

**TEACHER EDUCATORS' BELIEFS ABOUT PRACTICES OF ACADEMIC
WRITING**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted By
Anju Dawadi**

**Faculty of Education
Tribhuvan University,
Kirtipur, Katmandu, Nepal**

2022

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Declaration

I hereby declare that to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2022/05/24

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Dedication

Dedicated to

My parents and all the gurus of my academic journey for their everlasting love, patience, guidance, and invaluable inspiration to me.

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Abstract

This research on **Teacher Educators' Beliefs about Practices of Academic Writing** was conducted to explore the teacher educators' beliefs about practices of academic writing and explore the challenges faced by them. The main objectives of this research were to find out the belief of the teacher educators' about practices of academic writing and explore the challenges faced in academic writing. Thirty teacher educators were selected as sample size following a purposive non-random sampling procedure. A set of questionnaire was developed to collect data from the participants. Regarding the first objective and research question about the beliefs of teacher educators' about the practice of academic writing, it was found that all the participants (100%) believe that academic writing and publishing such writing on various platforms is one of the ways for teacher educators' professional development. Likewise, it was found that most of the teacher educators i.e. 96.66% believe that researching, writing reports, presenting, and publishing have a great role in the field of teaching. Similarly, it was also found that teacher educators believe that academic writing creates teachers' identities and connect with professionals. In the same way, regarding the second objective and research question that the challenges faced by teacher educators in academic writing, it was found that the lack of adequate academic knowledge regarding academic writing and lack of resources, motivation, the culture of writing and feedback in the practices of academic writing.

This thesis has five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter presents the review of theoretical literature, review of the empirical literature, implication of the review for the study, and conceptual framework. Similarly, the third chapter deals with the methods of the study, which includes all the procedures of the research. Likewise, the fourth chapter deals with the analysis and interpretation of results. The fifth chapter presents findings, conclusions, and recommendations. The recommendations are presented on three levels: policy level, practice level, and further research level. At last, the references and appendices are provided.

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List of Abbreviations and Symbols

%	:	Percentage
BELTA	:	Bangladesh English Language Teachers' Association
CERID	:	Research Centre for Educational Innovation and Development
CDC	:	Curriculum Development Center
CUP	:	Cambridge university press

Dr.	:	Doctor
ELT	:	English Language Teaching
ETC	:	Educational Training Center
etc.	:	Etcetera
FOE	:	Faculty of Education
IATEFL	:	International Association of Teachers of English as a Foreign Language
i.e.	:	That is to say (Latin)
LRC	:	Lead Resource Center
M.Ed.	:	Master of Education
MOE	:	Ministry of Education
NELTA	:	Nepal English Language Teachers' Association
NCED	:	National Centre for Educational Development
RC	:	Resource Center
SMC	:	School Management Committee
TESOL	:	Teaching English to Speakers of Other Languages
TOEFL	:	Test of English as a Foreign Language
TPD	:	Teacher Professional Development
TU	:	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study and has raised the issue of research. Then, I discussed the purpose of carrying out this research and, based on the purpose, raised some research questions. The significance of the research has been discussed and presented the delimitation of the study to make it more specific and presented the operational definition of keywords.

Background of the Study

Teachers' professional development is an emerging issue that becomes an integral part of any teacher in the present time. To adopt and adapt innovations and cope with the challenges of fusion and diversities in teaching-learning activities, the teachers must develop professionalism. There is the provision of pre-service teacher education to enter into the teaching profession but the one-time pre-service teacher education may not be enough to cope with the challenges arouses in the field of teaching-learning activities. So, in-service activities (rather than only training) are very necessary to the teachers for their professionalism.

No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they would face throughout their careers. Education systems, therefore, seek to provide teachers with opportunities for in-service professional development to maintain a high standard of teaching and to retain a high-quality teacher workforce. Yadav (2011) views that academic qualifications once acquired are not enough forever to be a professional that is why professional development helps teachers update themselves. So, effective professional development is ongoing which may include training, practice, and feedback, and provides adequate time and follow-up support, etc. There are various strategies for teachers' professional development like; taking part in training/seminar/workshops, attending and presenting in conferences, further reading, peer coaching, study group, researching and writing academic papers, mentoring, and so on.

In this present arena of a modernized and challenging world, the teaching-learning activities are also being so challenged. The teacher educators have to face a

lot of consequences and if he/she cannot face those challenges will not go ahead pleasingly and as a result, has to leave the profession. So, in this situation, if teachers adopt and adapt the ways of professional development they will develop their professionalism, and their teaching-learning will be more profession-like rather than only a job. There are various ways of developing professionalism. They contribute in collaboration; I mean various ways contribute in their respective way.

As a student of master's degree in semester system, I encountered various situations and made myself familiar with them. During the classes, our teachers talked about professional or academic writings which have been published in journals. They also said that they are very much crucial for developing professionalism and strengthening their academic carrier. I became so curious about academic writing and its contribution to teachers' professional life and come up with the idea of researching the belief of teacher educators ' about the practice of academic writing for developing professionalism.

Statement of the Problem

Teachers' professional development is a process that goes through the professional life of a teacher. To become professional, only attending school/university and involving themselves in classroom activities is not enough. As it is an all-round development of a teacher he/she has to go through various activities. Together with the classroom teaching learning activities, the teachers have to be involved in various professional works. The pre-service teacher education program provides methodological and content knowledge. But to obtain other skills and knowledge related to the profession one has to go through like attending seminars, conferences, and workshops, conduct research, involving in academic writing or professional writing and publishing them in journals, and so on. It is believed that such activities in which teachers participate and make involved help to develop professionalism. The tasks and the activities that teachers go through play important role in their career.

Many educators believe that academic writing is a good strategy for professional development for those teachers who want to develop their

professionalism in a real sense. However, others believe that writing articles and publishing them in journals are only for securing a few marks which helps in promotion at the university level. But my teachers who taught me at the university level used to share their ideas and used to encourage us to write something academically and present them in different forums. Nowadays, there is a trend of writing academic articles and publish in national and international journals. We can take an example from NELTA, it publishes a journal yearly in its international conferences there we can see many articles from home and abroad. Similarly, universities and other academic institutions publish research and knowledge-based articles in their journal. In the same way, various web-based articles are being published on the internet which is being used and consulted academically in teaching-learning and the field of research. Lots of professionals, educators, researchers, teachers, etc. are involved in writing academic articles. I, myself felt it is an issue to search and explore. Is writing articles and publishing them only to get marks for the promotion? Or is it for the identity of the writer? Or does it have something more to do with their professional development, than these?

In this context, I have explored how teacher educators view academic writing for developing their professionalism. Does academic writing help for developing professionalism? If yes, to which extent does it help? Does it help the teachers in their professional careers? How it will be helpful in teaching-learning activities for both the teachers and students? If not, what is the worth of involving in writing academic papers and publishing them in journals? Answering such questions, I have explored teacher educators' beliefs about practices of writing academics for professional development.

Objectives of the Study

This present study had the following objectives.

-) To explore the teacher educators' beliefs about practices of academic writing.
-) To explore the challenges faced by teacher educators for academic writing.
-) To state some recommendations based on the findings of the study.

Research Questions

This study was based on the following research questions.

-) What sorts of beliefs do teacher educators have about the practices of academic writing for professional development?
-) What sorts of challenges do teacher educators face in academic writing?

Significance of the Study

This present study has explored the professional development of teacher educators with their academic writings. This study is very significant in the sense that it helps to add a brick in the field of teachers' professional development. It is important for those teachers who want to be professional in a real sense to involve them in other academic activities together with their classroom teaching-learning activities. Particularly, this research, teacher educators' beliefs about academic writing is beneficial for those who are directly, and indirectly involved in the teaching profession, teachers, teacher trainers, subject experts, supervisors, teacher policy makers, curriculum designers, and so on. Similarly, this study is also significant for the novice as well as other experienced teachers because this study plays a vital role in exploring teachers' views, ideas, and perceptions regarding academic writing as one of the significant strategies for developing professionalism.

Delimitations of the Study

This study had the following delimitations.

-) This study was delimited only to English language teachers teaching at university-level campuses in general and teachers who were involved in writing and publishing academic papers/articles in particular.
-) This study was delimited only to the belief of teachers toward academic writing and its publication for their professional development.
-) Only 30 teacher educators were selected purposively using a non-random sampling procedure where the information was collected using a questionnaire.

Operational Definitions of the Key Terms

Academic Writing: In this research, academic writing refers to those formal scholarly writing which is published in professional journals/blogs/websites that explores their views, ideas, perceptions on a particular topic or subject matter, books/article reviews, and or reports of research or academic task/work on specific areas/fields.

Professional Development: Professional development refers to an ongoing process in which teachers involve themselves in developing their knowledge, skills, and performance through various activities academic which make them professionally sound and develop their expertise in their field.

Belief: Belief refers to the views, ideas, and or concepts that someone holds on a particular topic, concept, thing, or idea. Here, in this research, belief is concerned with the perception of teacher educators about the practices of academic writing for professional development. What sorts of belief teacher educators have about academic writing as a strategy of professional development is the main concern in this research.

Practice: In this research, practice refers to the teacher educators' activities related to academic writing like; writing academic papers and research reports, publishing them on various platforms like; print journals, online journals, newspapers, magazines blogs, and writing books or books chapters, and so on.

Teacher Educators: Teacher educators are those academicians who teach university-level students, particularly in pre-service teacher education programmes that produce future teachers. Teacher educators produce teachers and for that, they have to involve in the various teacher development programme. Teachers need to be involved in professional development activities to make their academic life sound. So, here, teacher educators' activities and beliefs about academic writing who are also producing future teachers is explored as it is one of the ways of professional development.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter presents a discussion of theoretical literature. Similarly, the empirical review is done to find out the research gap. At last, it presents the conceptual framework of the study.

Review of Related Theoretical Literature

This chapter presents the concepts regarding the professional development of teachers and the strategies that can be used to sharpen their professionalism. While reviewing the literature, I have analyzed it from both theoretical and empirical perspectives. The aim of reviewing the previous research works and literature is to discover what has already been done and what is missing to be done in this field.

Professional Development

The term professional development is a broad word in the present time. It is the need and call of the day. Professional development refers to general growth and focused on a precise job. It helps to achieve a longer-term goal and seeks to make easy knowledge enhancement growth of teachers. If we see the international situation of the language teaching profession, in every country teachers are conducting Teachers' Professional Development (TPD) training programmes following their location-specific way. This means site-based teacher professional development programme is being run. Richards (2005, p.4) says teacher development should have the goals of understanding how the process of second language development occurs, how roles change according to the kind of learners we are teaching, reviewing our theories and principles of language teaching, developing an understanding of different styles of teaching, determining learners' perceptive of classroom activities.

