

Exploring Entrepreneurship in Academic Writing: Language Teachers' Experiences and Emerging Opportunities at Tribhuvan University

Shakti Raj Nepal

Assistant Professor, Department of Nepali Education
Tribhuvan University, Mahendra Ratna Campus, Tahachal, Kathmandu
snepal758@gmail.com
ORCID iD: <https://orcid.org/0009-0009-2631-5530>

Abstract

This article focuses on exploring entrepreneurship in language teaching and academic writing. The study primarily aims to identify potential areas for entrepreneurship in language education, with reference to academic writing. A descriptive survey design was employed for data collection, using a qualitative approach with an emphasis on observation. The study examines university teachers' involvement and engagement in relation to their professional practices. Most teachers are engaged primarily in traditional teaching-learning activities, while only a few participate in entrepreneurial endeavors. Although teachers hold academic degrees, these qualifications tend to be theoretical rather than practical or entrepreneurial in nature. There is a growing demand for entrepreneurship in language education, such as teaching, content creation, translation, transcription, academic writing, and creative arts. However, due to a lack of supportive entrepreneurial policies, many teachers are compelled to teach merely for survival. Consequently, they often express dissatisfaction with their degrees, as these have not contributed meaningfully to their livelihoods. Nonetheless, the study reveals significant potential for these skills in the global market. The implication of this article is to emphasize the need for market driven courses and academic writing opportunities in both English and Nepali language education.

Keywords: Academic Writing, Professional Development, Market-Driven Education, Educational Policy

Introduction

All government plans are theoretically related to employment for the people. The Government of Nepal has recently made public the Sixteenth Plan. In this plan, the government has set a long-term vision to achieve the national goal of a prosperous Nepal and happy Nepalis by 2100 BS (2081, p. 3). Under the long-term goals 1.2 and 1.3, human capital formation and the full utilization of potential are identified as key components for achieving specialized, high, and sustainable production and productivity (p. 12). It has estimated that Nepal's economic growth rate will reach 10.5 percent by 2100. The initial targets are the share of the formal sector in employment and the labor force participation rate. If these are implemented, the development and expansion of entrepreneurship in Nepal will also be significant. All these issues are linked to entrepreneurship. Without entrepreneurship, there is little chance of building human capital and increasing production and productivity. It is considered a broad concept. Its relationship is linked to various aspects of the market. To be an entrepreneur, an individual or entrepreneur invests capital and undertakes an activity motivated by the aim of

earning profit by taking risks. The main purpose of this activity is to earn money and live an entrepreneurial life.

The concept of entrepreneurship is considered a direct influence of neoliberalism with the development of postmodernism; neoliberal beliefs have influenced every sector of the world. Such various concepts also seem to have reframed language learning as a form of entrepreneurial development (Costa et al., 2021, p. 139–140). Among these various developments, entrepreneurial culture has been given special priority, which has developed a culture that encourages the concept of innovation, self-reliance, and competitive ability. Similarly, Foucault (2008) discussed human capital and presented the skills, abilities, and qualities of an individual as capital. Therefore, there has been a push for the management of this type of capital in individuals. The skills and abilities that a person possesses determine their value in the global market. Among them, the production, consumption, and consumer trends of language have begun to be discussed as a new trend in language learning.

Academic writing can play a long-term and stable role in language teaching if it is integrated with entrepreneurial opportunities. Because academic writing contributes to the development of professionalism among university teachers. Academic writing is a product of many considerations; audience, purpose, organization, style, flow, and presentation (Swales and Feak, 2012). Activities that engage readers in linking their writing practices with their personal identities and in exploring their writing attitudes, behaviors, strengths, and areas for improvement. (Richards and Miller, 2005). Aspects such as profit, risk, and continuity are interdependently associated with the concept of entrepreneurship.

Every aspect of society can be viewed in relation to entrepreneurship and activities can be carried out accordingly. Sharma and Phyak (2017) have discussed the liberation of language from its traditional role by linking language and society with entrepreneurship. They also discussed how language can be mobilized for profit, arguing that the ethnolinguistic identity of society can be repurposed as a flexible economic resource. This means that their conclusion seems to be that language can be developed as a source of entrepreneurship.

While formulating a policy for language education, the policy set by the state should be linked. Neoliberalism plays a key role in policy-making regarding language education (Phyak and Sharma, 2020, p. 4). The social, educational, and national status of the language as a government, legal, administrative, and contact language must also be studied. Also, which language do native speakers use as their primary language in their daily lives? There is a serious issue between their primary language, their own private language, and the language of the medium of instruction. All of these issues are directly linked to neoliberalism.

Neoliberalism links everything to the market. It emphasizes the need to promote free markets and free trade to eliminate poverty (Harvey, 2005). Things like the market value of a language, the market value of language teaching, or the service received by its consumers and clients all encompass the economic aspect. Therefore, it seems essential to study the concept of entrepreneurship in language teaching as well.

In the present context, neoliberalism has also begun to have an indirect impact on the use, learning, and enthusiasm for language. This means that the dominant power of everything lies in capital. Due to this capitalist power, all subjects such as language, society, politics, religion, music, art, etc. become ineffective before the influence of capital. And because of this situation, people also seek the potential for capital and direct benefits in education (Phyak and Sharma, 2020). With economic benefits at the center, neoliberalism sees public service delivery, identity, language, and other aspects of society as objects of entrepreneurship.

