, reference book, journals, reports and assignment. Academic writing develops our habits of writing and makes us habituate for further research. One has to read the articles, newspaper article, and journals to develop his/her capacity, knowledge, ideas and skills. Through the articles, journals, we can establish good relationship internationally. Academic writing for career development means to read, to write, to share and to reflect. While writing, one should focus on consideration of originality, write clear arguments and sentences with clear supporting details, maintain unity in writings and consider the cohesive and coherent devices of the text.

Career Development: Career development refers to academic career and professional career of university level thesis group students’.

University Level Students: University level students mean the students of M.Ed. forth semester of central department of English education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section provides the information of previous research study and other related literature of career development. This chapter includes the review of related theoretical literature, review of the related empirical literature, implications of the review of the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Reviewing the related literature in the field of research seems very important because it provides the researcher clear concept about the research work. It helps to find out the gaps and problems to explore the new ideas from the existing theories and findings. Moreover, it becomes the base for the researcher to conceptualize the whole ideas in order to carry out the research in scientific and systematic way. Thus, in order to carry out my research, I reviewed those literatures which were related to my topic i.e. academic writing and career development.

2.1.1 Academic Writing

Writing is one of the essential and important resources/tools which include several spaces in higher education. Drenna (2017) says, “The writing centre serves as an intermediary between students and academic lecturers”. Similarly, Xiaohao Ma (2018) views, “Academic writing as the written form of advanced general English and related to it to certain surface features i.e. vocabulary, grammar, text organization and the grammatical features like tense, voice and sentence frames, as the key aspect of academic writing”. Furthermore, Luna and Ortiz (2013) point out, “The importance of moving on from writing to academic writing is due to our students’ necessity to be part of a very competitive world in which people with excellent competence in all areas of the language have better opportunities.” Likewise, Brian (2010) views that

academic writing is indeed vital for growth and the enhancement of important skills to be able to lead a successful life after the completion of studies”.

Oshima and Hogue (2007, p. 3) define that academic writing in English is probably different from academic writing in your native language. The words and grammar and also the way of organizing ideas are probably different from what you are used to.

Similarly, Rodríguez (2004) notes that academic writing is focused on higher education students. In the same way, Bednar (n.d., cited in Robayo Luna & Hernandez Ortiz, 2013) defines academic writing as formal writing that implies great effort to construct coherent and well argued texts whose production is difficult for the writer, but easier for the reader. Likewise, Jordan (1998 as cited in Rodríguez, 2004, p. 19) says, “Academic writing encompasses a range of approaches and types of practice for it that requires various techniques to train student writers”.

Moreover, Rose (1985) proposes, “Writing as a discipline requires a complete, active, struggling engagement with the facts and principles of a discipline.” Similarly, According to Arkoudis and Tran (2007), “academic writing as a form of thinking is fundamental for academic success of the international students”. In this regards, Hyland (2007 cited in Singh, 2015) also highlights that as a form of thinking especially in tertiary literacy, students’ ability in sustaining arguments and synthesizing ideas to write in English for academic purposes is crucial for academic success.

Likewise, Akcaoglu (2011) argues:

Academic writing is an essential component of a successful academic career; however, the number of graduates who are blamed for being unprepared for the academic writing tasks in the universities is rapidly increasing. One of the reasons for this is

the amount of knowledge related to the processes regarding the needs and perceptions of graduate students through which students acquire the academic writing skills to achieve success is very little (p. 4).

Thus, academic writing is the proper and formal means of presenting the researched works and other technical uses of the language. Academic writing is a core or fundamental part because it gives the way to build up career. It helps learners to develop their potentiality towards professionalism. Writing articles and journals encourages students to broaden their knowledge, skills and ideas. It gives new knowledge and helps us for selection and promotion of the career. Therefore, students need to develop academic writings in day- to-day life for their career. It updates the recent ideas, knowledge, and skills as well as builds up global identities all over the world. But while talking about the challenges, students face a lot of problems due to the lack of supportive resources, not getting support from intuitions, readers, limited textbooks in the library, not available internet resources, reference, lack of evidence, students become confused how and when to break up the paragraph, lack of cohesion and cohesion, topic sentences, building objectives and other methodology.

2.1.2 Types of Academic Writing

Academic writing is a very good source of gaining different ideas and knowledge on certain topic and to be the professional one. Academic writing refers to all writing which is created for the purpose of study (Chin, Koizumi, Reid, Wray & Yamazaki, 2012). All university students are especially evaluated on the basis of their writing, so writing is an essential for students' academic success. In this regards, Listyani (2018) opines;

In academic writing, students will learn about the fundamentals or a good argument. They learn how to find mistakes, fallacies, or

inconsistencies in others' arguments, so that they will not be easily deceived. They will also learn how to formulate their own arguments and influence or persuade others to agree with their opinions. Clear ideas in analysis, synthesis, and evaluation will make students stay in a good, strong stance with consistency and good reasoning. Elements graded in an academic essay are generally the focus of the essay, organization, structure, development, supports, elaboration, critical thinking, style, and mechanics (p. 175).

The University of Sydney (2006) mentioned that there are mainly four types of academic writing. They are descriptive, analytical, persuasive, and critical. Each of these types of writing has specific language features and purposes. These types have been discussed in brief below;

- i. Descriptive:** The simplest type of academic writing is descriptive. Its purpose is to provide facts or information. For example, writing a summary of an article or a report of the results of an experiment.
- ii. Analytical:** Most academic writing is analytical. Analytical writing includes descriptive writing, but we also re-organise the facts and information that we describe into categories, groups, parts, types or relationships. The kinds of instructions for an analytical writings include: analyse, compare, contrast, relate, examine.
- iii. Persuasive:** In most academic writing, we are required to go at least one step further than analytical writing in persuasive writing. Persuasive writing has all the features of analytical writing, i. e. information plus re-organising the information with the addition of our own point of

view. For example, most essays are persuasive, and there is a persuasive element in at least the discussion and conclusion of a research article.

- iv. **Critical:** Critical writing is common for research, postgraduate and advanced undergraduate writing. It has all the features of persuasive writing with the added feature of at least one other point of view. While persuasive writing requires us to have our own point of view on an issue or topic, critical writing requires us to consider at least two points of view, including our own. For example, we may explain a researcher's interpretation or argument and then evaluate the merits of the argument, or give our own alternative interpretation.

2.1.3 Characteristics of Academic Writing

Academic writing develops our habits of writing and makes us habituate for further research. We cannot develop anything without writing. So, we have to read the articles, newspaper article, and journals to develop our capacity, knowledge, ideas and skills. Through the articles, journals, we can establish good relationship internationally. Therefore, we write it to share our experiences around the world. Academic writing makes us professionally grow. It is a part of life in this modern day. Moreover, Academic writing for career development means to read, to write, to share and to reflect. Writing journals articles are for upgrading our ideas, knowledge and skills. Due to the limited textbooks, e-library, online sites, access on ICT, multimedia, projects supporting teacher to upgrades ICT skills for communication career development. Likewise, Listuani (2018), writing is an activity which involves a number of things to be mastered, namely lexical and grammatical knowledge, coherence, cohesion, and mechanics. Kim (2017) writes, “In general, good writing should exhibit the following characteristics”:

- i. **Originality:** While doing academic writing, students should be conscious about the originality of their writing.

- ii. Clear arguments and sentences:** As we know, academic writing is full of clear arguments and standard form of sentences, students, while writing thesis, journal articles, reference book, etc. should be more careful about clear arguments and sentences.
- iii. Clear supporting details:** Writing becomes clear and comprehensive to the readers when there is the use of clear supporting details.
- iv. Unity:** Unity is one of the most important characteristics of academic writing. When our writing lacks unity, then it becomes vague for the readers to understand. So, while doing academic writing, students should focus on this characteristic of academic writing.
- v. Appropriate style:** Academic writing should be based on the appropriate style offered by any particular institution.
- vi. Use of correct grammar and appropriate vocabulary:** It is important to make writing standard, comprehensive and weighty. So, academician should be conscious about the appropriate use of grammar and vocabulary.
- vii. Conciseness:** Academic writing should not be exaggerated. It should be short and sweet with appropriate information.

Thus, while writing, we should focus on aforementioned characteristics. The writers should take consideration of originality, write clear arguments and sentences with clear supporting details, maintain unity in writings and consider the cohesive and coherent devices of the text.