Here, the goal of converting teachers into researchers will have the continuous pedagogical problems they resolve. Professional development should go beyond the personal and individual expression of the subject matter knowledge such as

pedagogical grammar, and the composition of the way schools and language programs. Only gaining knowledge about classroom pedagogy may not be enough for a teacher to be called professional. Gnawali (2008) expresses that teacher development is an ongoing process through which teachers keep growing with their voluntary effort. So, teachers need to be involved in various activities related to academia and research themselves or personally. Teachers need to be motivated to be professional. That is why nowadays teacher professional development involves different dimensions of a teacher's practice from classroom teaching to exploring self, researching, involving in academic writing, publishing articles, and so on. Similarly, Reimers-Villegas (2003, p.1) says:

Professional development, in a broad sense, refers to the development of a person in his or her professional role. More specifically teacher's development is professional growth. A teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. Professional development includes formal experiences such as attending workshops, and professional meetings, mentoring, writing, etc. And informal experiences such as reading professional publications, watching television documentaries related to an academic discipline, etc.

This conception of professional development is, therefore, broader than career development, which is defined as the growth that occurs as a teacher moves through the professional career cycle. I understood that teachers can achieve knowledge through their experience and attending workshops, professional meetings, mentoring, watching television documentaries related to an academic discipline, involving in academic writing and publishing them, etc.

Professional development has become progressively more important as a way to make sure that teachers succeed in matching goals with their students' learning needs and self-development to be sound teachers. Professional development activities such as workshops, self-monitoring, mentoring, study groups, keeping a teaching journal, teaching portfolios, actions research, academic writing, peer coaching, etc. may help retain professionals.

Strategies of Professional Development

A teaching strategy refers to a technique that is used by the instructors to ensure that the course book has been understood. It is the approach to teaching the students. Teachers' professional development can be possible with the presentation of new ideas and the opportunity to be involved in conference presentations, newsletters, articles, and regular chats with colleagues. The teachers should be motivated to update their professional development when they begin their teaching careers by doing negotiation, discussion, cooperation, and collaboration among the teachers as well as with students. Teachers should encourage the students in different research activities by adopting different strategies for teacher development Richards and Farrell (2010) argue, "Strategies for teacher development often involve documenting different kinds of teaching practices, examining beliefs, values and principles, conversation with peers on core issues and collaborating with peers on classroom projects" (p.4). Self-observation, critical reflection, subject matter knowledge, pedagogical expertise, and understanding of curriculum and materials help in teaching-learning processes. School is viewed as a learning community. So, encouraging greater interaction between teachers, peer-based learning through mentoring and sharing skills, and experience help in the solution of common problems that occur in the process of teaching-learning activities. Adopting different strategies for professional development develops a culture of cooperation in school and helps to learn together through participation in group-oriented activities with a shared goal, and responsibilities. Professional development which we are discussing cannot be done by a single means. It involves multilevel changes which therefore demand multilevel experiences. It demands the teacher to be from classroom teacher to action researcher about classroom problems, cultural diplomats inside the cross-cultural settings of classrooms, and so on. It requires the teacher's side to be reflective, creative, and critical. Therefore, teacher professional development is a personal journey (Brown, 2001, p.2). Professional development introduces several different ways of facilitating which activities seem to be best suited to clarify the issues. It should be ongoing with a simple activity, such as self-monitoring or peer observation; to develop the same beginning ideas about the topic are interested in.

Richards and Farrell (2005) assert that professional development is the next step when once teachers' period of formal training is over (p. 1). Similarly, Craft (1996) says that professional development is sometimes used to describe moving teachers forward in knowledge or skills (p. 6). By considering the above-mentioned ideas about TPD it will be fruitful to mention Reimers-Villegas's (2003) ideas about TPD. He says;

TPD should move towards achieving 'double roles of teachers', that is to say, both subject and object of educational reforms. Firstly, teachers are the object of the educational reform. This means their professional development should be considered. They should be brought into such activities where we can ensure their professional development. Secondly, they are the objects of educational reform. This means by their involvement they are responsible to bring change in their classroom in particular and in educational scenarios in general. They will be expected as being and behaving as professionals and to play the role of change agents (p.1).

In our context as well we are expecting this kind of double role of teachers in the TPD program. We expect to change our teachers from technicians to classroom researchers because our teachers will constantly have pedagogical problems in their settings. To solve such problems it is not always possible to bring teachers to the Educational Training Center (ETC), Lead Resource Center (LRC), and Resource Center (RC). Therefore, the teacher can be a classroom researcher or action researcher, write their own experiences of teaching-learning activities and publish them. Such kind of writing and publication also helps the teacher to be a professional. This is what we want our teachers to be engaged in academic writing which explored their feelings, insights, and views regarding a particular topic, issue, or phenomenon. Not only this, but academic writing also gives a platform to publish their new knowledge and finding of research which could be innovations in the field of the teaching profession or other academia. There are many more things that teachers should do in their professional lives to be sound professional teachers. Regarding this, Richards and Farrell (2010) mentioned so of the strategies of professional development like; workshops, self-monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching, and action research. In the same way,

Richards and Farrell (2010), in their book one of the vignettes who was an active member of several TEFL societies: shared that attending conference sessions and reading newsletters and journals provided insights into the actions and thoughts of his contemporaries. Together with this, he shared that, he reads professional materials regularly, and writes book reviews every month. As he writes book reviews regularly, it can be understood that he accepts that academic writing is also a strategy for professional development. Similarly, Bain Butler, Trosclair, Zhou, and Wei (2014) say that writing dissertations and articles to publish in academic journals helps teachers to develop their professionalism. These scholars' idea in their paper shows that writing is also a part of professional development and can be a strategy to be adopted by teachers. So, academic writing can be used as a strategy for professional development.

Academic Writing and Professionalism

Academic writing can be any writing which is used in academia in an academic setting. However, here my concern regarding academic writing is a written article or paper which is produced by academicians particularly, teachers for the publications. Such academic writings may include book writing, book chapters, journal articles, book reviews, reflective writing, journal writing, or any piece of writing produced by academicians related to the field of academia which can be used by teachers and students to develop their professionalism. It is believed that a professional teacher always seeks ideas or ways for professionalism. He/she tries to develop his/her capacity or strengthen their expertise in the field of teaching-learning activities.

Here, I am closer to Burk (2010) who says that writing for publication is an important part of professional development, so start writing that professional article today! He further adds one of the more formal ways to share an idea of academic personals is to write an article for publication. Yadav (2011) views that writing something academically like; reflective writing, journal writing, experience sharing, writing articles, etc., and publishing them in internet blogs can be a way of professional development. Here what I understood is that where ever the teachers

publish their writing either in print form or in the electronic form they help to develop their professionalism.

Importance of Academic Writing

Among others, academic writing has a great role in the development of teachers' professionalism. Teachers can conduct research related to teaching-learning activities which helps him/her to find out the solutions to the problems and make their teaching effective. For instance, action research can be conducted relating to the problems of classroom teaching-learning activities. If the teacher publishes such research reports in the form of academic writing then other teachers can read and find out similar solutions if he/she has the same kind of problems. So, it has great importance in the teaching profession. In the same way, the author's or writer's identity is also created through articles and connects with other professionals. Here, Wong (2014) views that academic publications contribute to teacher development in three ways. First, an expanded knowledge base gives the teachers a new understanding of student-based learning. Second, teachers obtain insight into their practices by making their tacit knowledge explicit. Third, teachers have a sense of achievement by theorizing personal experience.

Similarly, Schriver (2016) mentions that writing can be used to help develop one's professional identity and promote one's personal development. From these scholars' ideas, it can be understood that academic writing is an important academic part that can be a good strategy to develop the professionalism of teachers.

Practices and Trends of Academic Writings

Academic writing is the production of academic works or activities that a teacher or academician goes through during his/her academic career. In course of the academic journey, a teacher may produce various kinds of academic writings. In general, writing might have its kinds like; descriptive, persuasive, analytical, and critical writing. However, here my concern is to talk about practice and trends of academic writings that are produced by the teachers and make published in any form or format in our context which transfers new knowledge. Here, I am closer to Tardy (2005), who believes that academic writing is that piece of writing which transfer new

knowledge and persuade readers of the field giving value, significance, and credibility. There can be various concepts regarding the practice of academic writing. However, the thesis or dissertation that is prepared after researching to accomplish an academic degree, journal articles (research-based and theme-based both), book reviews, article reviews, research report, book writing, books chapters writing, blog writing, synopses writings, publication of workshop or conference papers, reflective writings, experience-based essay, journal writings, essay writings on academic-related issues, published interviews in print or online media related to academic profession and so on are taken as the practice of academic writings and are considered as my part of research as well.

Challenges of Academic Writing

There are no fixed challenges of any task. Challenges are changeable. Here, in this section few challenges of academic writing are discussed. Phothongsunan (2016) claimed that university academicians have few challenges in academic writings and are grouped into three types: first, discursive challenges which include academic knowledge, then second non-discursive challenges which include factors like plagiarism, motivation, emotional and psychological factors and the third is concerned with other challenges like lack of support, publication, monitoring, feedback from peers or friends and so on.

So, here, I have categorized these challenges as intrinsic challenges and extrinsic challenges. The first one is a lack of theoretical knowledge i.e. academic knowledge. If a writer does not have adequate knowledge related to academic writing then, this can be one of the major challenges of academic writing. Academic writing is not simple writing rather it follows certain norms and procedures. Having knowledge of selecting a topic or problems, formulating objectives, and research questions, maintaining cohesion and coherence, deciding methodologies, paraphrasing, citing, and keeping references of related literature are a few major areas of academic writing that a writer should have. An academic writer should have such knowledge to produce his/her piece of writing academically. If teachers do not have proper knowledge of the above-maintained concepts then, it can be said that there are some challenges on themselves.

In the same way, only knowing academic writing may not be sufficient to produce academic writing. We may know but if there is no proper environment then we do not concentrate on writing. As a result, we would not be able to produce academic writing. The other challenges i.e. extrinsic challenges include other than academic knowledge like, time, resources, publication, monitoring, feedback from peers or friends, motivation, support for the institution, and so on. The challenges that Nepalese teacher educators face in academic writing may not be the challenges to the teachers of developed countries. Some of the countries have lots of resources in the field of academia like, publication, e-library and other resources which are available anywhere and anytime as they have free internet access all over the country. Even they are provided access to enter the paid website through the link supported by the university or the government. In this circumstance, the challenges that the Nepalese teacher educators face may not be the challenges for others. In this context, we need to find out the challenges that are being faced by the teacher educators every day and try to overcome such challenges to produce a good piece of academic writing which could provide new or hidden knowledge to the readers. So, I have categorized challenges into two groups, first related to internal factors i.e. lack of adequate knowledge, and next is related to external factors like resources, motivation, the culture of writing, feedback, publication, monitoring, time and so on which might have a great role in the production of academic writing.

Review of Empirical Literature

Several pieces of research have been carried out in the field of professional development. Some of them which are related to this research have been reviewed. In our context, there are many research works conducted about teacher professional development and if we observe the international scenario, different research works are being carried out.