Recent studies have also found that the dominance of neoliberalism seen globally is interfering in aspects such as world politics, world languages, world trade, world consciousness, and world development. It is widely accepted that this situation is being interfered with, sometimes in the form of language, sometimes in the form of trade and politics, and that neoliberalism in particular is intervening worldwide through language (Block et al., 2012; Park, 2010).

The issue of language teaching is also becoming an issue of ideological debate. Many scholars and researchers have begun to form the view that education should be linked to locality and local skills, arts, and culture should be globalized. So, the neoliberalism is directly influencing all of these (De Costa, 2016).

Language has played crucial role in global world. Fairclough (1996) emphasized that language plays a crucial role in creating, sustaining, and transforming power relations in society. He aimed to raise awareness of how language can contribute to domination, asserting that such awareness is essential for liberation and identity formation (p. 3).

Therefore, this study attempts to show the relationship between language and entrepreneurship. In this context, the term entrepreneurship was first used by Emmanuel (2010). The term is used to refer to a person's ability and willingness to create something new. Entrepreneurship is linked to investment potential, entrepreneurship development based on it, and effective management for social benefit or creation. Similarly, Timmons (2011) presents entrepreneurship as a complex process and states that the decisions made in it are also complex. Public sentiment in favor of businesses in a dynamic and globally uncertain environment also requires a social and technological environment. Resources are considered the fourth element among the means of production, land, labor, capital, and equipment. However, research on entrepreneurship is not lacking. In recent times, there has been a discussion of the different experiences of economic mobility worldwide (Cummings et al., 2014; Kuratko, 2013). As a result, the issues of open opportunity and creation in entrepreneurship began to be debated. Its ideological theme is that entrepreneurship should examine opportunities for different individuals, identify sources of opportunity, and provide opportunities to individuals. With the passage of time, there is a growing discussion that attention should be paid to the development of business skills in a sustainable manner by creating entrepreneurship (Kuratko, 2013).

The discussion of entrepreneurship in education started much later. It is stated that the discourse on entrepreneurship in education began to gain prominence after the European Commission (2011) emphasized that education is the most effective means to integrate entrepreneurship with lifelong learning and practical experience. In recent times, the nuances of an individual's abilities, as well as language learning and entrepreneurial competence, have been identified as determinants of a learner's personal and professional life, based on the figures found in the European Union (European Commission, 2016a, 2018b). The fundamental achievement of entrepreneurial education is to create an environment that fosters knowledge, understanding, and responsibility regarding the concept and practice of entrepreneurship. Its goals include developing individuals' entrepreneurial skills, building their confidence and capability, and increasing their motivation to lead an entrepreneurial life. It aims to cultivate an entrepreneurial vision, inspire students to pursue entrepreneurial careers, adopt business innovation processes, and appreciate entrepreneurial potential. Additionally, it focuses on developing technical approaches to business, encouraging relationships and networking, and promoting self-employment, institutional development, and a strong sense of belonging (Hannon et al., 2006).

Then, entrepreneurial education shapes the individual's life by creating entrepreneurial habits and developing a culture of coordination and collaboration. Youth entrepreneurship has

an impact on the culture of living. Students who are influenced by such an entrepreneurial culture come from diverse backgrounds. They are drawn to entrepreneurship and carry out various entrepreneurial activities in society. Opportunities for economic gain are created on every page of the education they receive. Their minds are also filled with entrepreneurship. The approach of seeking profit in every rupee is developed and students believe in the entrepreneurship of education. Entrepreneurship education is indispensable in the global market as it makes the lives of students easier, makes them self-reliant, and provides opportunities for self-employment. It provides students with opportunities for job creation and self-employment.

There does not seem to be any practical implementation of entrepreneurial curriculum in language education and academic writing. The curriculum is also all theoretical in nature. Teaching activities remain theoretical and teacher-centered. It seems that the employment prospects are decreasing as students have only memorized traditional education. Alternatives have been sought to transform education by combining curriculum, textbooks, materials, and the speaking and writing skills of teachers and students with entrepreneurship. To fill this gap, experiences have been collected and discussed with professors of language education (English and Nepali), and the practice, possibilities, and challenges of entrepreneurship in language education and academic writing have also been projected. University teachers are engaging in academic writing for career development and other professional goals. Most teachers enjoy writing and view it as a way to enhance their professional growth. However, they often lack confidence in achieving self-sustainability and pursuing ideapreneurship in the field of language teaching.

This study is limited to exploring the experiences of teachers engaged in academic writing within language education, particularly in relation to entrepreneurship. Their goals and motivations revolve around living an entrepreneurial life through self-employment as they embark on entrepreneurial ventures. The study also considers feedback from colleagues and curriculum developers in related subjects. The responses provided by the teachers were analyzed under four main themes: experiences and practices, entrepreneurship, and linguistic markets. The article presented here is also relevant for formulating policies aimed at creating market opportunities for teachers by integrating university education with entrepreneurship. Additionally, it contributes to identifying global markets for languages by raising awareness among relevant teachers and stakeholders.

Literature Review

It is necessary to discuss the basic concepts of entrepreneurship and academic writing as they relate to language teaching. In this context, Samuel and Rahman (2010) states that the education was in a large sum of education. Resources and information on the entrepreneurial domain, as well as the quality of entrepreneurial education, involve the evolution, conceptual understanding, and practical implementation of entrepreneurial knowledge.