2.1.4 Principles of Academic Writing

Whitaker (2009) has given the following Principles of academic writing:

- i. Clear Purpose.** This principle believes that there is certain reason and purpose behind writing. The most common purposes in academic writing are to persuade, analyse, synthesize, and inform. According to this principle, writing has the following purposes;

- a. **Persuasive purpose:** In persuasive academic writing, the purpose is to get our readers to adopt our answer to the question. So, we will choose one answer to our question, support our answer using reason and evidence, and try to change the readers' point of view about the topic. Persuasive writing assignments include argumentative and position papers.
 - b. **Analytical purpose:** In analytical academic writing, the purpose is to explain and evaluate possible answers to our question, choosing the best answer(s) based on our own criteria. Analytical assignments often investigate causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyse other people's arguments. The synthesis part of the purpose comes in when we put together all the parts and come up with our own answer to the question. Examples of these assignments include analysis papers and critical analyses.
 - c. **Informative purpose:** In informative academic writing, the purpose is to explain possible answers to our question, giving the readers new information about our topic. This differs from an analytical topic in that we do not push our viewpoint on the readers, but rather try to enlarge the readers' view.
- ii. **Audience Engagement:** As with all writing, academic writing is directed to a specific audience in mind. Unless our instructor says otherwise, consider our audience to be fellow students with the same level of knowledge as ourselves. We have to engage the students with our ideas and catch their interest with our writing style. Imagine that they are skeptical, so that we must use the appropriate reasoning and evidence to convince them of our ideas.
 - iii. **Clear Point of View:** Academic writing, even that with an informative purpose, is not just a list of facts or summaries of sources. Although we will present other people's ideas and research, the goal of our writing is to show

what we think about these things. Our writing will have and support our own original idea about the interested topic.

- iv. **Single Focus:** Every paragraph (even every sentence) in our writing supports our writings. We should not include unnecessary, irrelevant, unimportant, or contradictory information in it. It means we should focus on single ideas to make our writing comprehensive and thematic one.
- v. **Logical Organization:** Academic writing follows a standard organizational pattern. For most of the academic writing, there is an introduction, body, and conclusion. Each paragraph logically leads to the next one. So, while writing, we should be strategically unique to organize our writing in a suitable order.
 - a. The **introduction** catches the readers' attention, provides background information, and lets the reader know what to expect.
 - b. **Body paragraphs** support the writing. Each body paragraph has one main point to support the writing, which is named in a topic sentence. Each point is then supported in the paragraph with logical reasoning and evidence. Each sentence connects to the one before and after it. The readers do not have to work to find the connection between ideas.
 - c. The **conclusion** summarizes the writing, main points and shows the reader the significance of the writings.
- vi. **Strong Support:** Each body paragraph should have sufficient and relevant support for the writing and topic sentence. This support should consist of facts, examples, description, personal experience, and expert opinions and quotations.
- vii. **Clear and Complete Explanations:** This is very important for the writer, we need to do all the work for the reader. The reader should not have to think hard to understand our ideas, logic, or organization. English readers expect everything to be done for them. Our thoughts and its processes should be clearly and completely explained.

2.1.5 Process of Academic Writing

Writing articles and journals encourages students to broaden their knowledge, skills and ideas. Academic writing gives new knowledge to the students and helps them for selection and promotion of career and also help to implement the new ideas. Therefore, students need to do academic writing in day- to-day life for their career development. Different aspects and factors of academic writing play important role to develop career. According to Mason, Harris and Graham (2011 as cited in Samanian & Roohani, 2018, p. 96), many students struggle with the writing process as a complicated task because it requires the simultaneous combination of several strategies and the application of various mental resources. Writing has a very important place in sharing our knowledge, ideas, and skills towards others. Academic writing plays a critical role in the students' career development. The writers need to understand the knowledge of writing strategies and components of a text in order to use to shape and organize the writing process for becoming successful. There is not a fix process and fast rule for developing writing for career development. Normally, we need to draft our ideas, review the literature, cite the sources, develop the new concept, and see the gap. Oshima and Hogue (2007) mentioned the following process of writing.

- i. Prewriting
- ii. Organizing
- iii. Writing
- iv. Polishing; revising and editing

In general, academic writers adopt the following writing process:

- i. Choosing a topic
- ii. Thinking
- iii. Planning
- iv. Writing
- v. Revising
- vi. Editing

vii. Proofreading

The above process of writing is not all in all. Writers can also adopt some other process according to the nature of the subject matter and writing purpose.

2.1.6 Importance of Academic Writing

Academic writing always plays a large and central role for students' career development. It is very important to have knowledge on academic writing. Some of the importance of academic writing has been discussed below;

i. Academic writing teaches students to analyse:

Academic writing usually requires students to look at somebody else's work or ideas and then form an informed opinion on it. Students instead of merely describing the work of other people, they have to think about why it has been carried out and how it has been organized. It means when they write or read any academic writing, they analyse it in terms of many aspects.

ii. Academic writing allows students to convey their understanding:

When students learn about a complex subject at university, usually, it becomes difficult for them to explain what they have understood when they do academic writing. For example, articles, journals articles, reference books, etc. give students the chance to explain what they have learnt by using the correct terminology and styles to make the information understood by others.

iii. Academic writing has a strong focus on technique and style:

Students learn about style and how to write articles, journal articles, reference book, etc. in their academic careers. Many lecturers have preferred styles or format of writing. Thus, academic writing forces students to take these styles and techniques into consideration and create a paper that will impress readers.

iv. Academic writing teaches students to think critically and objectively:

Like other importance of academic writing, this is also the one. Academic writings help students to look at different ideas and research from a different perspective. Students have to learn to analyse theories from a number of different viewpoints and then make statements based on what they understand. This is an extremely useful skill for students to learn in their life. Academic writing also teaches students to be objective while collecting the information and giving them in another form.

From the above importance, it can be said that academic writing is very important for the students to improve their writing and career development. Academic writing offers students to be known within the country and across the world.

2.1.7 Aspects of Career Development

Career development is a life-long process of managing learning, work, leisure and transitions in order to move towards a personally determined.

Every individual is responsible for their own career development.

However, they have to understand how important career development is. It requires workforce to the continual changes. There are many aspects to look at for career development. Regarding the aspects, Mukhina (2014) mentioned that purpose, value, identity, environment, competence and behaviour. are the important aspects of career development. Academic writing is also one of the best ways to develop one's career. It is closely interrelated with the aspects of career development.

- i. Purpose:** Each and every work has its own purpose. To fulfil the purpose, one has to connect him/her-self with different activities such as making network with others, searching resources, managing required things and so on. Academic

writing is also done for purpose determined by writers or academicians. Similarly, to fulfil the purpose of writing articles, journals, reference books, one has to gather new ideas by reviewing the different literatures related to it.

- ii. Value and Identity:** Value and identity are essential aspects of career development. Value and identity are the inter-related terms which go side by side. One's identity develops as a consequence of the interplay between biological, psychological, sociological and historical influences. Academic writing plays a vital role in constructing and developing value and identity in the sense that it establishes good relationship in the global community through writers' or academicians' writings.
- iii. Behaviour:** Behaviour is the most focused aspect in any work. It is a part of social and cultural phenomena. One's value and identity is determined by what type of character or behaviour he/she has. If one has good character, he/she gets more responsibilities as opportunities to work with others in his/her own related field. So, behaviour is most in developing career. Academic writing is not away from behavioural aspects such as building rapport, speaking politely, consulting guides and so on. A good character is praised and demanded everywhere in academic works.
- iv. Environment:** Environment is a broad term. It includes all activities, techniques, strategies of doing work and variables around. It is such an aspect which creates a situation according to the context of developing career professionally. In academic writing, environment plays pivotal role to think freely and deeply about the topic that one has determined.

Thus, value, identity, environment, behaviour and purpose are the essential aspects of career development. Academic writing is also closely connected

to all these aspects of career development. One can be obviously good writer or academician when he/she follows all these aspects in a connected way in his/her works/writings.

2.1.8 Situation that Causes Anxiety in the Students' Writing

Since, writing is systematic, rigorous and requires great efforts and conscious thoughts, many writers avoid it. If they dare to write then they feel different types of problems and anxieties because of different situations. It means their writing get affected not only because it is systematic, rigorous but also because of the audience, social and pragmatic context. In this regards, the University of Texas Writing Center (2016 as cited in Holmes, Waterbury, Baltrinic & Davis, 2018) also writes that writing is also affected because of the following reasons.