Bhatta (2009) carried out research on "Classroom Observation and Feedback for Teacher Professional Development" with the main purpose to find out whether secondary-level English language teachers in Nepal have been involved in classroom observation and feedback to develop professionalism. The survey design was used as the method of the research. The finding showed that very few of the secondary-level

English teachers were involved in classroom observation. The reason for this was the fear of being criticized and commented on negatively having their weaknesses exposed. This research helped me contextualize the importance of professional development and its strategies though his study did not talk about the other ways of developing teachers' professionalism rather it only talked about classroom observation and feedback as strategies of professional development. It did not suggest any space for teachers' involvement in academic writing for developing professionalism.

Joshi (2010) has researched "Learning Strategies of English Language Teachers for Professional Development". The primary sources of data were the responses made by the English language teachers who are teaching in different colleges in Kathmandu valley. Fifteen colleges were purposively selected from different parts of the valley and three teachers from each college were randomly selected. The study was limited to the learning strategies practiced by English language teachers for their professional development and data were taken only through the questionnaire. The researcher has found out that almost all teachers have learned a lot from their teaching experiences, self-monitoring, workshops, conferences, seminars, learning from colleges, peer observation, and team teaching. They also found out that ELT journals are much more useful for the professional development of an English teacher. This research also helps me to generalize how teachers learn new things and in which way they develop their expertise which ultimately supports their professional development. It talked about so many strategies to develop professionalism but it lacks the discussion on teachers' involvement in academic writing which may be a strategy for professional development.

Bhandari (2012) has conducted research entitled "Role of Induction for Teachers' Professional Development." The main objectives of the study were to find out the practices and needs of induction for teachers' professional development in the Nepalese context and to explore the problems faced by novice teachers due to the lack of teacher induction programs. For this, the researcher purposively selected thirty English language teachers from Kathmandu valley i.e. ten English teachers from each district, Kathmandu, Lalitpur, and Bhaktapur respectively. Similarly, the researcher purposively selected five head teachers from government schools and five organizations that are conducting teacher induction programmes in Nepal. He selected

one person from each organization. In this way, he selected all together forty respondents. The main findings of his research study were; that there is a great role of teacher induction for the professional and personal development of the teachers; it becomes the backbone for the career advancement of the teachers since it provides practical knowledge/skills about their profession. Likewise, they were facing different problems due to the lack of it. They could not properly develop their professionalism due to its absence. Therefore, this study provides me with a strong background for professional development. It is also helpful for me to generalize how teachers develop their professionalism.

Bifuh-Ambe (2013) researched elementary teachers' attitudes toward writing, perceptions of themselves as writing teachers, their students' attitudes towards writing, and the extent to which these attitudes and perceptions improved after ten weeks of research-based professional development using mixed methods study. Pre- and post-workshop surveys were administered to teachers, classroom observations were conducted, and students' writing portfolios were collected to examine the quality of writing over the course of one semester. Results indicate that a majority of participants had positive attitudes toward writing, and felt competent teaching some domains of writing (for example, generating prompts), but not all (for example, revising and editing). Recommendations include more involvement of teachers in developing the content and design of PD workshops. This study can be linked to my study in that it talks about the perceptions and practices of teachers and students regarding writing for professionalism. Despite this fact, this study did not refer to any asset about creating academic writing by teacher educators as a strategy of professional development.

Khatri (2014) carried out research entitled "Teaching Portfolio for Teachers' Professional Development". It was carried out to find out practices of teaching portfolio as a strategy for teachers' professional development. The study consisted of primary and secondary sources of data. For primary data, twenty principals and twenty English teachers of secondary and higher secondary levels were selected from Okhaldhunga district. Forty respondents were selected by applying nonrandom judgmental sampling procedures. Similarly, in this research, the principals viewed that the portfolio provided extra teaching spirit and confidence to the teachers. My

research and this research are somehow similar in the context that both are related to teachers' professional development. However, there is also a gap between them as this research is concerned with teaching portfolios whereas my research was concerned with academic writing as a strategy for the professional development of teachers.

Merab Kagoda and Akullu Ezati (2014) researched *Secondary School Teachers' Perception of Teacher Professional Development: A Case Study of Teachers from Five Districts of Uganda*. The main objectives of their research were to find out the practicing teacher's perception of the concept of teacher professional development, how this can be achieved, and the constraints they face. It was a qualitative study using an open-ended questionnaire and focus group discussions. Their find showed that teachers have a narrow understanding of the concept and that to many teachers professional development (TPD) meant subject content upgrading by going back to teacher training college, while others view it as attending workshops and seminars. Barriers mentioned included shortage of time, lack of funds, and lack of motivation and support by head teachers and the government as a whole. Researchers recommend that teacher education should incorporate a component of professional teacher development in the initial teacher training. The head teachers and the Ministry of Education and Sports should support in-service teachers in their endeavor to develop professionally. Teachers with low self-esteem should be motivated through the attendance of conferences, workshops, and group activities at the local level. This study is also related to my research agenda because it also seeks the perceptions of teachers regarding professional development. However, my research concern is on both beliefs and practices on academic writing for professional development.

Oli (2014) carried out research entitled "Practice of teacher support group in teacher professional development". The main objective of this study was to explore the current practices of the teacher support group for teacher professional development by the secondary level English language teachers of Dang district. It was a survey research design based on thirty English language teachers and school management committees from Dang valley who were selected through a non-random judgmental sampling procedure. The data were collected from the respondents through the close-ended and open-ended questionnaires. The study showed that almost all the secondary level English language teachers participated in professional

development programs and possessed a positive attitude towards them. The majority of the teachers were satisfied with the current practice of teacher support groups. This study can be linked to my study as it was related to the practice of professional development. However, this study did not talk about academic writing by teacher educators as a strategy for professional development, so there is a gap between this study and my research.

Rai (2017) researched “Teachers’ Perceptions on Action Research for their Professional Development”. The purpose of this study was to find out the English language teachers’ perceptions on action research for their professional development. It was a survey research design based on 30 secondary level teachers from Sunsari district, 15 from community schools, and 15 from institutional schools by using a random sampling procedure. The data were collected by using close-ended questions in a set of questionnaires. The major finding of this study was that the teachers have positive attitudes toward the role of action research in their professional development. This research was also conducted in the area of professional development. Though my research was also concerned with professional development but the strategy was different i.e. academic writing in my study whereas action research was used as a strategy in this research.

Andreson and Cuesta (2019) research beliefs and practices concerning academic writing among postgraduate language-teacher trainees. The main objectives of their research were to examine participants' beliefs and practices concerning academic writing to identify the sources of their challenges and develop the individual basis for identifying appropriate remedial strategies. This was a mixed methods study, in which they analysed data from semi-structured interviews, questionnaires, and student artifacts. Their study showed that the participants' challenges with rhetorical aspects of the academic stem from a lack of training. However, participants were relatively successful with aspects of writing in which they had been trained. This research is related to my research as it investigated the belief and practices of academic writing among language teacher-trainees. On the other hand, my research's concern was to find out the belief of teacher educators on academic writing for professional development which was different from this research.

Rahimi, Yousofi and Moradkhani (2019) researched research practice and

professional development for university teaching of English: A qualitative study. The main objective of this research was to explore the impact of research practice on professional development for English language teaching in higher education. Narrative inquiry was adopted to collect the information, where ten master's students, ten doctoral students, and ten professors were taken as the respondents of the research from different high-ranking universities in Iran. They found that the research practices of their participants supported the growth of knowledge and skills in ELT. Similarly, they found a positive impact on professional teaching practice and the qualifications of the teachers. I reviewed this research as it is also concerned with the professional development of teachers. However, my research is concerned with the belief of teacher educators in the practice of academic writing for professional development.

All of the research works have the more or less similar conclusion that different strategies that the teachers use to develop professionalism are praise worthy. However, none of the research has been carried out relating to academic writing for developing the professionalism of teacher educators. So, this research is different from others as it tries to find out the teacher educators' beliefs and practices on academic writing for professional development.

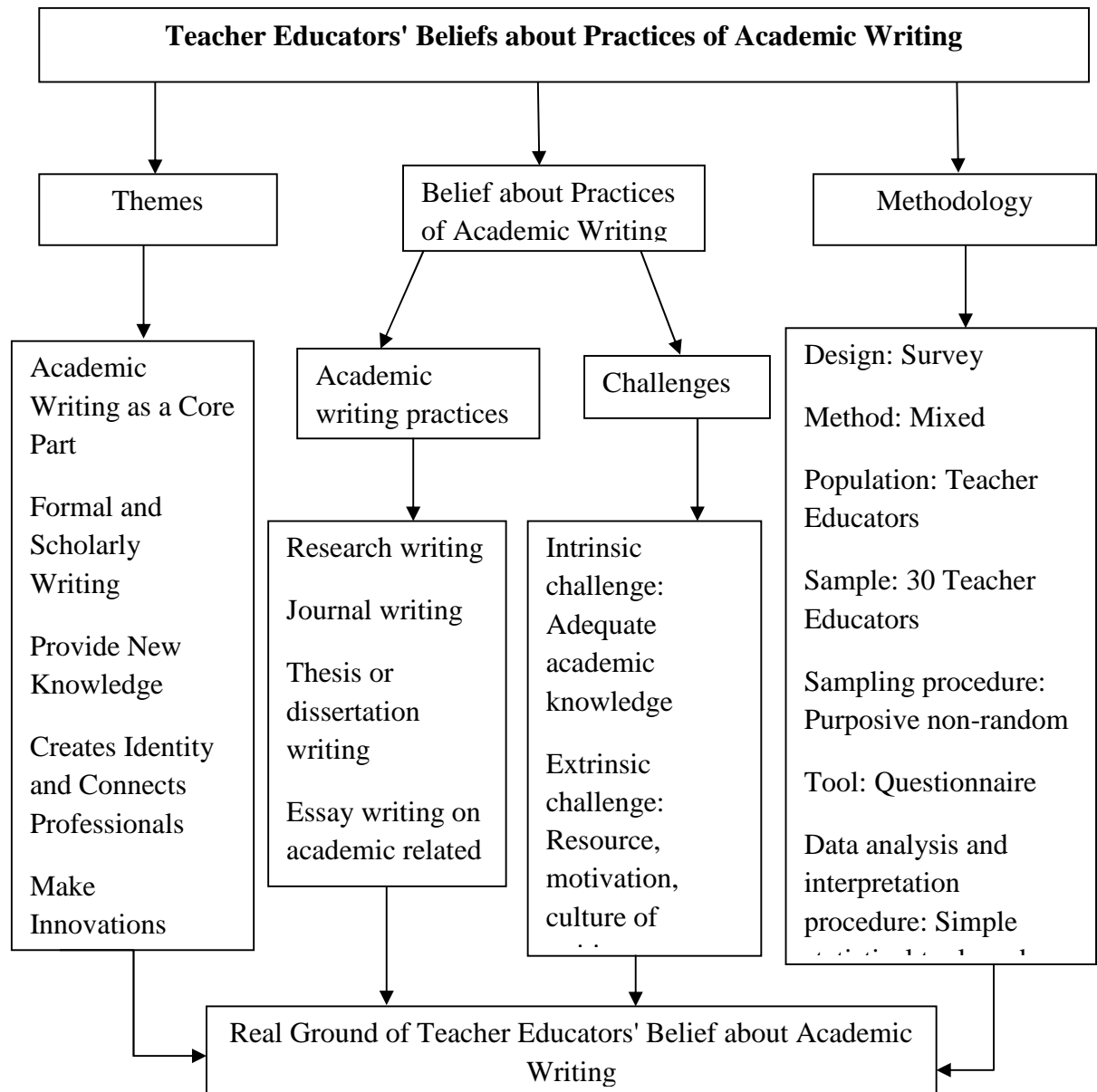
Implications of the Review of the Study

The Literature review helps to bring clarity and focus on the research problem. The literature that I went through helped me to elaborate on my research area. For this process, I went through various research, articles, and books regarding teacher professional development. Some of the books, articles and research that I consulted were; Wallace (1999), Richards and Farrell (2005), Gnawali (2008), Bhatta (2009), Zeichner (2009), Yadav (2011), Bhandari (2012), Merab Kagoda, and Akullu Ezati (2014), Bain Butler¹, Trosclair, Zhou, and Wei, (2014), Schriver (2016), Andreson and Cuesta (2019), Rahimi, Yousofi and Moradkhani (2019), etc. After reviewing these works, I got lots of ideas and insights regarding teacher professional development. Not only this much I also got ideas for developing research tools and determining research participants and site. It means I got lots of ideas regarding the methods of the research. Similarly, the empirical researches also help me to develop ideas on how to write the research report.