In the policy and program, Amgai (2081 BS) has explored entrepreneurial students in universities in Nepal. He has also raised the issue of launching a program called Business Startup for 1,000 youth across the country in the policies and programs announced by the government for 2081-2082, and that the program will also make the future of the youth self-employment program and entrepreneurship plan brighter. He also mentioned that through a new scheme called Professional Entrepreneurship, the University Grants Commission is trying to make students entrepreneurs by providing grants in various installments. He has shown that the entrepreneurship of the University Statement Program, which is mentioned in all 30 young people in Nepal, making at least 30 young people engaged in the interpretative project. Also, the University Grants Commission commissioned to grant the student in various installments

and making a student efforts to grant a pleasant instalment among various instalments. Helvetas Nepal (2077) has presented topics such as self-employment, training, curriculum development, etc. It has expected that at least 95 percent of the participants will pass the skill test, making it mandatory to undergo skill testing and certification. Presenting the preparation of the employment placement plan, it has also been mentioned that employment opportunities will be ensured for successful trainees in the training.

The training provider aims to provide the missing skills and training that some curricula cannot cover and to make the trainees successful. Costa et al. (2023) present entrepreneurship as a rapidly evolving trend of neoliberalism. In answering the question, "Why linguistic entrepreneurship?", they present linguistic entrepreneurship as a moral basis for providing value to an individual in the global marketplace on the basis of language. Based on various facts, it has been discussed how entrepreneurship energizes institutional activities in any formal and informal educational context. Also, how linguistic entrepreneurship can contribute to the construction of neoliberalism, along with sociolinguistics, experimental linguistics, and language policy and research, in a different and innovative way. The study, which has made the topic of study "How can the thematic aspects of neoliberalism and the relevance of language learning be linked to linguistic learning?", mentions this. Fiat (2001) has presented the theoretical aspects of entrepreneurship education. It has been discussed that knowledge about its theoretical aspects is also necessary to understand how to prepare students for the future. This is considered the successful aspect of entrepreneurship. This type of education helps students utilize their resources in the field of production. This ensures their livelihood, satisfaction, and prosperity.

Similarly, Barber (n.d.) has mentioned five reasons for teaching entrepreneurship. It has been stated that even though entrepreneurship is available in higher education, we should teach entrepreneurship. He has presented five reasons why we should teach entrepreneurship: to ensure the future, self-employment skills are necessary, students should have opportunities such as creativity and innovation, students should learn problem-solving skills, and their level of intelligence, which can influence entrepreneurship. Students need to learn about socioeconomic status and similar factors, and become students who can change the world.

Therefore, entrepreneurial education is also needed to provide value to students and develop future innovators, creators, producers, and critical thinkers. Similarly, Dalmau (2020) explores how neoliberal language policies promote the idea of linguistic entrepreneurship. This study adopts a qualitative approach using interviews and case studies, incorporating narratives, audio logs, and video/audio-recorded observations gathered from a market-oriented Catalan university. The research investigates how native and non-native accents are perceived within the context of English language marketization. It offers insights into how neoliberal governance shapes language practices by enforcing profiling mechanisms on lecturers, rooted in a view of education as a corporatized process aimed at producing future workers. Nepal (2025) has highlighted the possibilities of entrepreneurship in Nepali language teaching by implementing theoretical knowledge in daily life. He has explored the potential of developing speaking, writing, teaching, and publishing skills through language teaching with entrepreneurial perspectives.

The literature presented above helps in identifying the need for entrepreneurial education, selecting study methods, building a study base, identifying data sources, and analyzing data in relation to language teaching and academic writing among university teachers.

Theoretical Framework

This study draws on three interrelated theoretical perspectives to understand entrepreneurship in linguistic education and academic writing.

Neoliberal Language Policy and Linguistic Entrepreneurship

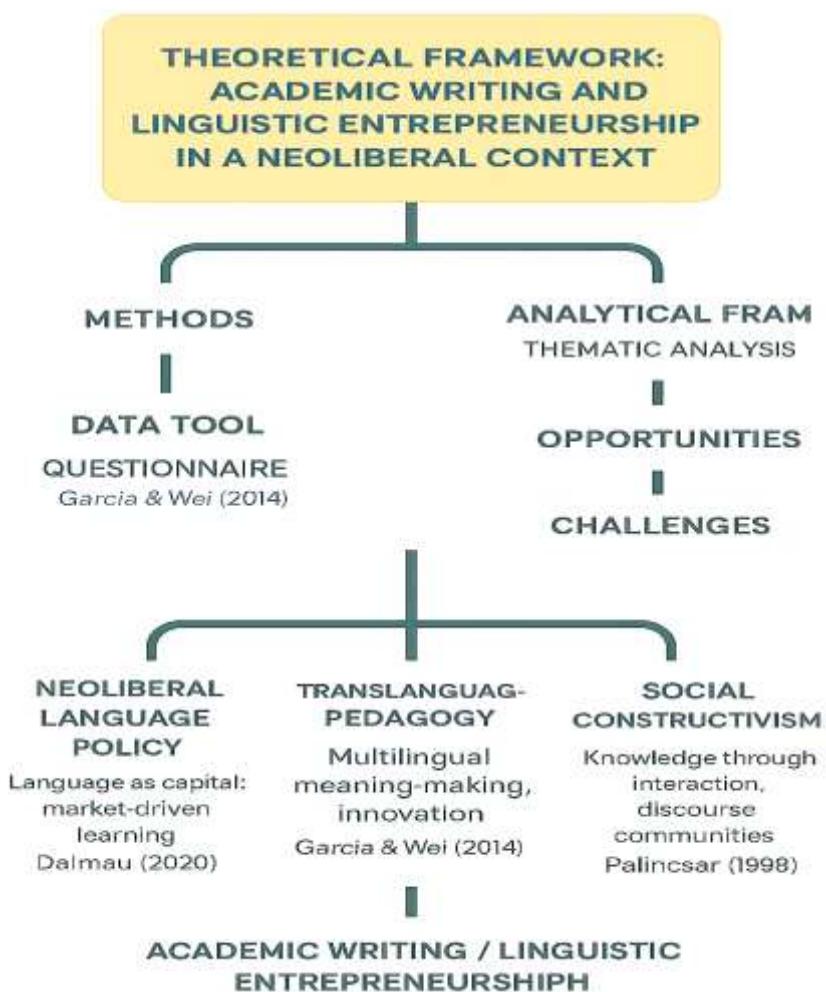
Neoliberal ideologies position language as marketable capital, encouraging individuals to invest in language learning for economic gain. Educators and learners, thus, act as linguistic entrepreneurs responding to market demands (Dalmau, 2020).