- i. **Adapting to a new style of writing:** Many writers feel difficulties and anxieties while writing because they have to choose different styles for different genres for different levels. They also feel difficulty in writing because the same pattern of writing is not acceptable for different organizations and audiences. For example, writing a research paper is different from writing a reference book.
- ii. **Writing for a tough audience:** Writers get more stressed and feel more uncomfortable while writing for the tough audience instead of writing to their colleagues and juniors. For example, we have to think more and consider more about the cohesive and coherent devices in our writing while writing to our professor. It happens so because they are more critical and expertise in their field.
- iii. **Thinking about criticism received on writing in the past:** writing is not the things that are limited to anyone individual. It means our writing is made for a large number of audiences. It is also the matter of getting criticism from different readers. Thus, while writers writing the text become more tensed of different criticism made by different experts and novice readers

- iv. **Not clearly and completely understanding the writing:** sometime, the writers fall in dilemma about what to write or what not to write. They feel anxiety and become unable to write properly because they don't get clear instructions from their supervisor.

Additionally, Cone (2016) assumed;

Writing anxiety may result from a variety of social and academic factors. Students worry about class grades, paper deadlines, fear of failure, life or social issues, a competitive nature or pressure from significant others to be a high achiever. Researchers noted that students may fear a professor who in their judgment is intimidating or difficult to please. Understanding and being aware of these triggers may be helpful in providing assistance to students who are struggling with negative feelings about writing (p. 65).

2.2. Review of Empirical Literature

There are many researches that have been carried out in the field of academic writing and career development. Some of them which have entirely related to my study are reviewed in this section.

Acharya (2017) carried out a research entitled "Students' awareness on plagiarism in academic writing". The objectives of this study were to identify the perception of M. Ed. and MA students towards plagiarism and to find out the factors that lead to plagiarism. This study was based on survey research design. Non- random purposive sampling procedure was used to select the sample for this study. Questionnaires were used as a tool to collect the require

data. It was found that plagiarism occurs when there is limited knowledge on the content, and limited time is provided to complete the assignment.

Similarly, Khatiwada (2015) conducted a research on, “Components incorporated in academic journals articles of T.U.”. The study aimed at exposing the formats of the articles in journals produce from the various Nepalese institution and tracing out the effective structure through comparing and analysing them minutely. This study was based on survey research design. Non- random purposive sampling procedure was used to select the sample for this study. Questionnaires were used as a tool to collect the require data. The major findings of this research was that the few journal articles published in Nepal found to be rule bound with the mainstream standard of writing articles in academic journals but most of the articles seemed autonomous, violating the standard rules.

Likewise, Akkaya and Aydin (2018) carried out a research on “Academics’ views on the characteristics of academic writing”. The purpose of this research was to examine the characteristics of academic writing based on the views of the academicians creating it. A semi structure interview was used as a tool. They found that the academicians presented the highest number of comments about the characteristics related to sections containing methodology and results, discussions and suggestions.

In the same way, Akcaoglu (2011) carried out a research entitled “An assessment of academic writing needs of graduate students”. This study mainly aimed at investigating the academic writing needs and writing self-efficacy beliefs of graduate students studying at an English-medium university, Ankara. Descriptive statistics, exploratory factor analysis, and multiple regression analyses were employed to analyze the data. The results of descriptive statistics indicated that the graduate students need a wider vocabulary repertoire in order to cope with the challenges of academic writing and they are mostly assigned longer research papers. In addition, using journal articles published in the area

of specialization during writing was the most common method and more than half of the graduate students stated that when stuck with finding the right word, they first look for a Turkish word first.

The study on “International Graduate Students’ Academic writing practices in Malaysia: challenges and solutions” conducted by Singh (2015) focused on the challenges faced by non-native English speaking international graduate students in their academic writing practices while they studied at a university in Malaysia as well as the solutions they employed when faced with the challenges. He used academic literacies questionnaire to collect data. Based on 131 participants, the findings indicate that non-native English speaking international graduate students faced challenges in their academic writing practices in the instructional settings where English was used as a medium. Similarly, the results revealed that some challenges those students face were mainly attributable to the fact that English in Malaysia is not the native or first language.

The research entitled “Development of English academic writing competence by Turkish scholars” by Buckingham (2008) investigated how a group of 13 Turkish scholars from the humanities faculty of the prominent Turkish University perceive the development of their discipline-specific second language writing skill. He used personal interview to elicit data and excerpts from the interviews. She found that the acquisition of scholarly writing expertise was an extended process of exploration of genre conventions, with a strong component of largely self-directed analysis of linguistic and organizational knowledge.

Similarly, Sulak (2018) carried out a research on “Investigation of writing habits of primary school teachers”. The aim of the study was to examine the writing habits of primary school teachers. The case study, a qualitative research method, was used in the study. The semi-structured interview was used in the research as the data collection tool. In the study, it was found that 57% of

primary school teachers did not use writing skills in their daily life or that they used writing skills occasionally, used writing skills the most in taking notes or poetry, 61% of them participated in classroom writing activities and used Word and social media to write on digital platforms.

In the same way, Carvajal Medina and Roberto Florez (2013) conducted a research entitled “Collaborative work as an alternative for writing research articles.” The study aimed at analysing how collaborative work relates to undergraduate electronics students’ academic writing development in English as a foreign language at a Colombian university, following some specific writing stages. They used field notes, students’ artifacts, and semi-structured interviews as the instruments to gather information. The results showed that writing is achievable if students can follow stages and receive feedback from the teacher. Moreover, collaborative work allowed students to write re-search articles in an easy and dynamic way.

In this regards, Pineth (2013) carried out a research on “The academic writing challenges of undergraduate students: A South African case study.” This article discussed the academic writing challenges of undergraduate students at Cape Peninsula University of Technology, South Africa. It examined challenges such as lack of a mastery of academic writing conventions, analysis of writing topics, using writing to construct social identities; ability to research and apply knowledge across different context and poor sentence skills. It also focused on the implications of these challenges for students’ academic development and possible strategies to address these challenges. He interviews with twenty 2nd year students, 1st year student reflections and discussions with four Communication lecturers. He found that academic writing challenges of students in universities of technology are consequences of students’ linguistic and general literacy backgrounds, their attitudes toward academic writing and the privileging of middle-class literacy practices in South African higher education.

The study on “Investigation of writing strategies, writing apprehension, and writing achievement among Saudi EFL- major students” by Asamari (2013) explored the relationship between writing strategies that EFL university students employed and writing apprehension, relationship between writing strategies use and students` writing achievement, and differences between high and low writing anxiety in their writing strategy use. The data were drawn from 198 (68 males and 130 females) EFL-major university students. Interviews were conducted with some students to explore salient effective writing strategies that they used and the difficulties they faced during writing composition. Correlation, t-test, and ANOVA analyses were used to determine relationships between writing strategies and writing achievement and between students of high and low anxiety. The finding showed that some of the Saudi undergraduates` writing apprehension is pertinent to writing achievement. It also indicated that students with low writing anxiety were more users of writing strategies than the high anxious ones. Moreover, a significant negative correlation was found between students` writing apprehension and their writing achievement.

Though, the above mentioned scholars have conducted their research on different topic, no one has conducted a research to identify students` beliefs and practices on academic writing for their career development. Thus, to study the different perspectives of students and perceive writing related issues i.e. their difficulties in writing, attitudes towards writing assessment and feedback and themselves as a writer, I have selected this problem.

2.3. Implications of Review for the Study

There are many researches that have been carried out in the field of academic writing. Some of them which are entirely related to my study are reviewed in this section.

