

Issues and Practices of Academic Writing in English in the Global Context

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Abstract

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The growing trend of academic writing for higher studies has acquired due attention because of several issues related to linguistic and non-linguistic factors and various practices related to its format. This study examined the issues and practices of academic writing through available online literature in the national and international context. Further, it explored the strategies adopted by the supervisors and research scholars for resolving the issues. For that, I applied accidental sampling and found 62 research articles, six books and seven theses available online. Based on the findings, I developed the themes and reflected on my understanding of them. From the review, it is discovered that the research scholars in the ESL/EFL context encounter linguistic issues like grammar, punctuation, vocabulary and lack of expressing ideas, interpreting the data, choosing the title, setting objectives and concluding the report. However, native and non-native English speakers face psychological pressure, time management, and fund management issues in the course of time. The practice of writing a thesis differs, as in some universities there is a preparatory course and close supervision of the supervisor, whereas in others, the researchers ask for feedback when they develop themes. Supervisors' written/oral feedback, direction to authentic resources, signposts, rewriting and frequent editing are in practice for resolving the writing-related issues. It implies that the scholars lack sufficient exposure to academic writing. It sought the need for collaboration and cooperation among the students and supervisors, including training in thesis/academic writing.

Keywords: Academic writing, feedback practices, research scholar, thesis supervisor, supervision strategies

Introduction

Academic language is the language of school/university students and teachers used for academia (Oshima & Hogue, 2007), and it has no native speakers (Hyland, 2016). Even a native English speaker having a good command of English may not have good academic writing (O'Mahony et al., 2013). Further, Doyle et al. (2018) asserted that academic language is a foreign language to all scholars. Therefore, each individual has to learn to write academically. Thesis in the UK and dissertation in the USA (Thompson, 2013), the commonly used terminologies are such academic writings created by scholars to accomplish an academic degree, for instance, a Master's Degree and

Doctor of Philosophy (PhD) from any university in the world. However, there is no uniformity in the use of these terminologies in academic writing. Thesis writing is the process of constructing new knowledge (Wharton, 2019) by adding something to the existing knowledge or generating something new. During this process, the researchers struggle with the correct use of stances (Wu & Paltridge, 2021), particularly hedges (Hyland, 2004) and the accuracy of grammar (Wu & Buripakdi, 2022). Consequently, it is a double burden to supervise ESL/EFL scholars than native speakers (Strauss et al. 2003). Studies show that students struggle mostly in word choice, punctuation, spelling, syntax and subject-verb agreement (Amiri & Puteh, 2017; Onyinyechi, 2017 as cited in Sharma, 2021). Further, Manchishi et al. (2015) indicated the failure of scholars in stating the problem and identifying the research gap while reviewing the literature. Moreover, they employed the wrong methodology, wrong referencing style, and ignored plagiarism in writing; subsequently, linguistic errors prevailed in academic writing. Similarly, in their research, Katiya et al. (2015) claimed that punctuation errors, misapplication of grammatical rules, erroneous spelling, and morphological errors diminished the quality, meaning, and rhetorical aspect of the contents of the academic writing. Besides, studies showed that punctuation was the major error in academic writing, while the use of articles and application of grammatical rules were the major problems in students' writings found in the research (Alhaisoni et al., 2017; Promsupa et al., 2017; Sermsook et al., 2017). The students in the Nepalese context, too, are likely to commit such errors. The following section presents the purpose of the study and research questions.

Issues and practices of academic writing are an under-researched area in the Nepalese context, even though it has been in practice for decades. Despite the provision of academic writing courses in the universities and training/workshops on this topic, it could not maintain the norms as practised in the global context. Reviewing the literature on issues and practices of academic writing and strategies adopted by the supervisors and research scholars in resolving the issues are the purpose of this study, to make the novice scholars aware of them and cope with them to proceed in the academic journey. Based on the purpose of the study, the following research questions are formulated to guide the study further.

- i. What are the issues and practices of academic writing in the global context?
- ii. How are the issues addressed during academic writing?

Review of the Related Literature

There are several issues like language, structure, ethics, etc., in academic writing. However, they seem to be context dependent, i.e. the issues in English-speaking countries and ESL/EFL contexts have separate issues. The issues like language used in the dissertation, content as the design of the study demands, methodology adopted to accomplish the study and ethical considerations make academic writing different from other genres. The following section deals with the same, incorporating the literature generated in the global context.