Conceptual Framework

The overall planning of the research is presented in the conceptual framework. Through this framework of research, I have linked the beliefs of teacher educators ' regarding the practice of academic writing for professional development. This framework will help me to find out the contribution of academic writings in the professional development of teacher educators .

Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter consists of the design of the study, population, sample and sampling strategy, research tool, source of data, data collection procedure, data analysis and interpretation procedure, and finally ethical consideration of the study.

Design of the study

This research focused on finding out the beliefs of teacher educators' on the practice of academic writing. For finding out the beliefs, survey research is widely used in social research. Leedy and Ormrod (2005) say that survey research is carried out in a large number of populations to find out attitudes, beliefs, behaviors, perceptions, and the particular group of the population or individuals. It is mostly useful to generalize the findings to a particular problem based on the data obtained from a large population. Therefore, to accomplish the objectives of my research, I used a survey research design under a mixed-method as my research also intends to find out the beliefs of teacher educators ' regarding the practice of academic writing for professional development. In course of collecting data, I used both close-ended questions and open-ended questions. Then I used numbers, percentile, and tables to analyse and interpret the data obtained from closed-ended questions and on the other hand, I descriptively analyzed and interpreted the data obtained from open-ended questions. So, this research has followed mixed methods. To conduct survey research Nunan (1992) has suggested the procedures; determining the objectives of the research, literature reviews, identifying the target population, determining the sample size for the research, designing the tool for data collection, the procedure of data collection, analyzing responses and writing up the results. I had followed the procedures prescribed by Nunan.

Population, Sample, and Sampling Procedure

The population of this study was the teacher educators teaching university-level classes in Kathmandu valley. The sample size of this study was thirty English

language teachers. I used a purposive non-random sampling procedure to select the participants of the study.

Sources of the Data

Both the primary and secondary data were used to complete this research.

Primary Sources. The primary sources of the research were teacher educators teachers teaching at the university level and involved in academic writing/professional writing.

Secondary Sources. The secondary sources of the research were reference books, articles, journals, previous research and so on which help to strengthen the literature of the research work. Some of the books, articles and research that I consulted were; Wallace (1999), Richards and Farrell (2005), Gnawali (2008), Bhatta (2009), Zeichner (2009), Yadav (2011), Bhandari (2012), Merab Kagoda, and Akullu Ezati (2014), Bain Butler, Trosclair, Zhou, and Wei, (2014), Schriver (2016), etc.

Data Collection Tools

For this study, I used a set of questionnaires for the teachers to elicit the required data. The questionnaire was designed to get the beliefs' of teacher educators' about the practices of academic writing.

Data Collection Procedure

The participants were selected using a purposive non-random sampling procedure. After selecting participants, I visited or contacted them and talked about my research purpose. Then, I established rapport with the participants. I asked for a favorable time and place for them. Then at the appropriate time, I visited them and asked them to fill out the questionnaire and collected the questionnaire. Finally, I thanked them for their valuable information and support for the research.

Data Analysis and Interpretation Procedure

The data obtained from the participants were analyzed descriptively and statistically. The study focused to find out the teacher educators' beliefs about

practices of academic writing for professional development. As this research follows mixed methods, the quantitative data were analyzed and interpreted by using simple statistical tools such as percentages, and tables, and the qualitative data were analyzed and interpreted descriptively.

Ethical Considerations

Ethical aspects and issues need to be considered in any research. Everyone has his/her value and confidentiality. So, in this research, I highly valued and respected my research participants. For identity protection, I used a pseudonym for the participants. In the same way, all the respondents were given detailed information about the objectives of the present study and the purpose of their participation in the study. Similarly, all participants were informed that the information collected from them would be used only for academic purposes. No information was used for other purposes than academics. Informed consent was made before collecting information and they were free to quit their participation at any time if they didn't want to participate in the study. In the same way, I acknowledged all the authors and contributors whose research, ideas, and information were used as secondary sources in the research report.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data collected from primary sources. The collected data were analysed and interpreted developing different themes. Quantitative data were analysed using percentile and qualitative data were analysed descriptively under the following themes.

Teacher Educators' Belief about Practices of Academic Writing

Teaching is an admired and respectful profession where teachers need to be devoted and honest towards the profession. Teachers are change agents of society so their knowledge and contribution to the teaching-learning field do not only support to the development of their professionalism but rather ultimately support students in learning. However, students at the University level also should be responsible for creating new knowledge and their career. Teachers' belief helps to shape the belief and future of students in a sense, so taking teachers' belief regarding any concept/activities also gives a sense. Considering the first objective and research question 'What sorts of beliefs do teacher educators have towards the practice of academic writing for professional development?', several experiences and perceptions were found. Those experiences and beliefs were collected using a close and open-ended questionnaire. The participants' beliefs are analysed and interpreted by grouping them under open-ended questions and close-ended questions.

This section deals with the teacher educators' beliefs about the practice of academic writing. For collecting teachers' beliefs, I distributed a set of questionnaires to 30 teacher educators who are teaching university classes.

In this section, the responses obtained from the participants in close-ended questions have been analysed and interpreted making themes of each question. The responses were received on the Likert scale, where five indicators; strongly agree, agree, neutral, disagree, and strongly disagree were given. The data obtained from the respondents are presented in the table and analysed using percentile. In the same way,

the information obtained from the open-ended questions was also analysed developing different themes subsequently.

Professional Development as Academic Activities

The teacher educators were asked to provide their beliefs about whether teacher professional development refers to the academic activities of a teacher required to make him/her sound in his/her profession. The teachers' beliefs are given in the table below.

Table 1: Professional Development as Academic Activities

S.N.	Responses	Frequency	Percent
1	Strongly Agree	7	23.33%
2	Agree	23	76.67%
3	Neutral	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-

The above table shows that 7 teacher educators out of 30 i.e. 23.33% were found strongly agree that professional development is academic activities. In the same way, 23 participants i.e. 76.67% agreed that professional development is as an academic activity. It was found that almost all teacher educators believe that professional development refers to the academic activities of a teacher required to make him/her sound in his/her profession.

Personal Effort and Contribution to Professional Development

When the teachers were asked to provide their beliefs on the question do you believe that teachers' effort and contribution make sense for professional development? The responses obtained from them are presented in the following table.

Table 2: Personal Effort and Contribution to Professional Development

S.N.	Responses	Frequency	Percent
1	Strongly Agree	12	40%
2	Agree	16	53.33%

3	Neutral	2	6.66%
4	Disagree	-	-
5	Strongly Disagree	-	-

The above table presents that 40% of teachers i.e. 12 out of 30 strongly agreed that teachers' efforts and contributions make sense for professional development. Similarly, 16 participants out of 30 i.e. 53.33% agreed on the given concept. Whereas 2 participants i.e. 6.66% were found neutral regarding the question. However, it is found that the majority of the participant believes that personal effort and contribution plays an important role in professional development.

Academic Writing and Publication

The teachers' belief regarding the statement, writing something academically and publishing them is one of the ways of professional development, is presented in the following table.

Table 3: Academic Writing and Publication

S.N.	Responses	Frequency	Percent
1	Strongly Agree	5	16.66%
2	Agree	25	83.33%
3	Neutral	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-

The above table shows that 16.66% of participants strongly agree with the concept that writing something academically and publishing them is one of the ways of professional development. Similarly, 83.33% agree on the same concept. It shows that all the participants found believing that academic writing and publishing such writing on various platforms is one of the ways for teacher educators' professional development.

Role of Researching, Writing Report, Presentation, and Publication

The responses obtained on the statement teachers' direct involvement in researching, writing the report, presenting, and publishing them have a great role in solving the problems related to teaching-learning activities are given in the following table.

Table 4: Role of Researching, Writing Report, Presentation, and Publication

S.N.	Responses	Frequency	Percent
1	Strongly Agree	10	33.33%
2	Agree	19	63.33%
3	Neutral	1	3.33%
4	Disagree	-	-
5	Strongly Disagree	-	-

The above table shows that 10 participants out of 30 i.e. 33.33% strongly agree with the idea that teachers' direct involvement in researching, writing the report, presenting, and publishing them have a great role in solving the problems related to teaching-learning activities. Similarly, 19 participants i.e. 63.33% agreed with the idea. Only one participant 3.33% remained undecided i.e. neutral regarding the concept. In general, it is found that most teacher educators believe that researching, writing reports, presenting, and publishing them have a great role in the field of teaching.

Academic Writing as a Desirable Activity

The responses that the teachers provided to the statement academic writing is a desirable activity for teachers for professional development are presented in the following table.

Table 5: Academic Writing as a Desirable Activity

S.N.	Responses	Frequency	Percent
1	Strongly Agree	3	10%
2	Agree	21	70%

3	Neutral	4	13.33%
4	Disagree	2	6.66%
5	Strongly Disagree	-	-

The above table shows that 10 % of the participants strongly agree and 70 % of participants agree with the idea that academic writing is a desirable activity for teachers for professional development. On the other hand, 13.33% of participants i.e. 4 out of 30 remained neutral and 6.66% i.e. 2 participants disagreed with the concept. However, the above data shows that the majority of the participants i.e. teacher educators believe that academic writing is a desirable activity for professional development.

Academic Articles Provide New Knowledge

The responses provided by the research participants regarding the concept that writing research articles and publishing them in journals or blogs provide new knowledge to the existing body of knowledge are presented in the following table.