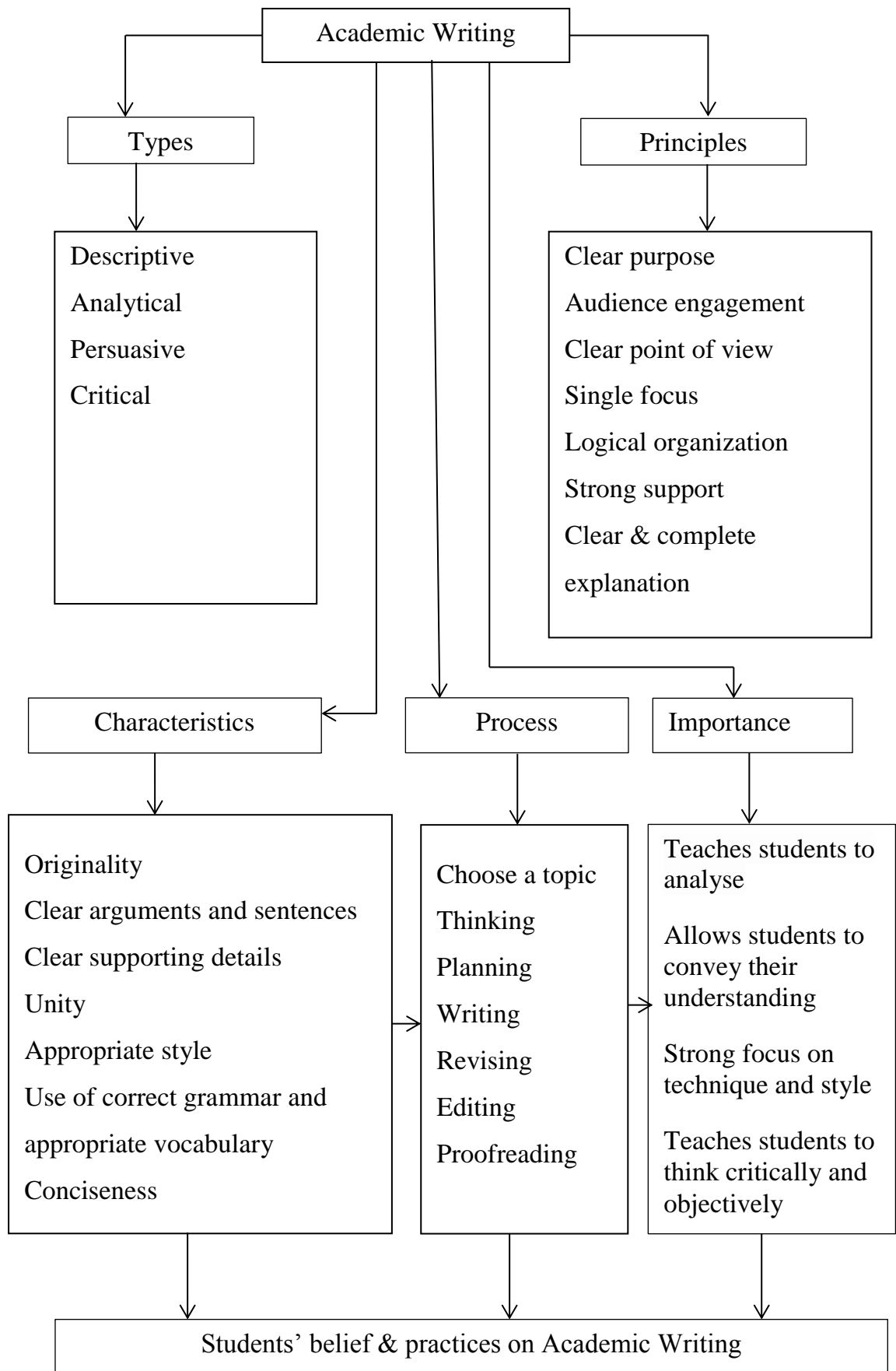
The guidebook of Whitaker (2009) and Asmari (2013) helped me to understand different ideas related to the theories, principles, characteristics, and procedures

of academic writing. Similarly, the study of Singh assisted me in understanding the practices of academic writing. Moreover, the study of Sulak (2018), Medina and Florez (2013) and Buckingham (2008) made me understand clearly the different scenario of academic practices of different countries.

On the other hand, the research conducted by Akcaoglu (2011) helped to design the research design, ways of selecting the participants, etc. Similarly, the study of Akhya and Ayadin (2018) made me familiar with the procedures of collecting data and its analysis. Finally, the study done by Acharya (2017) and Khatiwada (2015) disclose the fact of Nepalese context of academic writing in Nepal and to design the questionnaire.

2.4. Conceptual Framework

Conceptual framework is very important for the researchers in the sense that it provides visual representation of the work. The main purpose of this conceptual framework is to see the relationship among various concept and variables of the study. On the basis of all reviewed documents I have developed the following conceptual framework to process this study ahead.



CHAPTER THREE

METHOD AND PROCEDURES OF THE STUDY

This chapter contains design of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedure, data analysis procedure and ethical consideration.

3.1 Design of the study

I have used narrative inquiry research design in order to complete this study. In narrative research designs, researchers describe the lives of individuals, collect and tell stories about people's lives and write narratives of individual experiences. (Connelly & Clandinin (1990) as cited in Creswell (2012). Moreover, Menian (1998) as cited Khanal (2073) states, "Narrative may be seen as a means of gaining an in-depth understanding of the situation and meaning for those involved with the resulting insights having the potential to directly influence policy, practice and future research." In this way, Sapkota (2017, p. 170) views, "The study of narrative is the study of the ways human experiences the world".

Thus, research is a systematic investigation that follows a stepwise procedure. A systematic and scientific process has been adopted in order to conduct a research study. I have adopted the research process given by Creswell (2012). They are;

1. Identify a research problem
2. Review the literature
3. Develop a purpose statement and research questions
4. Collect qualitative data analyze and interpret qualitative data
5. Write and evaluate a study

3.2 Population, Sample and Sampling strategy

All the students of M.Ed.level thesis group of English education at Tribhuvan University were the population of this study. The sample of the study was six thesis year M.Ed. students from the central Department of English education at T.U.. The sample was taken by using non - random purposive sampling strategies.

3.3 Research Tools

In order to gather required data and information for this study, in-depth interview and semi- structured questionnaire were used as the major research tools.

3.4 Sources of Data

I have used both primary as well as secondary source of data to collect required information. The primary sources of data were collected with the help of semi structured questionnaire and in-depth interview. Similarly, the secondary sources of data were books, articles, journals and theses.

3.5 Data Collection Procedures

I have adopted the following stepwise procedures in order to collect required data and detail information to support the present study.

1. At first, I visited the selected field. Then, I met the participants and described the purposes of my study.
2. Then after, building a good rapport with them, I got their permission to record their voice.
3. After getting their permission, I took in-depth interview with them.
4. At the same time, I used a cell phone to record their voice.
5. Finally, I thanked them.

3.6 Data Analysis and Interpretation Procedures

The collected data have been analyzed and interpreted systematically and descriptively. I have followed descriptive analysis process to interpret the data in a systematic way.

3.7 Ethical Considerations

Ethical consideration is one of the most essential and valuable aspects of research which a researcher has to follow while conducting a research work. All of the respondents have their own right to privacy. Thus, to sustain their confidentiality, I took informed consent with the students of masters' degree. I clearly informed the purpose of this study to my respondents. Likewise, I kept their pseudo name in order to get detail information. Thus, they should be sure that there is no any harmful thing in their personal career because I kept it secret. The data have used only for the purpose of this study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

The analysis and interpretation of data of my study have included in this section.

4.1 Analysis of Data and Interpretation of Results

The data were collected from the semi structured interview and the collected data were analysed and interpreted descriptively. The findings have been derived from the analysis of data and interpretation of the results.

I have used thematic approach to determine or analyse what stories were told and what stories revealed about each individual participants. The narratives were first viewed holistically and then analysed thematically on university level students' beliefs and practices on academic writing for their career development. Thus, I have carried out seven sub headings under participants' beliefs, perceptions and practices.

4.1.1 Students' Views on Academic Writings

Under this section, I have included narratives told by the participants about academic writing. The conclusion after each response has been presented. Basically, I have analysed the participants' views about academic writing with the help of following questions: What is academic writing?. And how do you perceive academic writing for career development?

The participants viewed that academic writing is a formal form of writing. Academic writing is a systematic way of writing. Academic writing is widely used in academia. Standard forms of language are used in academic writing.

In response to aforementioned questions, Aryan shared:

Academic writing is a formal writing and closely based on investigated knowledge because it utilises polite, standard and specific words. It is style of expression that students or researchers use to define the intellectual boundary of discipline. Of course, academic writing is one of the best ways of developing career. When students are engaged in writing, they come to know about mechanism of writing. It can develop nature of writing when they publish different articles, journals or present writing based things. It can develop their efficiency and confidence. As a result, they go ahead in their professional field. I do not mean that it is only the way to develop career in related field. There are other ways such as workshop, seminars, speech programs, collaboration and so on. But academic writing can be a good tool to make ourselves as a good writer, researcher, teacher, presenter if we utilize it usually not occasionally. In the context of Nepal, academic writing is not cared or valued at school level. The students are very poor in producing standard form of writing.

From the above views of participant, it can be said that academic writing is a style of expression used to define intellectual boundary of discipline. We can be more strong and confident when we pour our intellectual discipline to academic writing. It can be easily said that the more we use our brain the more we become active for career development. Similarly, he also said that academic

writing is a formal writing. Thus, his view was largely supported by the ideas mentioned in, Bednar (n.d., cited in Luna & Ortiz, 2013) that academic writing as formal writing that implies great effort to construct coherent and well argument texts whose production is difficult for the writer, but easier for the reader.