Linguistic Issues in Academic Writing

The students at Master's Degree are expected to be familiar with the concepts, procedures, and techniques of academic writing, and the language needs to be clear, accurate, and concise; they should follow the honesty principle in writing (FOE, 2019). Language used in academic writing is formal, economical, grammatically correct, cohesive, and semantically coherent, including formal vocabulary. Awareness has been increased regarding the dos and don'ts of academic writing at present. Probably, the practice of the semester system in the Master's Degree and the requirements of MPhil/ PhD.

programmes increased the students' interest in academic writing (FOE, 2021). Increasing publications in the national and international journals are evident that Nepalese academia has started to flourish.

While writing a dissertation, the ESL learners encounter several such problems. For example, Casanave and Hubbard (1992), Molinari (2022) and Paudel (2018) discovered that the non-native speakers of English face the problem of grammatical accuracy and appropriateness and appropriate choice of vocabulary; consequently, the text lacks academic sense. In this context, Dong (1998) stated the need for guidance to the ESL writers for citation, organisation of the paragraphs, developing ideas, drawing conclusions, ethical writing, developing social networks, utilising resources and maintaining readership for the readers. Further, he said that ESL learners are in need of meaningful and purposeful practice before they start writing. Therefore, writing in a language other than one's mother tongue, maintaining each issue is challenging.

Procedural Issues in Academic Writing

The practice of writing a dissertation may differ contextually. There is a gap between what the scholars do in the preparation phase, writing phase and viva and after phase of the dissertation in different universities and what they are supposed to sort out. Probably, dissertation writing is a transition to independence of choosing title, methodology and conclusion (Katz, 1997). However, it might result in the lack of uniformity even in the same university and the same department. Although a predetermined length of a dissertation in humanities and social sciences is not found, Joyner et al. (2018) have suggested it to be 80,000 to 100,000 words for a PhD. Consequently, it may create a space for the scholars to neglect maintaining the minimum requirements, and questions may be raised on the quality of the academic degree. There is a lack of a universal methodology of dissertation writing. As a result, there is a debate in its format. Sometimes, the methodology mentioned and adopted in the dissertation writing lacks integrity. As a result, the researchers may come up with irrelevant findings. Paltridge (2002), in this context, suggested five chapters: introduction, literature review, methods, results and discussion to be present in the dissertation, which may differ from the format of other universities. Neupane (2020) argued that many research students faced problems in writing a literature review critically. The role of the research scholars and the supervisors also determines the quality of the dissertation. For that, the supervisors' role is to motivate the scholars to re-conceptualise writing rather than teaching them to complete the dissertation (Cutri et al., 2021). Moreover, Renske et al. (2015) said that adaptive supervision results in rich outcomes from the scholars. However, Hemer (2012) concluded that no supervision strategy is a better one because each individual prefers a separate coaching technique. In this context, the scholars are often heard expressing their dissatisfaction with not getting feedback and support from their supervisors, and the supervisors also show the liability of the scholars for not being obedient, ethical and laborious in following the instructions. Further, as Gurel (2011) listed, the perception of the supervisors was that the scholars lacked practice, the ability to express ideas and a sound English background. In addition, Schneijderberg (2021) also added that the key to the door of the academic world is in the hands of the supervisor who can open or close the door to the research candidate forever. It shows the significance of the intimate relationship between the supervisors and the research candidates.

The perceived issues and practices might differ from reality in the present context. Therefore, the present research aims to explore the issues of thesis writing, examine the practice of thesis writing, including supervisors' strategies in shaping general writing into academic writing of the students. This research has significance in setting foundations for conducting such research in the future and in providing ideas for research to achieve academic goals.