Translanguaging Pedagogy

Translanguaging allows multilingual learners to draw from their entire linguistic repertoire, challenging monolingual norms and fostering adaptability—key traits in linguistic entrepreneurship (García & Wei, 2014).

Social Constructivism in Academic Writing

Academic writing is shaped through social interaction and cultural context. From a social constructivist view, writers actively co-construct knowledge within discourse communities, reflecting innovation and critical engagement (Palincsar, 1998).



Methodology

A qualitative research design was employed, and data were collected using semi-structured questionnaire from seven experts selected through purposive expert sampling. Seven participants were chosen from different campuses within the Kathmandu Valley, representing Constituent, Community, and Institutional campuses. Coding was carried out based on the study's objectives, and the analysis was conducted using thematic analysis derived from the percentage of responses. The discussion focused on the theme of entrepreneurship in education, particularly in relation to language teaching and academic writing. Grammar and language accuracy were further refined with the support of ChatGPT-4.0 and Copilot.

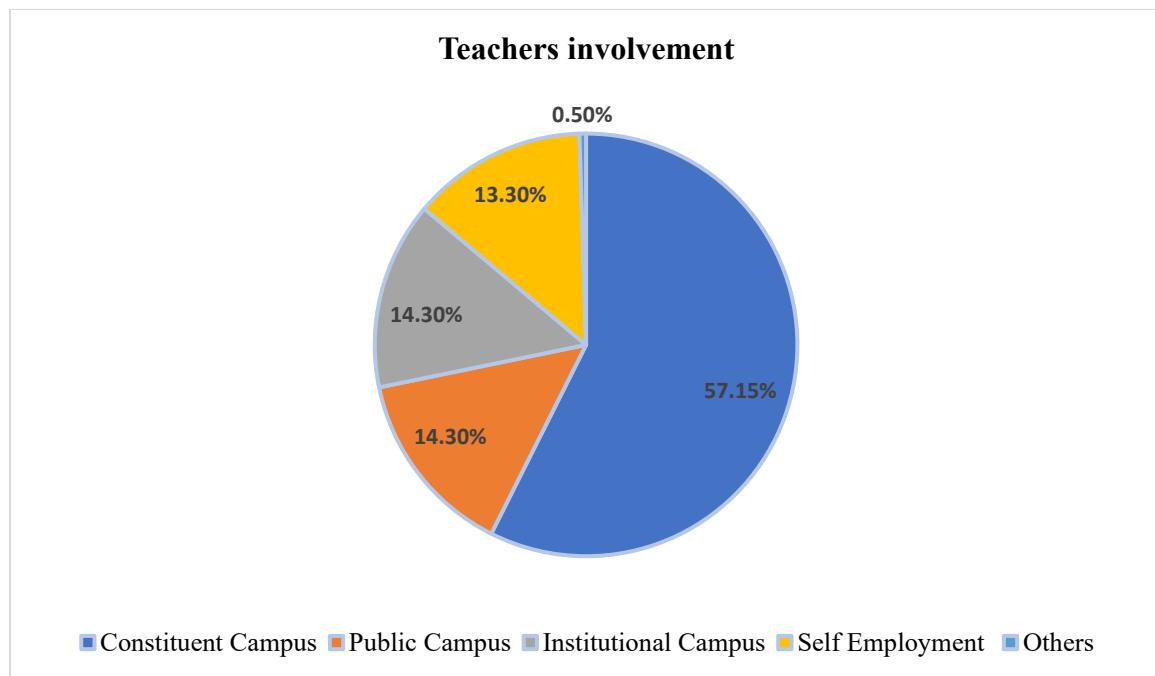
Entrepreneurship is closely connected to the market value of education, emphasizing not only the knowledge itself but also the commodification of effort and skills. This study primarily focuses on how entrepreneurship impacts language teaching and academic writing. A key aspect explored is how Tribhuvan University has developed platforms that promote entrepreneurship within language education, aiming to empower rightful stakeholders and ensure their satisfaction. Understanding these dynamics is central to this research, shedding light on the intersection between educational innovation and market-driven approaches in the academic field.

Results and Discussion

This study explores key aspects of entrepreneurship in the fields of language teaching and academic writing. Participants shared their experiences and practices, and their responses were systematically categorized according to relevant themes and the study's objectives.