Similarly, it can also be noted from Aryan's views that academic writing must be done usually not only occasionally. Thus, we can say that if we write regularly, we will become successful in our career.

Likewise, Swastika shared,

Academic writing generally means the writing which affects the students' abilities and shows students are professionals. If they write articles, report writing, and theses, they can develop their capacity as well as career. Academic writing develops their career effective and better.

Here, she focused more on student's abilities in academic writing. Writing also affects student's abilities. From her response, it can be said that academic writing develops students' capacity in related field. She also shared that the more we write the more we become successful in our career.

She also shared,

I think it's a complimentary part. First thing is the academic degree. Every faculty has academic writing as a core part but the students don't write articles, journal. They do not research. Their focus is on only getting job. Professionals of Tribhuvan University, they write and publish journals, articles, reference

books, etc. and they get scholarship and they go abroad for study.

They share their ideas internationally. I think academic writing supports everyone to reach goal and even in my life.

From the analysis of participant's information, it can be said that academic writing is a complimentary part. She also said that the students do not practice academic writing which is core part rather they think about their job. Academic writing supports ones to get the destination and achieve the goals of life.

Likewise, Jiban shared,

Academic writing is not a simple work or normal work. Academic writing is a systematic writing because we have to put our ideas, thoughts, and logic in connected way.

From the above participant's information, it can be said that academic writing is a systematic way of writing because academic writing requires ideas, thoughts and logics in a connected way. He also said that it is not a simple work or normal work. It means while writing academic texts, we should follow some stepwise procedures.

Likewise, Tulesh shared,

Academic writing is a formal writing which follows some structures. It is written for certain purpose. Moreover, academic writing develops the career of all the professionals. It is a process where teachers search a lot of materials which helps them to sharpen their knowledge to the related field.

From the above participant's views, it can be said that academic writing is a formal writing because it follows some structure. He also views that academic

writing is written for certain purpose and develops ones career. Academic writing makes students able to search several resources or materials to support his/her writings. He shared that academic writing helps to sharpen someone's knowledge and skills.

By analysing the participants' responses, it can be said that academic writing is the expression of intellectual boundary of discipline and closely based on investigated knowledge which affects the students' ability. Academic writing helps to sharpen someone's knowledge and skills. It is written for certain purpose. Academic writing can bring changes to greater extent for one's career development if academic writing is to be practiced daily. Similarly, academic writing makes the professionals more active, effective, and confident in a related field. In the context of Nepal, students' focus is on only getting job, not on academic writing.

4.1.2 Academic Writing as a Process

In this section, I have analysed about the process of academic writing that participants employ while writing academic texts. Here, the participants viewed that academic writing is a systematic writing which has a process. It includes planning, thinking, consulting resources, writing first draft, sharing writing to correct errors and presenting final draft after editing. In the process of academic writing freedom, motivation and ethical works are important variables. The detail of each response has been explored below.

For this, I have asked one question to know students' beliefs or views. The question was: which process do you adopt for academic writing?

In response to the aforementioned question, the participants shared the different views.

Tulesh Shared,

What I do first is to read the necessary materials and after reading, I collect the data then I write for the first time and I read my writing and record. To be better, I listen to my record and again I write to correct errors. Then, I maintain cohesion and coherence, grammar, etc in the next draft. This is not end of my writing. For the betterment, again I give my writing to my colleagues and guides. Sometimes, I email articles to the editors of NELTA and ELT forum.

From the above participant's information, it can be said that before starting writing, we should consult with more related materials. Similarly, Colleague's and guide's feedback and correction seems very important part for making academic writing better and systematic. As per the respondent's responses, collecting data, checking data, and writing can be seen as an important process.

Similarly, Swastika shared,

Yes, there is a format and process of academic writing. The things are; planning, reading some materials, writing first draft with own ideas, editing, revising and making final draft.

Likewise, Raju also focused on what Swastika shared. He pointed out that we can write what comes in our mind after thinking.

By analysing the participants' responses, it can be said that academic writing has process where one can plan, think, write, share and rewrite.

Moreover, Jiban shared,

Everything has procedures. Even, while cooking and making Khichadi, we must put Chamal, Daal, water and other ingredients into cooker. That's why, Academic writing also has procedures. Without thinking about what we write, it will not be successful. Motivation in writing is necessary. Reflecting, sharing, etc. are important thing.

From the above responses, it can be said that motivation is important in academic writing. Similarly, while writing academic texts, students should think about something new he process like reflecting, sharing, etc.

Similarly, Aryan shared,

Academic writing is a scientific process. Before writing, first we have to make a plan. We must not forget to follow the ethical work, when we plan to write and collect the data. After writing, analysis must be done to cure or remove mistakes or errors. On the other hand, what I say is one has to avoid the process and must go for writing till his/her ideas make him/her stop to be fluent, confident, established, bona fide writer and speaker. After this, you manage your body of writing. Freedom in writing makes writer best. But, I do not mean that there is no process.

From the above responses, it can be said that along with system, students should feel free while writing academic texts. It means, freedom in writing

makes the writers or students fear less and free to drop words by the core of the heart.

Throughout the responses, it can be revealed that academic writing follows a system which includes planning, thinking, and consulting resources, writing first draft, and sharing writing to correct errors and presenting final draft after editing. Besides this systematic process or steps, there are other parts which we cannot avoid if we want to become confident and best writer in a related field. The most important parts are freedom, ethical work and reflective thinking in writing. Motivation is necessary in writing. Freedom in writing makes the writers best.

4.1.3 Academic Writing as a Part of Career Development

This section shows that how academic writing plays a vital role in developing someone's career. Academic writing, as a part of career development, joins us with various strategies of doing writing. To show academic writing as a part of career development, some views have been presented on the following questions like; how can academic writing develop your career?

In response to the aforementioned question, the participants shared the following views.

Tulesh shared,

Of course, academic writings develop the career of all the professionals. As a teacher, all the teachers should be the academic writer. I believe because teaching profession is a profession where we have to teach academic writing to the students. If teacher himself or herself is not competent in academic writing, then there may be the problem. So, teachers should be the academic writer. Academic writing is processes

where teachers search a lot of reference materials and practice to sharpen their knowledge, and they get exposure from different materials which help in their career development.

From the above responses, it can be revealed that connecting and consulting different materials is needed when we do our writing. Moreover, it can be said that the more we practice the more we gain knowledge about what we should do to become a good writer.

Likewise, Jiban shared,

Obviously, academic writing helps for one's career development. It also helps me to engage in learning through reading and writing. If we are supposed to develop our career or if we are groomed in academic writing, we have to read, reflect, think and then we have to develop the way of writing.

Here, from the aforementioned view, it can be said that brainstorming and reflecting on the ideas are important in academic writing. This process helps us to grow richer in writing.

Similarly, Indu shared,

Of course, academic writing helps in career development. It's not like literature, so, we cannot just write randomly rather we have to follow some rules and process. So, these kinds of rules and pattern actually help us to focus on what actually we want to write. We have to write some articles, journals or reference

books which help us really in improving our career. We have to be regular in writing.

From the above participant's responses, it can be revealed that academic writing becomes less important when we do not follow certain rules, structure, process, pattern and cohesion and coherence in writing. For improving career, we have to write articles, journals, notes etc. regularly or on daily basis.

In the same way, Aryan shared,

Writing is a skill that required in many contexts throughout life. Academic writing is utilized to show somebody how to compose and how to grow in their writings. Indeed, academic writing creates the situation for everyone and gives the ideas how to become a good professional. To develop our career, academic writing helps us in many ways. It connects us with various sources of professionalism such as workshop, seminar etc. It boosts knowledge and confident and creativity that helps us to present complex ideas, connects us with the world. It develops our nature of searching ideas from different sources and it also helps to grow mentally, physically, socially and economically as well.

From the analysis of aforementioned responses, it can be said that academic writing plays the role of pillar to boost the recent knowledge, ideas, skills to become a god professional. Also it is seen as a creator which creates friendly environment to connect with the entire world. It builds creativity and confident

and makes up- to date in this modern era. Here, it can be said that academic writing definitely has credit of making one's to think globally and act locally.

By analysing the participants' responses, it can be said that academic writing is a fundamental part of career development in the sense that it makes one to update with recent ideas. It helps to think globally and act locally, boosts knowledge in related field, creates environment of culture for writing, develops the habit of writing, etc. Moreover, academic writing makes someone a good writer as well as good communicator. It brings changes from a simple writer into academician and also focuses to develop the inner capacity of writing along with creativity.