Ethical Issues in Academic Writing

The education that makes the learners aware of research ethics, plagiarism, intellectual theft, and measures to control them can be called Research Ethics Education (REE). Although codes of research ethics were traced back to Ancient Greece, more than 70% codes of ethics were created only after 1990 (Sutrop et al., 2020). The UGC Act Nepal (2018) mentions research ethics that are widely accepted all around and apply to all the universities of Nepal. Further, it explains that there must be honesty, credibility, responsibility, validity, consistency, reliability, and respect for any other beings. Similarly, ethics is another issue often raised in academic writing. The lack of ethics results in a lack of originality in the writings. Maintaining ethics is a challenge in one's writing because of the lack of ethical knowledge, easy availability of the content on the web, lack of knowledge of the researcher, lack of time, negligence and laziness of the researcher, to name a few. Regarding responsible research, Magalhães (2024) and the UGC Act Nepal (2018) specifically remind the researchers to maintain ethical considerations. However, Dahal (2020) contended that research ethics is a context-specific issue, and a one-size-fits-all concept may mislead the research findings. Still, it does not mean leaving researchers free to do what they like. And, research integrity is possible with collaboration among academics (Dahal & Rijal, 2022). One should keep in mind that while conducting research, one is prohibited from fabrication, falsification and plagiarism during proposal writing, data collection, interpretation and conclusion.

Research misconduct has been a burning issue in academic writing for several reasons. Among them, many novice writers unknowingly produce assignments, project works and even research articles without maintaining research ethics and professional writers also violate ethics to get promoted in their job, to get recognition and to get entry into the academic field. Moreover, the PhD students plagiarise because of time pressure, and funding worries and attain personal and professional success (Mitchell & Carroll, 2008). Such practice is sure to create disparity in the understanding of appropriate research activities and may lead to conflicts (John et al., 2012) and confusion among readers. REE to prospective academics might raise awareness among them, and the consequences of misconduct might be diminished. Control of plagiarism is a must; however, the mechanisms developed till today seem to have limited accessibility to diagnose every issue. For that, an attentive approach is required to cope with the plagiarism-related problem (Awasthi, 2019). Further, Joshi (2020) asserted that the lack of knowledge of the Dos and Don'ts of research ethics in Nepal is the main cause of misconduct in academic writing. In this context, an effective REE can significantly control plagiarism if it is implemented properly (Perkins et al., 2020). Several issues like fabrication, falsification, plagiarism and contract cheating have ruined the academic environment and erased the demarcation line between genuine academics and fake and so-called academics. In this context, various software/applications and instruments are available in the market to control and minimise plagiarism. However, their practicality and accessibility are questioned.

Misconduct in academic writing is a serious crime. However, it took a long time to realise it, remark on it, categorise the gravity of the crime, reprimand the crime and formulate a policy against misconduct in academic writing. It is a noble concept in comparison to other fields; however, academics are eager to learn it and adopt it in academic practices (Dahal, 2024). REE might alert the students about research ethics, research misconduct and plagiarism. However, the condition is different and Tribhuvan University (TU) has directed to the constituent and affiliated campuses to follow Act 3, Clause 7 regarding plagiarism that the dissertation/thesis needs to be checked through the iThenticate software and the one which maintains a minimum (less than 10/15/20 % for PhD/MPhil/Master's degree, respectively) similarity can undergo the evaluation process (TU, 2023). The dissertation/thesis is often found to have maximum similarity and a breach of research ethics.

It is evident from the analysis that linguistic issues, interpersonal relations, procedural dilemmas and ethical issues are the major issues in academic writing. The issues prevalent in the English-speaking countries and the ESL/EFL context are found to be identical, except in some cases of language, as the native speakers are more proficient in the adequate use. Further, the lack of awareness regarding REE may be the cause of research misconduct in academic writing. There is a shortage of research in the Nepali literature, which can provide in-depth knowledge of issues and practices of academic writing in the global and Nepali context and the present status of research in this field. Therefore, this review makes the ground clear to settle down the issues and share the practices of academic writing with novice scholars.

Methodology

This is a systematic review research based on the 73 relevant literature to my access to the soft copies in <https://scholar.google.com/>, ProQuest <https://shodhganga.inflibnet.ac.in/browse> and <https://elibrary.tucl.edu.np/> and books, journals and theses available in hard copies. The purposes of reviewing the literature were to explore the issues and practices of academic writing and to diagnose the strategies the supervisors and research scholars adopted to standardise academic writing. A review of the literature creates a strong foundation for advancing knowledge and the development of the theory. To fulfil the objectives, I reviewed books, research articles and theses/dissertations available on the internet/in hand and developed themes relevant to my study. As per the objectives, I observed the issues and practices of academic writing of the English in inner, outer and expanding circles (Kachru, 1990), followed by the Nepalese context. Further, I observed the horizontal and vertical relations of the academic writing-related courses of the Tribhuvan University and analysed the B.Ed. and M.Ed. curricula relevant to my study. In addition, I separately described ethical issues and the strategies the supervisors and the research scholars adopted to resolve the issues to produce a perfect piece of academic writing.