Table 6: Academic Articles Provide New Knowledge

S.N.	Responses	Frequency	Percent
1	Strongly Agree	14	46.66%
2	Agree	16	53.33%
3	Neutral	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-

The above table shows that 14 participants out of 30 i.e. 46.66% strongly agreed that writing research articles and publishing them on various platforms like; journals or blogs provide new knowledge. Similarly, 53.33% i.e. 16 participants out of 30 also agreed with the concept. It shows that all the participants believe that research and its publication add new knowledge to the existing body of knowledge.

Development of Inner Logical Reasoning and Perceptions

In response to the statement, the habit of writing, presenting, and publishing academic research work brings hidden things out and develops one's inner logical reasoning and perceptions on something or issues, research participants' beliefs are presented in the following way.

Table 7: Development of Inner Logical Reasoning and Perceptions

S.N.	Responses	Frequency	Percent
1	Strongly Agree	12	40%
2	Agree	16	53.33%
3	Neutral	2	6.66%
4	Disagree	-	-
5	Strongly Disagree	-	-

The above table portrays that 40% of the teacher educators strongly agreed that the habit of writing, presenting, and publishing academic research work brings hidden things out and develop one's inner logical reasoning and perceptions on something or issues. Similarly, 53.33% of teachers agreed on the very concept. Only 6.66% of participants remained undecided regarding the concept i.e. they were neutral. However, most of the participants were found to have positive beliefs regarding the concept that involvement in research develops one's inner logical reasoning and perceptions on various issues.

Publication Makes Innovations Known

Regarding the concept, academic writing and its publication help someone's innovations get known inside and outside the country, the participants' beliefs are found as given in the following table.

Table 8: Publication Makes Innovations Known

S.N.	Responses	Frequency	Percent
1	Strongly Agree	5	16.66%
2	Agree	22	73.33%

3	Neutral	3	10%
4	Disagree	-	-
5	Strongly Disagree	-	-

The above table shows that out of 30 participants, 5 participants i.e. 16.66 % teacher educators strongly agreed and 22 teachers i.e. 73.33 % agreed on the concept that, academic writing and its publication help everyone to be innovative and known and successful at home and abroad. Though 3 teachers i.e. 10 % remained neutral, the majority of the teacher educators believed that publication makes someone's innovation known to others and get success which is also a part of professional development.

Academic Writing as a Core Part

The participants' beliefs about the concept, that academic writing is regarded as one of the core parts of teachers' professional development, are presented in the following table.

Table 9: Academic Writing as a Core Part

S.N.	Responses	Frequency	Percent
1	Strongly Agree	10	33.33%
2	Agree	20	66.66%
3	Neutral	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-

The table shows all the teacher educators were found to believe that academic writing is one of the core parts of teachers' professional development. Out of 30 participants, 10 i.e. 33.33% strongly agreed and 20 i.e. 66.66% agreed with the concept. It shows that all the teachers believe that academic writing is also a core part of teachers' professional development.

Writings and Dissemination for Policy and Practices

In the statement, academic writings and their dissemination provide suggestions to revise the existing academic policy and practices of institutions, the participants' beliefs are presented in the following table.

Table 10: Writings and Dissemination Policy and Practices

S.N.	Responses	Frequency	Percent
1	Strongly Agree	5	16.66%
2	Agree	21	70%
3	Neutral	2	6.66%
4	Disagree	2	6.66%
5	Strongly Disagree	-	-

The given table explores that 16.66% of teacher educators strongly agreed on the concept that academic writings and their dissemination provide suggestions to revise the existing academic policy and practices of institutions. In the same way, 70% of teacher educators agreed on the very concept. On the other hand, 6.66% of teachers were found neutral and 6.66% disagreed with the concept. However, the majority of the teachers were found in favor of the concept.

Lack of Adequate Knowledge as a Challenge

When the question, do you think lack of adequate knowledge related to academic writing is one of the challenges of this area was asked to the participants, their responses to this question were found as given in the following table.

Table 11: Lack of Adequate Knowledge as a Challenge

S.N.	Responses	Frequency	Percent
1	Strongly Agree	2	6.66%
2	Agree	22	73.33%
3	Neutral	6	20%
4	Disagree	-	-
5	Strongly Disagree	-	-

The above table shows that out of 30 participants, 2 i.e. 6.66% strongly agreed and 22 i.e. 73.33% agreed with the concept that lack of adequate knowledge related to academic writing is one of the challenges in this area. In the same concept, 20% i.e. 6 teachers remained neutral. They could not decide whether not having adequate knowledge is a challenge or not. However, the majority of the teachers believe that the lack of proper or adequate knowledge is one of the challenges in this area.

Lack of Resources, Time, and Motivation as Challenges

When the participants were asked to answer whether the lack of resources, time, and motivation were also challenges in academic writing, the responses given by them are presented below in the table.

Table 12: Lack of Resources, Time, and Motivation as Challenges

S.N.	Responses	Frequency	Percent
1	Strongly Agree	5	16.66%
2	Agree	25	83.33%
3	Neutral	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-

The above table presents the teachers' belief regarding the concept that lack of resources, time, and motivation were also challenges in academic writing. Out of 30 teachers 5 i.e. 16.66% strongly agreed and 25 i.e. 83.33% agreed on the concept. So, it can be said that these are the challenges faced by almost all teacher educators.

Publication, Monitoring, and Lack of Support

Similarly, in the statement publication, monitoring, and support from the institution as the challenges of academic writing, the participants responded as given in the following table.

Table 13: Publication, Monitoring, and Lack of Support

S.N.	Responses	Frequency	Percent
1	Strongly Agree	2	6.66%
2	Agree	28	93.33%
3	Neutral	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-

The above table also presents the teachers' beliefs regarding the challenges of academic writing. On the concept, publication, monitoring, and lack of support from the institution as challenges of academic writing, almost all the teacher educators were found to believe these are challenges. Here, out of 30, 2 participants i.e. 6.66% strongly agreed and 28 i.e. 93.33% agreed as they are the challenges of academic writing.

Culture of Writing and Time Taken as Challenges

When the participants were asked, do they think the culture of writing and the time have taken are also the challenges of academic writing? The responses they provided are given in the following table.

Table 14: Culture of Writing and Time Taken as Challenges

S.N.	Responses	Frequency	Percent
1	Strongly Agree	4	13.33%
2	Agree	20	66.66%
3	Neutral	6	20%
4	Disagree	-	-
5	Strongly Disagree	-	-

The above table shows teachers' beliefs regarding the concept that where the culture of writing and time taken as challenges of academic writing. On the concept, out of 30 teachers 4 i.e. 13.33% strongly agreed and 20 i.e. 66.66% agreed with them

as challenges of academic writing. On the other hand, 6 teachers i.e. 20% remained undecided which means, neutral. However, the majority of the teachers were found to believe that the culture of writing and the time taken for writing and publishing are also challenges in academic writing.

While collecting information from the participants few open-ended questions were asked to find the belief of the teacher educators regarding the practice of academic writing for professional development. Their beliefs about academic writing are discussed developing various themes incorporating their responses to the open-ended questions.

Professional Development as Ongoing Learning

During the time of collecting information from the teacher educators, the very first question, 'In your view, what is professional development for a teacher?' was asked. The teachers provided their answers. By observing their responses, I concluded that professional development is ongoing learning. Some of the participants said that it is the process of self-updating and making active. Some others responded that it is developing knowledge, skill, and ability in the field of teaching. Similarly, few participants responded to it as the activity of making a teacher competent in his/her profession and some responded to it as a teacher's ongoing learning to improve the teaching.

Here, almost all the participants' beliefs are somehow similar that it is a process of updating, making competent, developing skills and knowledge, and so on. These all things are to be continued to make a teacher professional which teaches new innovative ideas to the teachers regularly and so professional development can be called ongoing learning. My participants' ideas i.e. are closer to Singh (2018) who also views continuous development of knowledge, skills and personality are essential for successful teacher development. Thus, it can be said that teacher's professional development is an ongoing process where teachers go on learning themselves until they remain in their profession.

Academic Writing as Formal and Scholarly Writing

When the participants were asked to express their beliefs regarding what the academic article is. What sorts of writings are known as academic writing? In this case, some of the teachers explore their beliefs responding that it is systematic writing which is written for academic and different from creative writing. In the same way, some others responded as formal writing used in universities and for publication. Similarly, some others responded that academic writing is scholarly writing on the subject matters related to the concerned academic field.

Here, from my participants' beliefs, it can be concluded that academic writings are those writings that are written by scholars or academicians on any issues, topic, or research report which are written formally for publication. Their beliefs are somehow closer to Pagliawan (2017), who also opines that academic writing is a form of scholarly writing having objective, adequately organized details, clearly developed, and formal academic discourse. So, from participants' beliefs and Pagliawan's ideas, I came to know that, academic writings are those writing which are formal and scholarly written following certain norms and procedures.

Roles of Academic Writing for Professional Development

While responding to the question, how do academic writings support for professional development of a teacher? What sorts of roles do academic writings play for professional development? the teacher educators explored their beliefs in various ways. Some of them explored that, academic writing helps professionals to reflect on themselves in front of mass and find out what others think about them. Similarly, professionals can also find out ways to tackle the challenges by sharing them with those who are from similar fields. In the same way, academic writing helps to improve teachers' writing skills which help in our teaching at school and colleges and helps to write different paper and journal articles. Similarly, other participants shared that academic writings help teachers to remain updated, innovative, and creative with the current trends. They further shared that it also helps to make networking with concerned professionals.

Here, teacher educators' belief regarding the roles of academic writing is closer to Bétrancourt, Ortoleva, and Billett (2015), who also view that the key role of writing has arisen, writing can be a tool for professional development that can function as a pedagogic tool to create new insights, develop further procedural capacity and support construction of professional identity. From the participants' belief and scholars' concept, it can be said that academic writings have a great role in teachers' professional development which mainly help to develop teachers' innovation, make updated and create a professional identity.

Involvement in Academic Writing and Presenting Papers

When my participants responded to the question of how much make yourself involved in academic writing and presenting academic papers in the seminars, workshops, and conferences, they explored their beliefs somehow in a similar way. Some of the participants shared that they are trying to be more active in this area however they are not getting enough opportunities to participate. Some others shared that they write academic papers and present them in seminars, workshops, and conferences frequently. They further shared that such activities help to develop their professionalism. Similarly, some others also shared that they teach academic writing and research to their university students, make them involved in conferences organized by professional organizations like NELTA, BELTA, and TESOL, and so on nationally and internationally. They believed that such participation was really helpful in their professional development. However, few of the participants shared that they rarely participate in such programmes but are very eager to take part in the days to come to develop their professionalism.