4.1.4 Strategies/ Activities for Career Development

This section deals with the strategies/ activities adopted by the students (university level) to boost academic writing and professionally career development. As we know, without strategies our way of doing writings becomes standard less. Everyone grasp some technics that interlink with other factors or variables.

The aforementioned section deals with the analysis of different beliefs or views given by the participants. To be clear, some questions have been asked. They are: What sorts of strategies/ activities do you adopt to be professionally developed? Do you think articles, journals, and reference books are necessary for career development? And how many articles or journals and reference books have you writer in your career?

In response, Aryan shared,

Yes, I adopt a variety of activities to be professionally competent.

Academic writing itself is one of the activities. There are other activities such as writing articles, journals, involving in seminar, speech programs, workshops, mentoring and different ELT

programs. Moreover, I say that keeping journals, writing articles and reference books are very important activities for career development in the sense that keeping these things require us to fulfil our goal. Our goal provides the opportunity to articulate them clearly, establishes future goals, facilitates critical thoughts and feelings, and helps us professionally grow. I am not giving more time to write article or journals but I have published one reference book on critical discourse analysis which encourages me to write more and more. So, I think I must give time to write academic writings.

From the above participant's responses, it can be revealed that writing itself is an important strategy for career development. On the other hand, involving in seminar, workshops, conferences, speech programs, and different ELT programs are the activities or strategies of academic writing which provide an opportunity to articulate us clearly. Through academic writings, one can think critically about anything in related field. Academic writing helps us professionally grow. Academic writing also establishes the goals for further career and research study.

Similarly, Jiban said,

First of all, we have to be enthusiastic, devoted, committed to our work personally, socially and professionally. For this, we should write, reflect, and engage ourselves in workshops, leadership programs, conferences, and ELT seminars to extend our networking with the people of global community. So, these are

the strategies of academic writing through which we can develop our career. Moreover, writing articles, journals, and references books are very valuable means to support our ideas and extend our concept in a systematic way. And one thing, the more we read the more we write. Actually, we can gain much knowledge only being based on our knowledge of academic writings. It is said that many minds many thoughts. People may have many beliefs, understanding, and inner ideas that make them to be free form confusion of anything related to academic writing.

From the participant's responses, it can be said that the strategies or activities of academic writings such as different workshops, conferences, ELT seminars and leadership programs where one can be enthusiastic, devoted and committed to work personally, professionally and socially. Academic writing helps to build up network with others in global community.

Moreover, Tulesh Shared,

So, activities mean first I think in which area I have to write and why I am writing. For example, I write homework because I have some experiences. So that, what I do is I start reading different literature reviewed by the different scholars then I begin to write. So, this is the way I write and while writing I give first draft to my colleagues to read. After getting feedback, I write my academic writings, academic reports based on that feedback and later I finalize it. Moreover, writing article is important because when we write we read also. The next thing is, it helps to get exposure

of different areas, and we know that education is not limited to certain areas. We get the exposure of different areas. While writing, different materials help us to develop our career.

From the above responses, it can be revealed that before writing we should be clear about the area. Similarly, we should also be clear about the purpose of writing. Indeed, any work has certain or fixed purpose where every activities or strategies are focused upon. Involving in other programs like workshops, seminars, conferences, trainings, etc. help us to get exposure in adequate rate which will create a kind of situations of blooming our knowledge. Moreover, it can also be concluded that reviewing literature and getting feedback at the end of the writing are essential parts.

Likewise, Swastika shared,

Actually, we consult our supervisors and teachers firstly. We should focus on title, the format and rules and regulation of writing. We should read materials of related field. Also, we should focus on peer review, weaknesses and strengthens in academic writing.

From the above participant's responses, it can be revealed that ethical works, consulting guides, teachers or stakeholders and clearing the title, format are essential parts of academic writing. Identifying weaknesses and strengths in our works, helps us to get clues to fulfil our purposes at right time. It can also said that peer review is one of the best techniques in completing work like writing.

Like others, Raju and Indu have thrown light upon the same strategies or activities of academic writing.

By analyzing the participants' responses, it can be concluded that the writing on different areas itself is the best way of developing one's career. There are other tools or essential parts of developing career. They are seminars, workshops, conferences, trainings, mentoring, speech programs, discussion and collaboration in a related field, networking etc. It can also be concluded that our devotion to our work gives us power and effort to use our mind to become successful in related field. Moreover, ethical works like following rules and regulations, consulting guides etc. must be cared and put into consideration. To accomplish the work, we cannot deny reviewing literature, format, title and other ingredients of writings as strategies or techniques. To be specific, methodology of writing must be followed along with different techniques.

4.1.5 Challenges Faced

This section deals with the challenges that students face when they write. Each and every one has different strategies, techniques, or ways of writing. They write in their own way and face several problems, difficulties or challenges. Therefore, "as cognitive, content, and academic demands increase, the development of ELL's writing skills becomes a multi-dimensional challenge for students" (Angel & Garcia, 2017).

Each and every works has its own process and format for completion. In the same way, academic writing has its own process and format. Even the process and format makes us easy to go ahead quickly to some extent but we have to face various problems and challenges when we write. The participants' response revealed that in the context of Nepal, students generally face challenges and problems in the area of grammar, vocabulary and cohesion and coherence. The students also face problem in selecting topic, citation and using format. The detail of each response has been stated below.

Here, under this section, the informations have been collected on the basis of responses for the following questions: what are the challenges that you faced while doing academic writing?

In response, Aryan shared,

See, writing process is not an easy job. When we write we have to think, rethink, collect ideas and generates ideas. So, this process pushes us to complexity. As I am non-native speaker of English, most of the time, I face problem related to grammar, vocabularies and cohesion and coherence. How to format small mechanisms into text structures is another challenge for non-native speakers.

The aforementioned information shows that not-native speakers face challenges related to text structure i.e. cohesion and coherence. They also face problems related to grammar and other mechanisms of language. Furthermore, it is difficult to construct social identities. We become able to write when we gather information from different sources related to our writings. We need ideas and different strategies or techniques which are the necessary things to be developed.

Likewise Raju and Swastika shared,

Firstly, what we say is the format itself as a challenge. We have a habit of writing freely, but we don't have a habit of writing in a format. So, we feel difficulty. And the next is methodology.

Choosing a topic is a main problem in academic writings. How to start and how to write a topic sentence are also problems. Other minor problems are citation, references, collection of data and other things like rules and regulation are also challenges of writing.

From the above information, it can be said that students face challenges regarding the format because they have the habit of free writing. It means students have less idea about the format of standard writing. It can be said that as no-native speakers, Nepali students face challenges or problems related to citation, references and methodology.

Likewise Jiban shared,

While writing something, I feel very difficult to connect ideas.

Vocabularies, appropriate grammatical uses etc. are the areas where I feel difficulties. Also due to mother tongue hindrance in second language like English, I feel difficulty to connect ideas.

This above information shows that besides vocabularies, grammar use and usage, L1 hindrance in L2 is the main problem. Nepali students face challenge related to L1 with L2 or vice-versa when they do language related work. Mother tongue affects the process of writing to greater extent. Shifting from L1 to L2 is a complex challenge itself for the students at all levels.

Tulesh also shared the same thing what Raju and Swastika said. He also focused on methodology related challenge where he put light on ethical challenge such as rules and regulation.

Throughout the participants' responses, it can be revealed that students face challenges or problems in the area of grammar, vocabulary, cohesion, and coherence in the context of Nepal. Nepali students, as non-native speakers of English language or other second languages face challenges in connecting ideas, connecting or linking or regenerating mechanisms to the text structure. How to format different parts of second language in writing is one of the challenges for the students. Moreover, L1 hindrance in L2 is big problem or challenge.

4.1.6 Significance of Academic Writing for Career Development

Each works has its own importance or significance to human's life. In the same way, academic writing has a big role or significance for developing career of those who are involved in this work. Writing enables human thoughts to become visible, allows them to be developed, restricted, and modified, and helps new ideas to be triggered (Fulwiler, 2002, p. 32). The participants revealed that academic writing plays vital role in career development in the sense that it develops research skills, nature of writing and provides opportunity for identity globally. It teaches us not only about techniques but also teaches us to be creative, analytic and holistic. The detail of each response has been mentioned below.

I have asked questions to the participants to collect the information about significance of academic writings. The information has been collected below on the basis of the following questions: what is the significance of academic writing?