Results and Discussions

This section highlights the findings from the review of literature and discusses with arguments, assertions and suggestions in various contexts to verify and validate the issues and practices in the global context.

Academic Writing Issues and Practices in the English Native Speakers' World

Western countries have a history of more than 200 years of awarding PhD in their universities, where the English-medium universities like Yale University, US, in 1861, University of Toronto, Canada, in 1900, University of Oxford, UK, in 1914 and University of Melbourne, Australia, awarded scholars with PhD in 1948 AD (Paltridge & Starfield, 2020). Before this, the oldest PhD was awarded in Germany, University of Berlin, now recognised as Humboldt University and at Université Pierre Marie Curie, France, in 1810 AD (Paltridge & Starfield, 2020). Likewise, Bogle (2017) asserts that other universities, like the University of Zurich, awarded the first PhD in 1833 AD. Later on, as Paltridge & Starfield (2020) stated, thousands of scholars (54,904 in the US in 2016, 100,275 in the UK in 2017-18, around 6,000 in Canada in 2015, and 9,054 in Australia in 2017) have received a PhD. The trend of getting a PhD is increasing continuously. Regarding the format of a dissertation, Anderson et al. (2020) mentioned that Canadians follow IMRD (Introduction, Methodology, Results and Discussion); however, there is no universally accepted format regarding dissertation writing. As a result, it added tension to the supervisors in Australia because they were not in a position to refer adequate resources to the scholars (Kiley et al., 2009). Issues and practices are context-dependent. The researchers physically, psychologically, financially and professionally prepare for academic writing.

Further, Ciampa and Woolf (2019) in the USA discovered that the students developed intrapersonal factor (the mental, physical and financial preparation for conducting research and producing a report), interpersonal factor (building rapport with the supervisor, peer and other people) and institutional factor (faculty's writing-based pedagogical practice which functions as the model for academic writing).

In America, for example, Das et al. (2022) reported that collaboration among the research scholars for professional and academic work supported them in deciding what, where, when, and how aspects of writing and editing during their writings. Likewise, a survey conducted by Malpique et al. (2023) in Australia showed that teaching scholars the basic skills of writing and process writing, such as planning, revising and editing, helps students improve their writing skills meaningfully. In addition, Storch (2013) claimed that collaborative writing helped students choose appropriate words, organise the content and produce cohesive text, along with the opportunity for revision and evaluation of the text. It implies that the academic writing in the English as a native language speaking countries has a long history of issues unaddressed despite the attempts made by the supervisors and the students.

The issues prevalent in one context may differ in the other. For example, Wang and Li (2014) surveyed the Australian universities to understand the challenges and needs of the PhD scholars, through which they suggested that supervisors focus on the linguistic aspect and help the research scholars address cultural sensitivity, pedagogical needs and practices of dissertation writing, when they discovered the scholars struggle with grammatical and cultural issues during thesis writing. Likewise, Kasanave and Hubbard (1992), through a comparative study of native and non-native English speakers pursuing a PhD, discovered several issues of academic writing. They reported that linguistic issues like grammar, academic vocabulary and punctuation marks hindered the ESL students more than native speakers of English. However, both groups faced the psychological pressure, funding, and time management issues. In that context, they suggested that the ESL students be provided with extra classes in academic writing. In line, Filippou (2019) in Finland, through a survey of postgraduate scholars writing theses, concluded that trust, topic selection and supervisors' role were crucial in conducting research. In addition, Langum and Sullivan (2017) pointed out that mistranslation of their thought was a challenge in writing academic papers when they conducted a survey on thesis writing of ESL/EFL students in Western universities. They had a problem of maintaining readership in the target language. On the other hand, Karadag (2018) in Turkey, through a case study, reported issues like: mismatch of the research design, wrong application of ICT in statistical calculation, lack of time management, inaccuracy of second language grammar and lack of cooperation between the institutions. Academic writing is a means of cooperation and collaboration among academics around the world. Regarding the significance of the PhD Programme, Nerad et al. (2014) stated that the major agencies like the US, Canada, Europe and Australia, which have common policy, expect contribution of knowledge through original research, develop substantial knowledge in the research area and develop transferable skills and competencies to the global citizen. Whether such a contribution can be made or not is the evaluation criterion there.