Teachers' involvement

This study focuses on the involvement of teachers. If they are directly engaged in campuses, entrepreneurship, and other areas, it becomes easier to identify their sentiments regarding these activities. The responses of the participants are presented below according to thematic categories:



The data in the above chart presents the involvement status of the participant teachers. According to the responses, 57.15% of teachers are involved in constituent campuses of

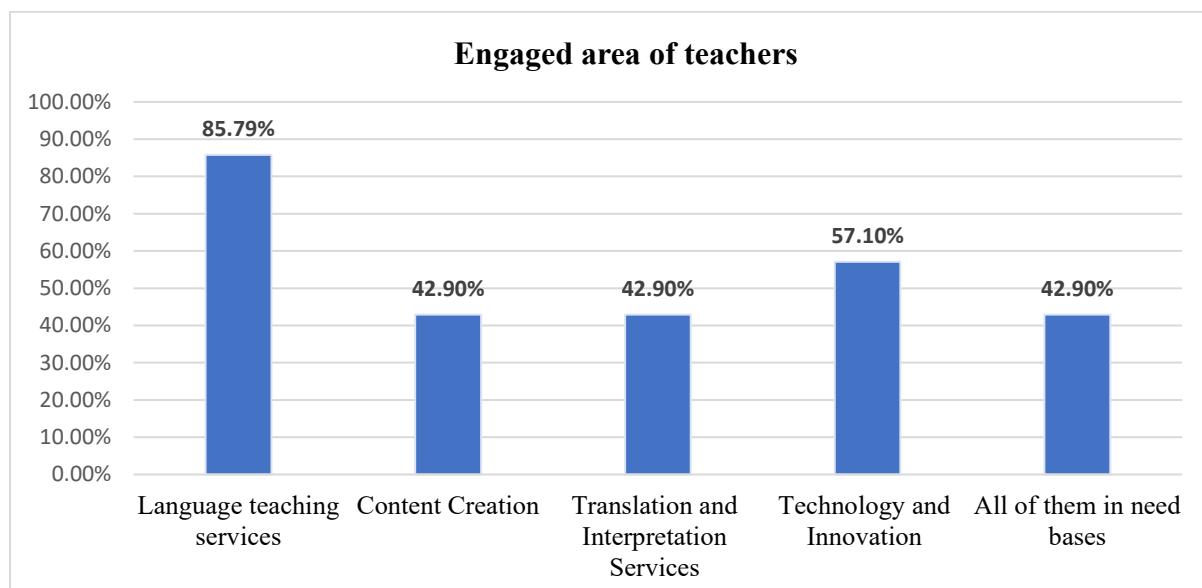
Tribhuvan University (TU), 14.30% are involved in public campuses, another 14.30% in institutional (private) campuses, 13.30% are engaged in self-employment, and only 0.5% are involved in other sectors.

This data clearly shows that the majority of teachers are associated with constituent campuses of TU, indicating a strong institutional affiliation. In contrast, only a small portion (0.5%) of teacher are working in other sectors outside the education system. Notably, 13.30% of teachers are engaged in self-employment, which suggests a moderate level of interest in entrepreneurial activities among university teachers.

This trend indicates that while most teachers remain within traditional academic institutions, a small yet significant proportion are exploring alternative income sources and entrepreneurial ventures. This could reflect a growing awareness of the importance of self-reliance, innovation, and economic diversification among educators.

Entrepreneurial engagement in the field of language teaching

This theme highlights the engagement of participant teachers in the field of language teaching. It focuses on their regular involvement from an entrepreneurial perspective, emphasizing the significance and value of their active participation in this area. Which is given below:

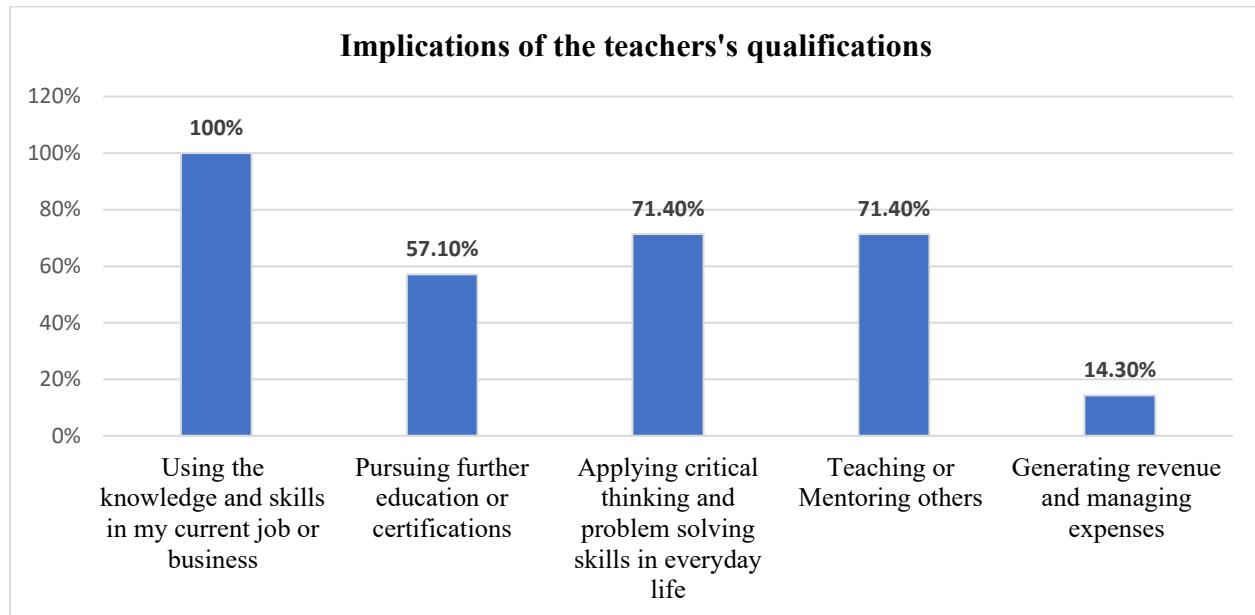


The data in the above graph presents the areas of engagement of the participant teachers. According to the responses, 85.79% of teachers are engaged in regular language teaching services, 42.90% are involved in content creation in various fields, another 42.90% are engaged in translation and interpretation services, 57.10% are involved in technology and innovation, and 42.90% are engaged in all of these areas as per their needs.