In response to the aforementioned question, the participants have shared their views.

Aryan Shared,

Mostly, academic writing is cared after school life. So, it works like a bridge between pre-knowledge and current knowledge i.e. the knowledge gained in college life. This makes one's mind creative and analytic or holistic in related field. Academic writing plays vital role in career development in the sense that it helps in many ways such as academic writing teaches us how to use techniques of writings, makes our writing complete and correct, develops research skills, makes us good communicator,

develops our nature of writing and provides opportunity for identity globally.

From the above responses, it can be said that academic writing teaches us not only about techniques or strategies but also how to be creative, analytic and holistic that makes our identity global. It also helps us to be good communicator and researcher. It can also be said that academic writing works like a bridge that connects pre-knowledge and current knowledge as the data have shown.

Likewise Raju shared,

It is helpful to update our knowledge and when we start to write, we have to review different literature first and if we review other's work, definitely we can get knowledge.

The above information shows that reviewing literature before writing is necessary or has its own significance for blooming knowledge. It can be said that academic writing is one of the best tools to update our recent ideas, research skills, and knowledge.

In the same way from Swastika's view on significance of academic writing, the information shows that academic writing makes us better writer, reader, and better personality. It also creates a kind of curious to write and read time and again. So, it can be said that academic writing works like a laboratory where one can experiment different mechanism and skills of writing.

Similarly, Tulesh shared,

Academic writing is very significant to sharpen our knowledge, vocabulary power and to systematize our writing. It also makes us to know others i.e. people. It makes us very good teacher and

we can deliver the subject in a systematic way in the classroom.

*The researches have shown that a teacher who does not write,
cannot be good teacher.*

The information shows that academic writing is the way of teaching and learning in a systematic way. The students or teachers who are involved in academic writing, they can be the best delivers. It can be said that besides vocabulary power, improving knowledge, academic writing also boosts our research skills. Academic writing helps in building rapport or good relationship with others. It can also be said that academic writing helps students and teachers to be famous.

Likewise, from Indu's view on significance of academic writing, the information shows that academic writing helps to broaden our knowledge to become good researcher and it also habituates our way of writing. It can also be said that research and knowledge are interrelated like skin and nail. It helps us to be confident and improves our proficiency.

Moreover Jiban shared,

*First, academic writing helps me to be more expressive, more
confident and I can also make my identity in my field either
nationally or internationally. I can produce more ideas. I can
have newer ideas and thinking.*

The information shows that academic writing helps us to be more expressive in nature, more confident and constructs identity at national and international level. It can also be said that academic writing makes us to be productive one.

By analysing the participants' responses, it can be revealed that academic writing has greater role and significance in one's career development like

others work related to educational field. Academic writing updates our recent knowledge, skills, ideas, and builds up rapport in global community. It helps us to be critic, productive and expressive in the field of research. Moreover, it establishes identity at national or international level. Academic writing also teaches us to do work in a systematic way. It helps to be good researcher, writers, teachers, as well as student. It develops creativity and makes us analytic and holistic in nature. Similarly, academic writing develops our nature of writing as well as culture of writing. It makes our writing complete and correct or errorless. It teaches us how to use techniques of writing and boost our research skills. Academic writing develops vocabulary power.

4.1.7 Aspects of Career Development

Career development is the process that forms a person's work identity. It is a significant part of human development and spans over the individual's entire life time, beginning when the individual first becomes aware of how people make a living (Mckay, 2018). Every individual is accountable for their own career development. It has different aspects which are to be developed.

To know which aspects to be developed, the participants have given their views on the basis following question: Which aspects of career development do you want to develop through academic writings? Why and How?

In response to the aforementioned question, the participants have shared their views.

Aryan Shared,

We know that career development is a part under human development. We find many aspects that are to be developed. I mostly focus on environment and community of practice. When we involve ourselves in narrative writing, we can develop our

ethics knowledge. I mean to say that community is a place where we can experience many things which cause our work to be done effectively and positively. If environment is good then everything is good in the sense that everything depends upon it. So, I want to develop myself through good environment in the sense that happy environment gives us a situation to complete our work and our value will be highly praised. And behaviour is depended on environment of society.

From the aforementioned information, it can be revealed that environment, community of practice, values, identity, and academic career are the aspects of career development. From the responses, we can say that environment is an umbrella term which captures all ingredients of career development. It can be also said that positive environment helps us to develop ourselves to complete our work and then our values will be highly worthy where behaviour depends on that environment of society, culture, or community. He also focused that community is a place where we can experience many things and helps us to do our work effective, positive, and fruitful.

Likewise, Raju shared,

I want to develop professionalism and academic career because when we write articles, journals and others that help us to develop our profession and academic career. Academic writing also develops our knowledge.

From the above information, it can be said that professionalism and academic career are also the aspects of career development and these aspects can be developed through writing articles, journals, and other

work like this. It can be said that academic writing helps to enrich our professional knowledge and academic career.

Similarly, Jiban said,

Actually, I want to focus on professionalism and academic career because professionalism is a way that helps me to enrich my knowledge, capacity. While talking about next aspect i.e. community of practice I should be able to establish myself as a real icon of that community. And next thing is academic career that helps me to become famous writer in this global community. Through writings, I can get name and fame internationally. Everyone can know me by my creation. So, these are also interrelated to each other.

From the above participant's views, it can be said that professionalism, community of practice and academic career are the aspects of career development. Through these, we can develop everything in the field of academic writings. Moreover, professionalism is a platform where one can enrich critical thinking, knowledge, capacity. Similarly, it can also be said that community is a place where one can be established oneself as a real icon of that community because our voice or words determine us, our values, identity, level, and humanism. Thereafter, academic career also plays an important role to become a famous person in this global community where everyone can know us, our position, and level through academic writings.

Moreover, from the information given by Indu, professionalism is one of the aspects which mostly focused by those who are involved in educational field. Being professional means being competent in subject matter. This aspect can be developed through academic writings. It can be said that thesis writing, writing journals and articles are the essential parts of boosting the aspect i.e.

professionalism. It not only makes us stand strong in the current position but also makes us competent for the further position or level.

Similarly, academic writing is also an aspect of career development (data given by Tulesh). It can be said that academic writing makes us established writer and creator in the global era. Thus, it can also be said that academic writing helps to make immortal to those who are involved in academic writing. For example, Laxmi Prasad Devkota, Bhanu Bakhta Acharya, Shakespeare, and so on is living example of immortality.

Throughout the participants' responses, it can be revealed that the value, identity, environment, community practice, professionalism, and academic career are the essential aspects of career development. Each and every aspect must be developed for students' career development. Among all these aspects, professionalism is valued more by those who are involved in educational field. Academic writing is seen as an important way of developing academic career. But, it does not mean that one aspect can make someone to be fully developed. Moreover, environment is also an umbrella term that captures all the ingredients of career development where positive environment makes us stay to be positive towards our ethical works. Value and identity is interrelated icon where one cannot exist without another in the sense that value represents our identity. So, if we lose our value, we easily can lose identity. Thus, it is better to develop all aspects for career development. Career development is only possible when we are rigorous, practical, and positive towards research work and other works related to academic writings.

CHAPTER- FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter includes the components like findings, conclusions and recommendations which have been based on the analysis and interpretation of data.

5.1 Findings

Trying to exploring the university level students' beliefs and practices on academic writing for their career development, I found the lived experiences they shared with me were highly accounted. Views, a form of discourse and a way of interaction provided me huge amount of insights for understanding the university level students' beliefs and practices closely. In this part, I have presented the findings on the basis of the narrative reflection, activities observation and in-depth face to face interview. Moreover, I have tried to present the main themes of research finding separately that stemmed from the data analysis, research objective and research questions.

Students' views on Academic Writing:

From the analysis of the students' views, it is clear that academic writing is a systematic writing because we have to put our ideas, thoughts, and logic in a connected way. In participants' words, academic writing is a style of expression used to define intellectual boundary of discipline. It needs rigorous practice. Regularity must be focused for academic writing. Therefore, it makes the professionals more active, effective and confident in a related field. Academic writing helps to sharpen students' knowledge. It also develops their abilities. In the context of Nepal, academic writing is not cared or valued at school level. The students are very poor in producing standard form of writing.

Academic Writing as a Process:

It was found that academic writing follows a system which includes planning, thinking, and consulting resources, writing first draft, and sharing writing to correct errors and presenting final draft after editing. All the participants shared that it is a systematic process. It is necessary for consulting related materials and reading before writing. Collecting data, checking data, and writing are most important process. Colleagues and guides' feedback and correction are the other important parts.