Academic Writing Issues and Practices in the ESL/EFL Speaking Countries

The formal education in the developing countries began later in comparison to the developed countries. However, formal education grew massively in Asia after the 1980s, and Chinese doctoral training has been the world's second-largest doctoral degree-granting system in the record of the UNESCO (2017) data since the 1990s. Further, it depicts the increasing scenario of the PhD graduates by 24 times in Malaysia and 3.5 times in Thailand till the end of 2015. It is obvious that the PhD Programme in developing countries also commenced later, although the detailed history is yet to be

dug out. Badenhorst et al. (2015) and Al-Tamimi (2018) argued that despite being provided with research education, the students were found to commit mistakes related to vocabulary, grammar, style, format and getting ideas from the literature, interpreting the data and using stances in the discussion section. In the Asian country, Saudi Arabia, Almarwani (2020) discovered that the TESOL students lacked the language skills, academic writing skills and source management skills. As a result, they could not submit their writing assignment in an adequate form on time. Therefore, he suggested providing sufficient input to develop language skills, training to foster academic writing and techniques to manage sources needed to write academically. A study (Pineteh, 2014) carried out in South Africa reported a lack of mastery of AW conventions, analysis of writing topics, research skills, and applying research knowledge in different contexts as challenges for the development of AW skills.

Academic writing issues in developing countries are related to language and structure, in addition to psychological issues like those of developed countries. For instance, Ahmad et al. (2023) surveyed Pakistan to explore challenges and solutions in dissertation writing for PhD. They concluded that the ESL learners faced numerous problems while writing and defending the final viva, including linguistic, psychological, media use, supervision and time management issues, particularly. Likewise, Divsar (2018) conducted mixed-method research in Iran to explore the challenges faced by Iranian TEFL PhD graduates. He discovered that, similar to other developing countries, the candidates encountered linguistic challenges, operation of the application available on the internet, poor planning, time management, finding the topic, supervisor, literature, participants to involve, institute, required instruments and loss of interest in between. Moreover, he suggested incorporating research pedagogy in the universities to overcome technical and ethical issues.

Teachers and supervisors perceived the research scholars as having weaknesses in writing in English as a second language. For example, Howari et al. (2022) in the Jordanian context conducted a qualitative case study on the nine PhD supervisors supervising 21 candidates, adapting an in-depth interview. They reported that the scholars committed grammatical errors, used wrong vocabulary, used reporting verbs and used personal language. Further, they were unaware of the format of the thesis. In this scenario, they suggested that the supervisors cope with the challenges the students faced in the course of thesis writing.

Academic writing courses offered by the universities might have shortcomings in strengthening the academic writing skills of the students. For example, Komba (2016) in Tanzania explored the lack of academic writing skills, presenting the items in different chapters and formatting the dissertation. He recommended making the research methodology courses in the university more practical. In an African country, Ghana, Ajila-Gbettor (2015), through a survey, reported that the scholars faced problems like assessing scholarly journals, literature, websites, insufficient funding and delayed feedback from the supervisors. Consequently, delayed submission led to the deprivation of the fund from the respective organisation. Moreover, Hajar and Mhamed (2021), in the context of Kazakhstan reported that there was a conflict of interest, miscommunication, and confusion between researchers and supervisors. Further, they talked about issues like identity crisis of the researcher, time management and pretention and excuses for one's faults. Similarly, in the Indonesian context, Lestari (2020), through a survey of 74 students, discovered that the research scholars went through the problem of a lack of English language proficiency, methodological knowledge, deciding the topic and a lack of communication with the supervisors. Unlike others, the communication gap between the researcher and the supervisors seemed to be the prime cause of failure of academic writing.