The data indicates that while the majority of teachers (85.79%) are primarily engaged in regular language teaching, many are also involved in content creation (42.90%), translation and interpretation (42.90%), and technology and innovation (57.10%). Notably, 42.90% participate in all these areas based on need, showing that teachers are diversifying their roles and contributing beyond traditional teaching, reflecting adaptability and a growing inclination toward professional multitasking. Overall, this theme reflects a multifaceted professional identity among teachers, where language teaching is central but supplemented by other entrepreneurial and innovative activities.

Implications of education acquired from the university

This theme explores the implications of the education acquired by the teachers. It focuses on the implications of the education of the teachers which was acquired from the university. Here is presented the responses given by teachers:

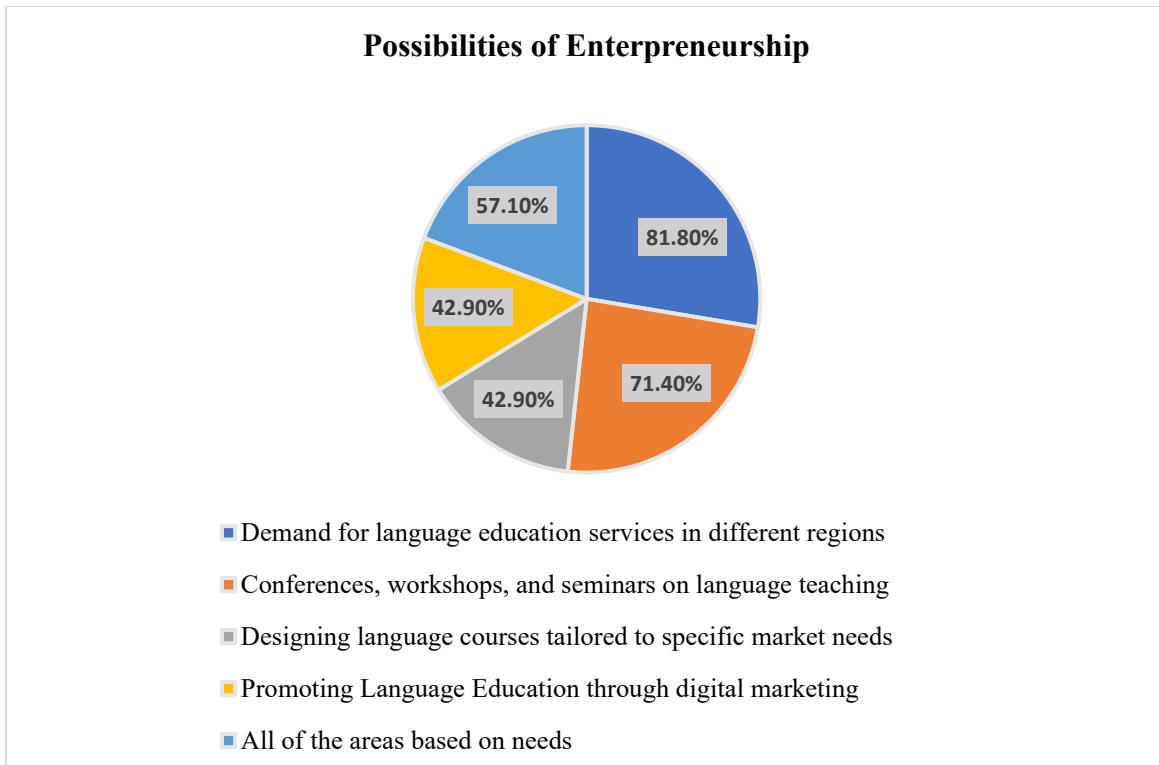


The data in the above graph shows the implications of education acquired from the university by the participant teachers. According to the responses, 100% of teachers are applying their knowledge and skills in their current jobs or businesses, 57.10% are implementing their education by pursuing further education or certifications, 71.40% apply critical thinking and problem-solving skills in everyday life, 71.40% use their education in teaching and mentoring others, and 14.30% implement their education by generating revenue and managing expenses.

This data reveals that all participant teachers actively use the knowledge and skills gained from university education in their professional roles. A significant portion continue to enhance their qualifications through further studies, while many also apply critical thinking and problem-solving in daily situations. The strong involvement in teaching and mentoring highlights their role in knowledge transfer, whereas a smaller group applies their education to financial management, indicating diverse practical uses of their academic background. Overall, the findings suggest that university education has a broad and meaningful impact on both professional and personal aspects of the teachers' lives.

Possibilities of entrepreneurship in language education in nepal

This theme explores the clear possibilities of entrepreneurship in education in Nepal. It focuses on the introduction of new and practical ideas that innovate education. Entrepreneurship in language education in Nepal holds significant potential due to the growing demand for language skills in both local and global markets. By combining language expertise with entrepreneurial skills, teachers can contribute to educational development while creating sustainable income sources. This emerging field encourages creativity, flexibility, and adaptability in meeting diverse learner needs. The participant teachers in this study have responded based on their experiences, which are presented below.