Creates Identity and Connects Professionals

Generally, identity refers to the character or feature of something/someone which makes a public image. Here, the character or feature that a teacher holds which creates his/her public image is known as his/her identity. For creating identity teachers do various academic activities. Among the various activities writing is one. Teachers make themselves involved in writing something. Here, writing indicates academic writings. Such writing and publication discloses a teacher's ideas, views,

and findings of research and so on which contributes to the particular field. The contribution is known to the world and creates his/her identity. In this regard, the question is, do academic writings help to create teachers' identities and connect with professionals? some of the participants who used to read others' writing and make themselves involved in academic writing and publishing shared, to write something we need to do research, and then after publishing such writing is studied by people around the world and we became known to other with the academic task. Then, such writing helps to create the author's global identity.

Not only this, few others believed that academic writing helps to connect professionals inside and outside the country. They further added, Academic writing helps to connect one another as you start writing, people start reading your articles and recognize you though we do not meet face to face. So, it develops a professional network. Similarly, when you start writing academically and publish, then you are invited to conferences, seminars, and workshops where you meet lots of academicians from where you get lots of exposure and also get connected with professionals.

In the same way, some others also had the belief that academic writing contributes to creating an identity of a teacher. They said that we read other scholars' ideas or writing though we have not seen them face to face. One of the participants took an example of Harmer whom we have not seen face to face but we have studied his writings and we feel proud of him as a student or member of ELT society. He further shared his own experience of attending an international conference when one gentleman came near to him and asked, "Are you Aakash sir?" he said yes, then he became so happy and said that he had read his books. He also introduce another friend who was from Bangladesh and that fellow said that he had read my one article uploaded to Academia.com. At that time he felt, he has some identity in this field because of his academic writing. And few other participants also believed that academic writing helps a teacher to be known which ultimately creates the teacher's identity. They shared that academic writing is a requirement for teacher educators. As a university teacher, one should be able to conduct research and publish new ideas internationally. If teachers are not good at academic writing you cannot communicate your ideas to others. If teachers cannot communicate then nobody knows them. To be known they need to be involved in writing and publishing.

Here, the views shared by the research participants seem closer to Schriver (2016) who mentions that writing can be used to develop one's professional identity and promote one's personal development. Thus, it is revealed that academic writings help to create a teacher's professional identity which can be known nationally and internationally.

Scope of Academic Writing

We know that writings are of various types. People go through various types of writings according to their fields. In the field of academia, there are different writings like; general essay writing, writing answers to any questions, articles, book writing, book chapter writings, reflective writings, journal/experience writing, and so on. However, we are concerned with academic writing as a field. Some of the participants shared that academic writing is not only simple writing, it covers a widespread area where the writer needs special attention. They further shared that writing journal articles, books, book chapters in edited books/volumes, and also writing blogs and newspapers on particular academic issues or points are the areas of academic writing. In a similar vein, regarding the area of academic writing and its coverage few other participants shared they make themselves involved in various kinds of academic writing. Mainly, they write articles and conducted a few mini-research, and wrote reports. They have also written books, with few single and few co-authors. They focus on experience and reflective writing and publish on blogs, review books and articles, and write for magazines and newspapers.

Regarding the scope of academic writing, some other participants believed that academic writing is not limited to a particular area it has widespread scope. They further shared that writing books, being involved in writing like; article writing and publishing in journals/online sites/blogs, book review, reflective writing, and so on make a person academic. So, academic writing has wide coverage, if it addresses or covers academic issues and has norms and values of academic writing then we can say this is academic writing. Similarly, a few participants also shared that academic writings are those writing which covers the area of academia and gives a new idea, knowledge/information related to the issue or topic. They focus on reading articles, books, etc., and writing their reviews.

From the above participants' beliefs or views, it can be said academic writing has a wide coverage. It appears in various sectors and needs to have an academic sense. It can be said that the writings of academia which are written as journal articles, books/chapters, research reports, book/article reviews, reflective journals, writing experiences, writing for newspapers, magazines, writing blogs, and online sites are the areas and scope of academic writing which is mostly focused by the teacher educators.

Core Part of the Teaching Profession

Writing and exploring something academically help and support the teachers to broaden their knowledge, skills, and ideas. Such writing gives new and creative knowledge to the teachers which can be shared with the students during classroom activities. Every teacher has to engage with the students in the classroom. If a good teacher wants to deliver new and firsthand knowledge/information to the students he/she must come out from the situation of using only the textbook in the classroom. Textbooks include only limited knowledge as it revises only in a certain period but in this changeable world, new knowledge is being emerged or generated and shared day by day. Such new knowledge is shared through academic writings like; journal articles, reflective writings, blogs, and so on. So, if a teacher wants to share or transfer such things and knowledge in the classroom and make the classroom live, and sharpen his/her teaching profession then one needs to use academic writing and make involved in writing. In this regard, in the response to the question in your opinion, how many academic articles or writing are essential or useful in the teaching profession? Some of the participants believed that if teachers want to develop their professionalism in a real sense they must be involved in academic writing. To write one thing they need to read what others have done and said about the area or topic that they are writing, so teachers became updated with new ideas and trends. Then, if teachers share such knowledge or new ideas and trends in the classroom their students will be updated with recent ideas and trends which ultimately benefit them to be professional because the professional teacher always makes the classroom familiar with new ideas and trends in the related field.

Similarly, some others also shared that in the beginning, teaching in university classes was somehow challenging for them as students matured from both mental and

physical points of view. They used to take help their seniors and friends if they were confused. Later, when they started reading other scholars' academic writing and started exploring themselves and writing reflective journals they developed their confidence level and level of their knowledge. It ultimately helped them in their classroom teaching where they could feel different than earlier.

Here, it is more relevant to bring G ker (2016), who opines that the use of reflective writings in the classroom not only supports students but also provides teachers with enough direction and allows for teacher autonomy. In this regard, I felt my research participants' views and G ker's concept seems closer where the focus is on the use of academic writing in the classroom that ultimately helps both students and teachers for gaining knowledge and developing professionalism.

Academic Writings in Newspapers, Magazines, and Non-ranked Journals

We believe that if writing publishes in the form of an article then it can transfer knowledge from one person to other. If any writing got published then obviously the writer's ideas, beliefs, views, or research report, it gives new knowledge to the readers and readers get to benefit from it. In the beginning, all the writers may not have access to well-established or nationally and internationally recognized journals, then the writer might have published their writings in local newspapers, magazines, or non-ranked journals which can also be the platform to share academic writing. It sharpens the writers' academic writing. In this context, when the participants were asked what are the platforms where we can publish academic writing. Few of the participants shared that their few writing get published in non-ranked journals. Then they also wrote for local papers which helped them to write more sensibly. They also write for a magazine like 'Shishak Mashik' and other newspapers on academic issues which are also part of academic writing.

Similarly, few others shared that their academic writing started when they were students of master's degrees. Some said that their first writing got published in Young Voices in ELT which was published by a group of students from the Central Department of English Education. This journal mainly collects the students' voices and views regarding ELT and is published by the group of students and included as a non-ranked journal. Few others shared that their first article was published in a non-ranked journal which was a theoretical article. In the same way, some other research

participants also shared that their first articles were not researched articles, they were published in *The Young Voices in ELT* which was published by the department itself. They were M.Ed. Second-year students at that time. They also shared that they have written a few short articles which were published in online magazines like *ELT Choutari*, *NELTA Choutari*, and newspapers as well.

From the above participants' ideas, it can be said that the teacher educators believe that publishing their academic writings in newspapers, magazine, and even non-ranked journals give more knowledge regarding academic writing and are also the platforms where teachers can publish their academic writings which help them to be professional.

Academic Articles in National and International Journals

We believe that publishing articles in recognized journals, national journals, and international journals for a teacher is a matter of happiness, and as such activities develop professionalism. If a teacher's academic article gets published in such journals then the knowledge spreads in a wide range and makes him/her professional. Regarding the publication of academic writing in recognized journals, national journals, and International journals, they were asked do they see any differences in writing and publishing in national and international journals. Few participants responded that they have written peer-reviewed journal articles. Their articles are also published in international journals. Regarding the publication of academic writings in national and international journals some other shared that, such publication adds much more responsive to an academic person. They further shared that they got connected with *NELTA*. They started teaching and writing together. Then, they started publishing in *NELTA Journals* which has international recognition. They say that national journal covers the writings around the country, whereas international journal incorporates write-ups across the world.

Few of the participants, also found participating in more than five international conferences like *TESOL* and *ITEFL* as presenters also shared their few articles published in national and international level journals and also shared that they have done a few mini-research and wrote the report. In the same way, others also shared that their articles are published in national-level recognized journals like journals

from CERID, departments, Campuses, and others. However, the belief is that the difference is the number of people that the author can reach.

The above responses of my research participants show that they are involved in writing and publishing their academic writings and believe that publishing in national and international level journals. It shows that the teacher educators are involved in writing and publishing articles in national and international journals and can be said that they are highly involved in academic writing and publishing them in nationally and internationally recognized journals. It can also be said that such activities add stones to the professional development of teacher educators.

Challenges Faced in Academic Writing

This section deals with the challenges that teacher educators face during producing their academic writings. Addressing the second research question (What sorts of challenges do teacher educators face in academic writing?), in this section, various views of my research participants are dealt with to show what sorts of challenges are being faced by the teachers while involved in academic writing. My research participants shared different experiences about the challenges that they face during their writing. More specifically, selecting topics or problems, formulating objectives, and research questions, maintaining cohesion and coherence, deciding methodologies, paraphrasing, and problem in citation and reference are challenges in particular, and lack of resources, motivation, and culture of writing is in general that have been discussed based on participants' experiences in the following ways. Academic writing can be made more attractive, appropriate, correct, trustworthy, and readable only when we can minimize the challenges more creatively and artistically. I have categorized the challenges of academic writing faced by my research participants into two groups. The challenges of academic writing are discussed as being based on intrinsic factors and extrinsic factors in writing. Here, intrinsic factors include the challenges that the writer face while in the writing process, and extrinsic factors include the other challenges which affect writing in the production of academic writing.

Lack of Adequate Academic Knowledge

In this section, I have discussed the challenges related to the knowledge of academic writing as intrinsic challenges. If a writer does not have adequate knowledge related to academic writing then, this can be one of the major challenges of writing. Academic writing is not simple writing rather it follows certain norms and procedures. Having knowledge of selecting a topic or problems, formulating objectives, and research questions, maintaining cohesion and coherence, deciding methodologies, paraphrasing, citing, and keeping references of related literature are a few major areas of academic writing that a writer should have. An academic writer should have such knowledge to produce his/her piece of writing academically. If teachers do not have proper knowledge of the above-mentioned concepts then, it can be said that there are some challenges on themselves. In this discussion, I have categorized them as intrinsic challenges of academic writing.

In case of such intrinsic challenges, a few of my research participants shared that, in the beginning, they faced lots of challenges regarding citation, coherence, and cohesion, selecting the topic, formulating objectives, and also methodology. In the same way, regarding internal challenges, some others shared their experiences as the challenges of linking ideas and arguments with supportive ideas and concepts. The next thing is there was also the challenge of breaking the paragraphs and linking with the next paragraph and lacking other academic skills were also the challenges for them. In a similar vein, a few participants also shared that not having academic knowledge like finding problems, deciding methodologies, and even paraphrasing literature and its citation and referencing can be challenges in the beginning stage.