Singh (2019) in Malaysia examined the issues of academic writing in Master's Degree students and suggested academic literacy to the students as they dealt with problems like topic

selection, language refinement, reviewing literature and interpreting the data. Likewise, Odena and Burgess (2017) in the United Kingdom, through semi-structured interviews with 30 participants, reported that the personally given supportive feedback and scholars' resilience on writing, including training, personal strategies and experiences, helped settle down the issues of academic writing. On the other hand, in the Malaysian context, Akhtar et al. (2019) said that the students struggled with grammar, tense and vocabulary-related issues. Moreover, they had a negative attitude towards academic writing, which hindered the accomplishment of the report on time. Likewise, Latif et al. (2023) in Pakistan conducted qualitative research regarding writing issues. The 18 samples of postgraduate level in the semi-structured interview disclosed that they were unaware of the use of plague words and phrases, and they lacked grammatical and discourse competence. They recommended the use of academic language in the class and provided the resources required for the research scholars. Ravari et al. (2023), through a survey in Iran upon 30 supervisors, discovered four issues: effortlessness of research scholars, strategic ignorance, lack of autonomy and lack of voice, which hindered the timely completion of the thesis writing. In line with Ajila-Gbettor et al. (2013) in Ghana, thesis year students encountered problems such as finding scholarly materials/ funding agencies, as well as delayed feedback from supervisors, which hindered their ability to complete the writing on time. Error correction feedback, written feedback, and computer-mediated feedback, as noted by Hyland and Hyland (2019), were common practices among supervisors during thesis writing in the context of developing countries.

From the observation, it is clear that the issues of dissertation writing in developing countries with English as a native/non-native language vary in linguistic issues. However, the rest of the issues are similar in the majority of cases in developed countries.

Academic Writing Issues and Practices in Nepal

Nepal has a history of awarding PhD to scholars in 1961 through the oldest university, Tribhuvan University, in economics, and by January 2022, the number had increased to 728, including all other disciplines and universities of Nepal (Neupane Banstola & Ho, 2023). The interest, need, and opportunities are sure to increase the number of PhD candidates and graduates in future. Before this, Bhattarai (2005) summarised and analysed the thesis in the central department of English language education thematically to share the contribution made by senior faculty and to demonstrate the practice of thesis writing to the new generations. It reflected the overall area covered by the students during the 1979-2004 AD. Later, Sharma (2007) researched the thesis writing process of the master's degree students of the Central Department of English Language Education. He focused on the issue, plagiarism, in the thesis and reported that the majority (98%) of the students copied and pasted chunks from previous theses even though they were aware of the crime.

Thesis writing is the mirror of academic writing. Luitel (2010) conducted research on the theses submitted in the Central Department of English Language Education and at Mahendra Ratna Campus, Kathmandu, focusing on seven predetermined issues and the administrative procedure of submission of the theses. Further, he interviewed the concerned authority of the Faculty of Education related to the thesis writing and explored that the majority of the students mismatched the theory, implemented inappropriate tools for data collection, analysed the data at a surface level, maintained no integrity to objectives, methodology, analysis and conclusion, wrote without maintaining standard, coherence and neglected citation and referencing. It depicted the negligence of students and the need of research education in thesis writing. Likewise, Neupane Banstola & HO (2023) expressed their tension that instead of creating a gap, advancing the research agenda and developing an argument, the scholars utilised the reports as the received knowledge. Perhaps the students lack procedural knowledge of

thesis writing. On the other hand, Khatri (2020) reported that the scholars were in dire need of socio-cultural and technical knowledge to accomplish the thesis writing project since it is a mental and cognitive activity. Further, he added that thesis writing began to get necessary attention from students and supervisors in the following year. Likewise, Joshi (2020) conducted research including teachers and students of master's degrees on academic writing practices and discovered that the teachers lacked the practical knowledge of academic writing. Consequently, the students were deprived of the basic knowledge about the format of the thesis, linguistic features, and ethical education, and they were unable to write academically. It demonstrated the need for academic writing training/workshop to the teachers as well as to the students. Similarly, Sharma (2023) surveyed 102 students at the Master's Degree level to examine the difficulties in thesis writing and discovered that beginning to write and drawing a conclusion were the most difficult tasks for them. Likewise, choosing the appropriate topic to conduct research was the second issue, including punctuation, grammar, vocabulary and others. Paudel (2022) conducted mixed-method research among the postgraduate students of a constituent campus in Nepal. Content analysis of 24 proposals and an interview among 10 participants led him to conclude that students lacked the knowledge of the use of articles and prepositions; they fragmented the sentences unnecessarily, used wrong vocabulary and chose inappropriate punctuation marks. These findings reveal that students have insufficient knowledge and skills for academic writing. Therefore, they need academic writing courses, training, or workshops from an early level of their schooling.