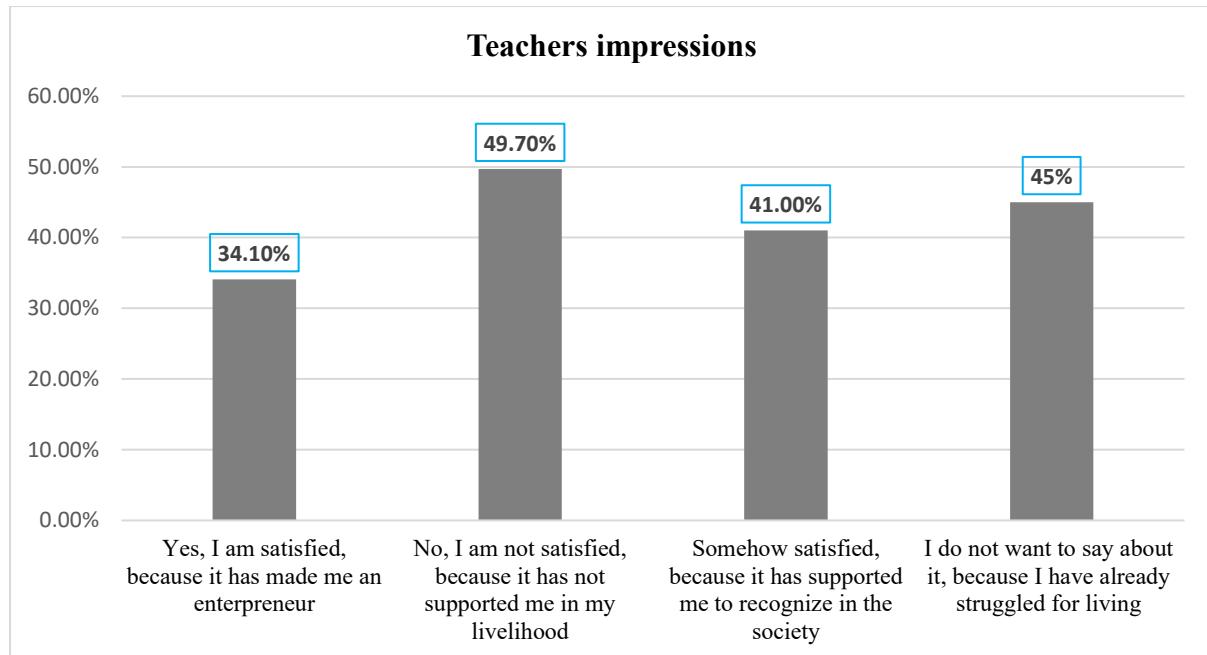


This pie chart presents data on the possibilities of entrepreneurship in language education in Nepal, based on the experiences of the participant teachers. According to their responses, 81.80% identified a strong demand for language education services across different regions. Additionally, 71.40% highlighted opportunities in organizing conferences, workshops, and seminars on language teaching. About 42.90% of teachers saw potential in designing language courses tailored to specific market needs, while an equal percentage recognized the value of promoting language education through digital marketing. Moreover, 57.10% of teachers acknowledged the possibility of engaging in all these areas depending on community needs. These findings reveal diverse entrepreneurial opportunities in language education, emphasizing the importance of adapting services to market demands and utilizing both traditional and digital platforms to expand reach.

The data indicates strong entrepreneurial potential in Nepal's language education sector, driven largely by widespread demand across various regions. Teachers recognize that beyond traditional teaching, there are valuable opportunities to engage learners through conferences, workshops, and customized courses that meet specific market needs. The emphasis on digital marketing highlights the growing importance of technology in expanding educational outreach. Overall, this data suggests that language educators can diversify their roles and create sustainable ventures by responding flexibly to community needs and leveraging multiple platforms to deliver language education services.

Satisfaction of the teachers

This theme explores the satisfaction of teachers with the degrees awarded by Tribhuvan University (TU). It also focuses on the impact of the education degree in the job market. Additionally, it presents the reasons for satisfaction and the impressions of the participant teachers. The responses of the participants are presented below:



This graph presents data regarding the satisfaction levels of participant teachers with the educational degrees awarded by the university. It also highlights the perceived impact of their degrees on their livelihoods. According to the responses, 34.1% of teachers reported satisfaction, stating that their education has helped them become entrepreneurs. Additionally, 49.7% expressed dissatisfaction, noting that their education has not supported their livelihood. About 41% of teachers reported partial satisfaction, as their education has helped them gain recognition in society. Moreover, 45% of teachers chose not to respond, citing that they are still struggling to secure a stable living.

The data reveals a mixed level of satisfaction among teachers regarding their university education. While a portion of teachers (34.1%) credit their degree with enabling entrepreneurial success, a larger group (49.7%) feels that their education has not translated into economic stability. The partial satisfaction expressed by 41% suggests that although the degree has social value, it lacks sufficient economic impact. The significant percentage of non-respondents (45%) struggling with livelihood further emphasizes the need for educational reforms that align university degrees with practical and market-relevant skills. This highlights a gap between academic qualifications and real-world opportunities in Nepal's current educational landscape.