Here, all the participants shared more or less similar challenges regarding academic writing i.e. not having enough knowledge about academic writing. From the participants' beliefs, it came to know that, selecting topics or problems, formulating objectives, research questions, maintaining cohesion and coherence, deciding methodologies, paraphrasing, linking ideas and paragraphs, and problem in citation and reference are the major challenges that university the teachers face in academic writing.

Lack of Resources, Motivation, and Culture of Writing

We know that there are no fixed challenges of any task. Challenges are changeable. Only knowing academic writing may not be sufficient to produce academic writing. We may know but if there is no proper environment then we do not concentrate on writing. As a result, we would not be able to produce academic writing. The challenges that Nepalese teacher educators face in academic writing may not be the challenges to the teachers of developed countries. Some of the countries have lots of resources in the field of academia like, publication, e-library and other resources which are available anywhere and anytime as they have free internet access all over the country. Even they are provided access to enter the paid website through the link supported by the university or the government. In this circumstance, the challenges that the Nepalese teacher educators face may not be the challenges for them. In this context, we need to find out the challenges that are being faced by the teachers every day and try to overcome such challenges to produce a good piece of academic writing which could provide new or hidden knowledge to the readers. External factors like, resources, motivation, the culture of writing, feedback, and so on might have a great role in the production of academic writing. In this section, I have categorized such factors as extrinsic challenges of academic writing.

Regarding the extrinsic challenges of academic writing, Most of the participants shared that the main challenge is a lack of resources. We need to study new ideas and review new literature that we do not have library resources. Another challenge is our university, we do not have a separate incentive for contributors. Similarly, they said that they write articles but for what...? they take part in international conferences and present papers as a personal contribution they rarely have institutional support and motivation for such activities. Similarly, in our context, the belief that the next challenge is not having the culture of writing. Participants shared that there is no culture of reading peers' articles and giving feedback which is also a challenge in academic writing.

Similarly, some others viewed consulting resources as one of the major challenges for them. They further shared that consulting NELTA journals and other seniors' articles and their suggestions were ways to overcome his challenges.

In the same way regarding overcome from the challenges few of the participants who frequently write articles and published them in recognized journals shared that academic knowledge or skills can be developed by reading seniors' articles and other guidelines regarding the development of the papers but the outer factors like not having enough resources, incentive or motivation from the university, writing environment because of the perceptions of peers are much difficult to minimize which are also the challenges of academic writing.

Here, from the above belief, I realized that almost all the participants believed that there are lots of challenges around us even though we may have academic skills. Only having academic skills or knowledge is not enough to produce academic writing rather other external factors like motivation, resources, and academic culture also play a great role. So, not having lots of resources and reference books in the library, access to online resources or permission on using online articles are challenges for academic writing. Similarly, from the research participants' beliefs or experiences, it can be said that lack of motivation because of not allocating incentives, grants not having a proper evaluation in the promotion, and so on are also the challenges of academic writing. Last but not the list, from the above sharing, it can also be said that not having a culture of reading, writing, and giving feedback from peers is also a challenge of academic writing.

CHAPTER FIVE

FINDINGS, CONCLUSION, AND RECOMMENDATION

In this chapter, the findings, and conclusions drawn from the research are presented. At last, the recommendations related to the policy level, practice level, and further research level are presented.

Findings

Based on the analysis and interpretation of the data obtained from the participants following findings were derived. At first, the findings from the close-ended data were presented, and then open-ended questions were subsequently.

It was found that all the teacher educators believe that professional development refers to the academic activities of a teacher required to make him/her sound in his/her profession. It was also found that the majority of the participants i.e. 93.33% believe that personal effort and contribution play an important role in professional development. In the same way, it was found that all the participants (100%) believe that academic writing and publishing such writing on various platforms is one of the ways for teacher educators' professional development. Likewise, it was found that most of the teacher educators i.e. 96.66% believe that researching, writing reports, presenting, and publishing them have a great role in the field of teaching.

Similarly, it was found that the majority of the participants i.e. teacher educators (80%) believed that academic writing is a desirable activity for professional development. However, few of them found neutral and undecided regarding this concept. It was found that all the participants i.e. 100% believe that research and its publication add new knowledge to the existing body of knowledge.

The majority of the participants i.e. 93.33% were found to have a positive belief regarding the concept that involvement in research develops one's inner logical reasoning and perceptions on various issues whereas 6.66% found undecided on the very concept. In a similar vein, it was found that the majority of the teacher educators i.e. 90% believe that publication makes someone's innovation known to others and get success which is also part of professional development. However, 10% were founded undecided regarding the concept.

It was found that all the teachers i.e. 100% believe that academic writing is also a core part of teachers' professional development. Likewise, it was found that the majority of the participants 86.66% believe in academic writings and their dissemination provides suggestions to revise the existing academic policy and practices of institutions. However, 6.66% / 6.66% of teachers were found undecided and disagree on the very concept respectively. It was found that the majority of the participants i.e. 80% believe lack of adequate knowledge related to academic writing is one of the challenges of academic writing, whereas 20% of the participants found undecided in this regard.

Regarding the challenges of academic writing, it was found that all the teachers i.e. 100% believe that lack of resources, time, and motivation are also challenges of academic writing. Similarly, all the teachers were found to believe lack of resources, time and motivation are also the other challenges of academic writing. In the same way, 80% of teachers also found believing that the culture of writing is also a challenge for academic writing though 20% of participants found undecided regarding the concept.

Similarly, teacher educators were found to believe professional development is an ongoing learning process. It was found that the teacher educators believe that academic writing is formal and scholarly writing written on any issues, topic, or research report formally for publication. It was also found that teachers believe that involvement in academic writing and presenting papers in seminars, workshops, and conferences help to develop professionalism. Similarly, it was also found that teacher educators believe that academic writing creates teachers' identities and connects professionals around the world. It was also found that journal articles, books/chapters, research reports, book/article reviews, reflective journals, writing experiences, writing for newspapers, and magazines, and writing for blogs and online sites are the areas and scope of academic writing. It was also found teachers believe that academic writing is a core part of teaching as it updates and upgrades that teaching in the field. Teachers were also found publishing in national and international journals and thought that these activities as opportunities for their professional development.

In the same way, the challenges that the teachers face in academic writing were found variously. Lack of adequate academic knowledge regarding academic writing like; selecting topics or problems, formulating objectives, research questions,

maintaining cohesion and coherence, deciding methodologies, paraphrasing, citing, and keeping references of related literature as internal challenges for the teachers. On the other hand, lack of resources, motivation, the culture of writing, feedback, and so on were found as the external challenges in the practice of academic writing.

Conclusion

The teacher educators believe that professional development is an ongoing process where teachers learn until they remain in their profession. They believe that like other activities or strategies, making someone involved in academic writing is one of the good strategies for teachers' professional development. Teaching is a very profound job and care should be given for the benefit of students which can be done by the teachers involving themselves in academic writing activities. My participants believe that academic writing and publishing such writing on various platforms is one of the ways for teacher educators' professional development. Likewise, they believe that researching, writing reports, presenting, and publishing them have a great role in the field of teaching. Likewise, teacher educators believe that academic writing is a desirable activity for professional development and its publication adds new knowledge to the existing body of knowledge. Similarly, involvement in research develops one's inner logical reasoning and perceptions on various issues and its publication makes someone's innovation known to others and get success which is also part of professional development. The teachers also believe in academic writings and their dissemination which provide suggestions to revise the existing academic policy and practices of institutions.

In the same way, teachers believe that academic writing is formal and scholarly writing written on any issues, topic, or research report formally for publication, and the involvement in academic writing and presenting papers in seminars, workshops and conferences help to develop professionalism. Similarly, academic writing creates teachers' identities and connects professionals around the world. Journal articles, books/chapters, research reports, book/article reviews, reflective journals, writing experiences, writing for newspapers, and magazines, and writing for blogs and online sites are the areas and scope of academic writing. As academic writing is a core part of professional development, teachers publish their writings in national and international journals which gives opportunities for their professional development.

Academic writing is a core part of teachers' professional development, however, there are a few challenges to it. Lack of adequate academic knowledge regarding academic writing like; selecting topics or problems, formulating objectives, research questions, maintaining cohesion and coherence, deciding methodologies, paraphrasing, citing, and keeping references of related literature are termed as internal challenges of the teachers. Similarly, lack of resources, motivation, the culture of writing, feedback, and so on the external challenges in the practice of academic writing. There might be some challenges in academic writing, however, they can be minimized by consulting resources from other scholars, NELTA journals, other recognized national and international journals articles, continuing writing, asking for peer review, and consulting guidelines regarding the development of the papers and so on can be helpful to overcome some challenges. Finally, my research concludes that despite some challenges, teacher educators have a positive belief about the practice of academic writing for professional development. Teachers are involved in academic writing activities, they construct and strengthen their knowledge and expertise through academic writing and are professional in the teaching profession.

Recommendations

Based on the finding of the study derived from the data, the following recommendation is presented keeping them in three different areas i.e. policy-related, practice-related, and further research related.

Policy Related. As my research was based on exploring the teacher educators' belief about the practice of academic writing for professional development, the findings can be highly beneficial to the policymakers as well. So, I want to provide some recommendations which may be helpful for the teachers' professional development from the policy level.

-) Policymakers and course designers should focus on academic writing and make teachers and students involved in such activities collaboratively.
-) MOE, universities, campuses, and departments should make proper guidelines and directives to conduct activities related to academic writing for the faculties.

-) Concerned professional organizations like NELTA, CERID, Linguistic Society of Nepal, and so on should organize product-oriented activities relating to academic writing rather than only discussion types of seminars or talk programs.

Practice Related. As my research was based on exploring the teacher educators' beliefs about the practice of academic writing for professional development, the findings can be equally beneficial to the concerned personnel and teachers at the practice level. So, here, I have incorporated a few recommendations which may be helpful for the teacher's professional development at the practice level.

-) The teachers should make involve themselves in academic writing.
-) Teachers should take part in the seminars, workshops, and conferences nationally and internationally as far as possible and get internalized academic writing.
-) Teachers should make themselves involved in consulting senior scholars' writings and get benefits in writing.
-) Academic writing should be made a habit of the teachers and should take help from their peers and other seniors.
-) Universities, campuses, and the concerned departments should organize academic writing workshops and make their faculties involve as far as possible.
-) Faculties should be encouraged and provided some sorts of facilities from the institutions to involve in research and academic writing.

Research Related. There is always a gap in any research. This research is small-scale research where only 30 participants were taken who were teaching in university classes. So, here, I have made a few recommendations that may be helpful for further research level.

-) This research was concerned with collecting teachers' beliefs regarding academic writing, similarly kind of research can be conducted focusing on the practices and outcomes of academic writing.
-) Here, academic writing was taken as a strategy of professional development, in the same way, other innovative activities can be taken as a strategy of professional development and conduct research.
-) In this research, survey research was taken as the design of the study and if any other design and tools of data collection are used, the findings may be different from this research.