To explore the practices of these writings and diagnose the solution of it, Kandel and Kandel (2023) conducted participatory action research (PAR) on the role of collaboration, discussion, model presentation and feedback for improving students' academic writing on 30 university students in Nepal and concluded that such practice significantly improves their academic writing as well as presentation skills. They suggested practising such techniques during academic writing. Likewise, action research carried out by Sapkota (2012) to improve students' writing skills through peer and teacher correction in the Nepali context showed that students learned to use academic vocabulary, maintained the mechanics and grammaticality of sentences after intervention. It reflects the increasing practice of academic writing in the Nepalese context.

Strategies for Resolving Academic Writing Issues

To err is human. As academic writing is a newly developed skill for a specific purpose, each individual is likely to commit errors. Both native and non-native speakers of English, supervisors and the research scholars collaborate for a perfect piece of writing. Grammarly, for correct use of grammar, iThenticate, for maintaining ethical issues, and the use of various AI tools are common at the moment, which can be used by research scholars. Moreover, error correction feedback, written feedback and computer-mediated feedback are in practice on behalf of the supervisors (Hyland & Hyland, 2019). Likewise, Odena and Burgess (2013, 2017) reported strategies like: feedback, training, personal strategies and experienced that supportive feedback and resilience of the students might help settle down the problems in thesis writing. Gurrel (2011) also reported that the supervisors facilitated the research scholars by correcting, teaching them to write properly, advising, directing them to sources and signposting to write correctly during supervision. In a similar vein, Singh (2019) appealed for the provision of academic literacy to the research scholars before they commence writing a thesis or any other academic piece of writing. The effective strategies adopted by the supervisors and the research scholars in the national and international context might be applicable in academic writing for various purposes.

The sheer size, rigorous involvement and findings of the research result it as a monument of the researchers (Thompson, 2013). In the long journey of conducting research and writing a report, the

research supervisors and research scholars need to have a close relationship. Nurie (2018) proclaimed the close relation between supervisors and researchers, which plays a decisive role in making the dissertation better or worse. However, sometimes, supervisory feedback neither meets the needs of the researcher nor fosters the improvement of the dissertation (Neupane Banstola, 2021). Probably, the researcher and the supervisor, in collaboration, can sort out this issue in negotiation.

Conclusion and Implications

The increasing number of university students around the world and the entry of novice academics in publication are the evidences that academic writing is flourishing day by day. In this context, the trend of thesis writing in the English language by ESL scholars has raised various issues. Writing in the mother tongue and a second /foreign language is proven to be different in the sense that the ESL research scholars are found to lack grammatical knowledge, academic vocabulary, ideas to express thoughts, interpret the intended message of the participants and the mechanics of writing. Further, they encountered problems like inaccessibility to the resources, funding and a poor research culture. The ignorance and negligence of the researchers resulted in plagiarism in the research report. However, both native and non-native speakers faced the psychological pressure of completing the thesis on time. Although the format of the thesis is found to be different, the practice of thesis writing all around the world is found to be similar. Supervisors' regular oral and written feedback, signposts, directions to the sources, availability of the resources/link to the requirement and regular follow-up of the supervisor helped research scholars improve their academic writing. Moreover, the research scholars' rigorous practice was found to be an effective technique for sorting out the issues of academic writing.

This review research has implied that there are various issues of academic writing in both ESL and native speakers' contexts. Such issues can be addressed at the university and government levels. The university/Curriculum Development Centre has to incorporate a more practical evaluation system and make the university teachers more responsible for developing the academic writing skills of research scholars. Collaboration between expert and novice researchers might enhance the academic writing skills and confidence of the research scholars. And the government needs to allocate a budget for the enhancement of novice scholars for research activities, so that research activities can be increased.

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