Academic writing as a Part of Career Development:

All the participants revealed that academic writing is a fundamental part of career development in the sense that it makes one to update his/her recent ideas, think locally and act globally, boost knowledge in related field, create environment of culture of writing and develops habit of writing. They thought academic writing develops the inner capacity of writing along with creativity. Academic writing requires some effort with procedure. It is written for purpose. It is a work where students and teachers search a lot of materials that help them to sharpen their knowledge in the related field.

Activities for Career Development:

From the analysis of participants' views, it was found that besides academic writing, there are other ways of developing career such as seminars, workshops, conferences, trainings, mentoring, speech programs, networking, discussion, collaboration and so on in a related field. In their views, our devotion to our work gives us power and effort to use our mind to become successful in related field. To accomplish the work, we cannot deny reviewing literature, format, title and other ingredients of writings as strategies or techniques. To be specific, methodology of writing must be followed along with different techniques.

Challenges Faced:

It was found that students face challenges or problems in the area of grammar, vocabulary, cohesion, and coherence in the context of Nepal. Nepali students, as non-native speakers of English language, usually face problems in connecting ideas, linking or regenerating language mechanisms to the text structure. It can be easily said that L1 hindrance in L2 is a big problem or challenge.

Significance of Academic Writing for Career Development:

It was found that academic writing has greater role and significance in one's career development like others work related to educational field. It builds up rapport in global community. It helps us to be critic, productive and expressive in the field of research. It establishes identity at national or international level. It makes us analytic and holistic in nature as it develops creativity. They viewed that academic writing develops students' nature of writing as well as culture of writing. It teaches students how to use techniques of writing and boosts their research skills. It makes one's writing complete and correct or errorless.

Aspects of Career Development:

All the participants revealed that value, identity, environment, community practice, professionalism, and academic career are the essential aspects of career development. Each and every aspect must be developed for students' career development. Among all these aspects, professionalism is valued more by those who are involved in educational field. It was found that environment, as an aspect of career development, must be standing positive in the sense that positive environment makes us stable towards our works and ethics. Value and identity is interrelated icon in work like academic writings. Ethical works like following rules and regulations, consulting guides etc. must be cared and put into consideration in academic writing.

5.2 Conclusion

I have drawn the conclusion on the basis of the findings of my study. This study entitled “University Level Students’ Beliefs and Practices on Academic Writing for Their Career Development” attempt to analyse students’ beliefs and practices on academic writing, find out strategies they adopt for career and explore challenges they face in academic writing. This study was based on the various views and beliefs.

From this study, it can be concluded that various views, beliefs and practices of academic writings play pivotal role in maintaining career development.

Academic writing is a core or fundamental part because it gives the way to build up our career. It helps learners to develop their potentialities and abilities towards professionalism. Writing articles, journals, reference books, reports, assignments and so on, encourage students to broaden or sharpen their knowledge, skills and ideas. It needs rigorous practice, therefore regularity must be focused. Similarly, academic writing makes us more confident and productive for making our identity globally.

Similarly, in order to develop professional career, students follow the strategies like seminars, workshops, conferences, trainings, mentoring, speech programs, networking, discussion, collaboration and so on in a related field. In their views, our devotion to our work gives us power and effort to use our mind to become successful in related field. To accomplish the work, we cannot deny reviewing literature, format, title and other ingredients of writings as strategies or techniques. And also it has a system and the way of doing things i.e. strategies and techniques which students have to follow to produce good writings.

Even though, academic writing evokes many changes, it welcomes many challenges or problems. In the context of Nepal, students and teachers face many challenges in terms of vocabulary, grammar, and maintaining different

ingredients or mechanism in text structure or in writing journals, articles, reference books etc.

Among all aspects of career development like value, identity, environment, community practice, and professionalism, professionalism is the most frequently occurred- aspects in this study. The occurrence of searching materials, consulting guides and other things for academic writing, boosts knowledge and creativity which is no-less important for career development. Moreover, along with system, student focuses and welcomes ethical works and freedom in academic writing or any writing. Obviously, freedom in writing makes the writers or students fear less.

5.3 Recommendations

The implications of this research work have been recommended on the basis of findings and conclusion. The main implications of the study can be pinpointed under the following three levels:

5.3.1 Policy Related

Policy refers to a deliberate system of principles to guide decisions and achieve rational outcomes. It justifies a particular course of action or activities of a particular person, institution or a nation. Since effective implementation of policies leads to successful completion of an action, it should be taken into consideration. The main implications at this level are:

- i. It will be effective for the writer to have an authentic preparation of thesis writing.
- ii. The university can also utilize the study to revise the course of study for research writing and implement them.
- iii. It will be effective for the course designer in the sense that academic writing suggests and teaches the professionals how to develop their career.

- iv. The policy can be made about criteria to measure aspects of career development smoothly and dynamically in academic writings in order to get world-wide credit.
- v. The curriculum development centers can also get benefits from the study as it helps to produce good academicians, writers, and professionals.

5.3.2 Practice Related

Today, academic writing has been an essential part of humans' life. It has become one of the best means to develop and share beliefs and practices in the related field. It must be highly practiced. It must be done usually not occasionally. From this study, the following practice related recommendations can be pinpointed:

- i. If students and teachers practice academic writing regularly, it will develop habits of writing and culture of writing.
- ii. It is suggested to the English language teachers that it would be better to adopt the framework to give the students the knowledge of academic writing in order to produce the good writers, readers and academicians.
- iii. Individual lecturers and supervisors can be guided to improve the super-vision by taking feedback from the findings of the study.
- iv. Students, teachers or practioners can be made aware of ethical works and environment of culture in which they are involved.
- v. I hope, the students who were the participant of this study also draw the insights and become more aware of themselves and their relationship with larger social world.

5.3.3 Further research Related

The implications of the study have been recommended to other researchers for their research study. The present research addressed students' beliefs and practices on academic writing for their career development. Yet, there is great deal of room for research in this area. More than anything the following studies can be suggested:

- i. Further research can be performed to investigate shifts in the case of academic writings.
- ii. Another study can be done to evaluate features such as clarity, adequacy, accuracy or sensibility in the academic writings.
- iii. Politics is full of ideologies, persuasive language, symbols and characters, where shifts occur. So, this will be one of the best investigations for the research. For this, journals, newspapers and magazines can be taken.

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APPENDIX A

Consent Form

Dear informant,

I would like to invite you to take part as a one of the respondents in my research entitled **M.Ed. Level Students' Beliefs and Practices on Academic Writing for their Career Development: A Narrative Inquiry** under the supervision of Dr.Gopal Prasad Pandey, Reader and Head of Department of English Education, T.U. Kirtipur, Kathmandu. The purposes of my research are to analyse students' beliefs and practices on academic writing and to find out how academic writing helps them for career development. The expected duration of your participation will be two hours. The research tool mainly will be the interview and your reflection writing as secondary ones. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result.

Please inform me of your decision and hopefully your consent by responding.

See you soon,

Researcher

Jay Prakash Mandal

M.Ed. 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- There will not be certain risk & discomfort associated with this research.
- The information you provide for the purpose of this research is confidential for interview.
- Interview will be recorded.
- I hope you will not leave yourself from process at any stage.

Signature.....

Name.....

Date.....

APPENDIX B

General Interview Guiding Questions

The interview questionnaires have been prepared to collect required information for the research work entitled **M.Ed. Level Students' Beliefs and Practices on Academic Writing for their Career Development: A Narrative Inquiry**, under the supervision of Dr. Gopal Prasad Pandey, Reader and Head, Department of English Education, T.U, Kirtipur, Kathmandu, Nepal. I do hope the informants will co-operate by providing invaluable information to accomplish my research.

Questions

- i. What is academic writing? And how can it develop in your career?
- ii. Do you practice academic writing in/for your career? Why?
- iii. Do you think it is useful in professionalism and academic career? How?
- iv. What sorts of activities do you adopt to be professionally developed?
- v. Are articles, journals, and reference books an important/necessary for career development? Why and how?
- vi. How many articles or journals did you write in your career?
- vii. What are the challenges that you faced while doing academic writing?
- viii. What sorts of roles do academic writing play in career development?
- ix. How do you perceive academic writing for your career development?
- x. What is the significance of academic writing?
- xi. In which aspects of career development you want to develop through academic writing? Why and how?
- xii. What are the processes of academic writing?
- xiii. What are the strategies that you adopt while preparing academic writing?