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Appendix I
Questionnaire

Dear Sir/Madam,

This questionnaire has been prepared to complete a research work entitled **Teacher educators ' Beliefs about Practices of Academic Writings for Professional Development**. The research is being carried out under the supervision of **Dr. Renu Singh**, Lecturer, Department of English Education, Tribhuvan University, Kirtipur. I hope your reliable, valuable and authentic information will help me to accomplish my research work. I assure you that your responses will be used only for academic purposes and high confidentiality will be maintained. For your confidentiality, a pseudonym will be used while using the information. I hope that your invaluable co-operation will be a great contribution to the accomplishment of this work for my M.Ed. dissertation.

Thank you very much.

Researcher
Anju Dawadi
Department of English Education
T.U., Kirtipur, Kathmandu

Instructions

The questionnaire has two parts, please put a tick in the appropriate options in the first part and give your answer in the second part.

Personal Information (Optional)

Teacher's Name: Campus:

Address: Teaching Experience:

Teaching Level: Qualification:

Tick () the best answer that suits your beliefs regarding the practice of academic writing for professional development.

- 1) Teacher's professional development refers to the academic activities of a teacher required to make him/her sound in his/her profession.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 2) Do you believe that teachers' efforts and contributions make sense for professional development?
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 3) Writing something academically and publishing them is one of the ways of professional development.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree

- 4) Teachers' direct involvement in researching, writing the report, presenting, and publishing them have a great role in solving the problems related to teaching reading activities.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 5) Academic writing is a desirable activity for teachers for professional development.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 6) Writing research articles and publishing in journals or blog provides new knowledge to the existing body of knowledge.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 7) The habit of writing, presenting, and publishing academic research work brings hidden things out and develops one's inner logical reasoning and perceptions on something or issues.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 8) Academic writing and its publication help someone's innovations get known inside and outside the country.
 - a) Strongly Agree

- b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 9) Academic writing is regarded as one of the core parts of teachers' professional development.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 10) Academic writings and their dissemination provide suggestions to revise the existing academic policy and practices of institutions.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 11) Do you think a lack of adequate knowledge related to academic writing is one of the challenges in this area?
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 12) Lack of resources, time, and motivation are also challenges in academic writing.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree

- 13) Publication, monitoring, and lack of support from the institution are other challenges of academic writing.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 14) Do you think the culture of writing and time taken are also the challenges of academic writing?
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 15) Teachers' involvement in academic writing keeps them up to date.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 16) Academic writings create teachers' identities and connect Professionals
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 17) Academic writings have widespread area and scope.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree

Open-ended Questions

- 1) In your view, what is professional development for a teacher?

- 2) How a teacher can develop his/her professionalism?

- 3) In your perception, what is academic writing?

- 4) How do academic writings support for professional development of a teacher?
What sorts of roles do academic writing play for professional development?

- 5) How much do you make yourself involved in academic writing and presenting academic papers in the seminar, workshops, and conferences?

- 6) Do academic writings help to create teachers' identity and connect with professionals? If so, how does it do?

- 7) If you are involved in writing, presenting, and publishing the paper, do you remember the first article that you have written?

- 8) Do you see any difference in your writing then and now? What sorts of differences do you find and how you get changed them?
- 9) In your opinion, what sorts of areas do academic writings cover?
- 10) In your opinion, how many academic article or writing are essential or useful in the teaching profession?
- 11) Are your articles published in national or also in international level journals?
- 12) What are the platforms where we can publish academic writings? How they are different?
- 13) Do you see any differences in writing and publishing in national and international journals?
- 14) In what areas of academic writing do you focus mostly, like; journal articles, book/article reviews, reflective/experience writing, and publishing books?

15) What sorts of challenges did you face while writing academic articles?

16) How can you overcome such challenges in academic writing?

17) At last, do you see any other benefits of academic writing in one's professional life or carrier?

Thank you very much

Appendix II

Response from the Participant

Here is a sample piece of questionnaire which was responded by a participant during the data collection period of the research.

Questionnaire

Dear Sir/Madam,

This questionnaire has been prepared to complete a research work entitled **Teacher Educators' Beliefs about Practices of Academic Writings for Professional Development**. The research is being carried out under the supervision of **Dr. Renu Singh**, Lecturer, Department of English Education, Tribhuvan University, Kirtipur. I hope your reliable, valuable and authentic information will help me to accomplish my research work. I assure you that your responses will be used only for academic purposes and high confidentiality will be maintained. For your confidentiality, a pseudonym will be used while using the information. I hope that your invaluable co-operation will be a great contribution to the accomplishment of this work for my M.Ed. dissertation.

Thank you very much.

Researcher
Anju Dawadi
Department of English Education
T.U., Kirtipur, Kathmandu

Instructions

The questionnaire has two parts, please put a tick in the appropriate options in the first part and give your answer in the second part.

Personal Information (Optional)

Teacher's Name: Pashupati Poudel

Campus: V.S. College, Kathmandu

Address: Pyuthan

Teaching Experience: 13 years

Level: Secondary to Bachelor level

Qualification: Master's Degree

Tick () the best answer that suits your beliefs regarding the practice of academic writing for professional development.

18) Teacher's professional development refers to the academic activities of a teacher required to make him/her sound in his/her profession.

f) Strongly Agree

g) Agree

h) Neutral

i) Disagree

j) Strongly Disagree

19) Do you believe that teachers' efforts and contributions make sense for professional development?

a) Strongly Agree

b) Agree

c) Neutral

d) Disagree

e) Strongly Disagree

20) Writing something academically and publishing them is one of the ways of professional development.

a) Strongly Agree

b) Agree

c) Neutral

d) Disagree

e) Strongly Disagree

21) Teachers' direct involvement in researching, writing the report, presenting, and publishing them have a great role in solving the problems related to teaching reading activities.

- a) Strongly Agree
- b) Agree**
- c) Neutral
- d) Disagree
- e) Strongly Disagree

22) Academic writing is a desirable activity for teachers for professional development.

- a) Strongly Agree
- b) Agree**
- c) Neutral
- d) Disagree
- e) Strongly Disagree

23) Writing research articles and publishing in journals or blog provides new knowledge to the existing body of knowledge.

- a) Strongly Agree**
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

24) The habit of writing, presenting, and publishing academic research work brings hidden things out and develops one's inner logical reasoning and perceptions on something or issues.

- a) Strongly Agree**
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

25) Academic writing and its publication help someone's innovations get known inside and outside the country.

- a) Strongly Agree

- b) **Agree**
- c) Neutral
- d) Disagree
- e) Strongly Disagree

26) Academic writing is regarded as one of the core parts of teachers' professional development.

- a) Strongly Agree
- b) **Agree**
- c) Neutral
- d) Disagree
- e) Strongly Disagree

27) Academic writings and their dissemination provide suggestions to revise the existing academic policy and practices of institutions.

- a) Strongly Agree
- b) **Agree**
- c) Neutral
- d) Disagree
- e) Strongly Disagree

28) Do you think a lack of adequate knowledge related to academic writing is one of the challenges in this area?

- a) Strongly Agree
- b) Agree
- c) **Neutral**
- d) Disagree
- e) Strongly Disagree

29) Lack of resources, time, and motivation are also challenges in academic writing.

- a) Strongly Agree
- b) **Agree**
- c) Neutral
- d) Disagree
- e) Strongly Disagree

- 30) Publication, monitoring, and lack of support from the institution are other challenges of academic writing.
- a) Strongly Agree
 - b) Agree**
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 31) Do you think the culture of writing and time taken are also the challenges of academic writing?
- a) Strongly Agree
 - b) Agree
 - c) Neutral**
 - d) Disagree
 - e) Strongly Disagree
- 32) Teachers' involvement in academic writing keeps them up to date.
- a) Strongly Agree
 - b) Agree**
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 33) Academic writings create teachers' identities and connect Professionals
- a) Strongly Agree
 - b) Agree**
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
- 34) Academic writings have widespread area and scope.
- a) Strongly Agree
 - b) Agree**
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree

Open-ended Questions

- 18) In your view, what is professional development for a teacher?
Professional development is teacher's ongoing learning to improve the teaching.
- 19) How a teacher can develop his/her professionalism?
Teacher can develop his/her professionalism by taking every responsibility seriously and punctually.
- 20) In your perception, what is academic writing?
Academic writing is scholarly writing on the subject matters related to concerned academic field.
- 21) How do academic writings support for professional development of a teacher? What sorts of roles do academic writing play for professional development?
Academic writing helps professionals to reflect themselves in front of mass and find out what other think about them. Similarly, professionals can also find out the ways to tackle the challenges sharing them to others who are from the similar fields.
- 22) How much do you make yourself involved in academic writing and presenting academic papers in the seminar, workshops, and conferences?
I write academic papers and present them in seminar, workshops and conferences frequently.
- 23) Do academic writings help to create teachers' identity and connect with professionals? If so, how does it do?
Yes, I think academic writing help to create teachers' identity and connect with professionals. It is because we can meet the people of the same field and discuss about the problems we are facing during the teaching in the seminar, workshops and conferences. We can also consult the experts during these programs.
- 24) If you are involved in writing, presenting, and publishing the paper, do you remember the first article that you have written?
Of course yes. I presented and wrote my first article on translation. The title was "A Pragmatic Analysis of the Translated Drama Thamel ko Yatra".
- 25) Do you see any difference in your writing then and now? What sorts of differences do you find and how you get changed them?
No, I haven't seen any difference in my writing then and now.
- 26) In your opinion, what sorts of areas do academic writings cover?
Academic writings cover professionally related areas of an individual. For instance, teachers can present and write articles in the field of education in which he/she involves.

27) In your opinion, how many academic article or writing are essential or useful in the teaching profession?

There can't be any limitation of academic writing. We can write articles on any topic we think is relevant as a teacher.

28) Are your articles published in national or also in international level journals?

My articles are published in both national and international level journals.

29) What are the platforms where we can publish academic writings? How they are different?

On the basis of the profession we choose, we have different platforms. In Nepal, NELTA is one journal for teachers.

30) Do you see any differences in writing and publishing in national and international journals?

There were differences when I started writing papers in the beginning. But now, most of the criteria are found to be similar.

31) In what areas of academic writing do you focus mostly, like; journal articles, book/article reviews, reflective/experience writing, and publishing books?

I mostly focus on journal articles and reflective/experience writing.

32) What sorts of challenges did you face while writing academic articles?

Getting resources on related topic sometimes becomes very difficult for me.

33) How can you overcome such challenges in academic writing?

I generally ask help from the one who I think is well known about it.

34) At last, do you see any other benefits of academic writing in one's professional life or carrier?

Yes, I see many benefits of academic writings in professional life or career.

Writing is the way to raise the issue you are facing in front of the mass professionals so that you can know how they think about it. Similarly, writing helps to reflect your ideas in front of the mass and collect their reactions.

Thank you very much