Conclusion and Implication

This study highlights the status of entrepreneurship in the field of language education in Nepal. Teachers from constituent campuses are primarily engaged in traditional teaching methods and academic writing. While teachers from public and institutional campuses show a willingness to develop their academic identity, the possibilities of entrepreneurship within different campus environments remain largely unexplored. Only a few teachers are actively involved in entrepreneurial activities, while the majority are engaged in conventional teaching and learning processes. Most teachers rely on their current jobs or businesses for support, but these generate limited revenue. Although there is a high demand for language education in both local and global markets, university degrees have not effectively prepared graduates to capitalize on these opportunities. The education system continues to award degrees without equipping learners with the practical and market-relevant skills needed for real-world success.

This study reveals a significant gap between academic qualifications and practical application, underscoring the need to align higher education with the demands of today's job

market. Therefore, the implication of this article is to highlight the importance of entrepreneurship in language teaching, with a particular emphasis on market-driven courses and academic writing in both English and Nepali language education.

References

Bennett, R. (2006). Business lecturers' perceptions of the nature of entrepreneurship. *International Journal of Entrepreneurial Behavior & Research*, 12(3), 165-188 <https://doi.org/10.1108/13552550610667440>

De Costa, P. (2017). *Multilingual and global entrepreneurship: Insights from South Asia*. Routledge.

De Costa, P., Park, J. S.-Y., & Wee, L. (2018). Linguistic entrepreneurship as affective regime: Organizations, audit culture, and second/foreign language education policy. *Language Policy*, 18, 387-406 <https://doi.org/10.1007/s10993-018-9492-4>

De Costa, P., Park, J. S.-Y., & Wee, L. (2020). Why linguistic entrepreneurship? *Multilingual*, 40(2), 139-153 <https://doi.org/10.1515/multi-2020-0037>

Emmanuel, C. L. (2010). *Entrepreneurship: A conceptual approach*. Concept Publications.

Gibb, A. A. (2002). In pursuit of a new 'enterprise' and 'entrepreneurship' paradigm for learning: Creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Reviews*, 4(3), 233-269 <https://doi.org/10.1111/1468-2370.00086>

Government of Nepal, National Planning Commission. (n.d.). *Sohraun Yojana*.

Harvey, D. (2005). *A brief history of neoliberalism*. Oxford University Press.

Helvetas Nepal. (2022). *Vocational skills training implementation and monitoring manual*. Ministry of Industry, Commerce and Supplies.

Kaplan, A., Katz, I., & Flum, H. (2012). Motivation theory in educational practice: Knowledge claims, challenges, and future directions. In K. R. Harris, S. Graham, & T. Urdan (Eds.).

Nepal, S. (2024). विश्वविद्यालयका प्राध्यापकको पेसागात विकासमा प्राज्ञिक लेखनको प्रभाव (The Impact of Academic Writing on the Professional Development of University Professors), *RR Interdisciplinary Journal*, 5(5), 127-137 <https://doi.org/10.3126/rrij.v5i5.78935>

Nepal, S. (2025). नेपाली भाषा शिक्षामा उद्यमशीलताको भूमिका (The Role of Entrepreneurship in Nepali Language Education). *Journal of Vishwa Adarsha College*, 2(1), 91-113 <https://doi.org/10.3126/jovac.v2i1.83881>

Peterman, N. E., & Kennedy, J. (2003). Enterprise education: Influencing students' perceptions of entrepreneurship. *Entrepreneurship Theory and Practice*, 28(2), 129-144 <https://doi.org/10.1046/j.1540-6520.2003.00035.x>

Phyak, P. (2016). *Language and entrepreneurship in Nepal*. Nepal Language Academy.

Rahman, M. (2018). *Language in business: Global perspective and applications*. Cambridge University Press.

Rahman, M. M., Adedeji, B. S., Uddin, M. J., & Rahman, M. S. (2017). Entrepreneurship mindset for students' entrepreneurship build-up: A review paper. *International Journal of Multidisciplinary Advanced Scientific Research and Innovation*, 1(1), 26-34.

Richards, J.C. and Miller, S.K. (2005). *Doing Academic Writing in Education : Connecting the personal and the Professional*, Routledge. <https://doi.org/10.4324/9781410613417>

Samuel, A. B., & Rahman, M. M. (2018). Innovative teaching methods and entrepreneurship education: A review of literature. *Journal of Research in Business, Economics and Management*, 10(1), 1807-1813.

Sharma, B., & Phyak, P. (2017). Neoliberalism, linguistic commodification, and ethnolinguistic identity in multilingual Nepal. *Language in Society*, 46(2), 231-256 <https://doi.org/10.1017/S0047404517000045>

Sharma, R. (2016). *Language and market access: Strategies for global entrepreneurship*. Global Business Publishers.

Shrestha, C. B., and et al. (2020). *Educational psychology* (2nd ed.). Bhundipurana.

Swales, J.M. and Feak, C.B. (2012). *Academic Writing for Graduate Students*, University of Michigan Press.

Temesi, A. (2024). Development and state of the art of entrepreneurship education: A bibliometric review. *Education Sciences*, 14(3), 295 <https://doi.org/10.3390/educsci14030295>

Vich, R., Ivanova, I., & Gikopoulou, A. (2020). Teaching methodology: Developing foreign language and entrepreneurship skills in primary school pupils. *Entrepreneurship Education*, 3, 265–285 <https://doi.org/10.1007/s41959-020-00033-1>

Acknowledgement

I express my sincere gratitude to the University Grants Commission, Nepal, for providing me with the fellowship to pursue my PhD research on the topic of Academic Writing.