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Afghan Junior Lecturers' Challenges in Writing and Publishing in English



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ABSTRACT

In academia, besides teaching, attending conferences, and administrative responsibilities, academic members are required to do research and publish. As academic members, Afghan junior lecturers are required to do research and publish for academic rank promotion and salary increase. However, when it comes to writing papers in English, they face challenges in writing and publishing since they are novice researchers. This study investigated Afghan junior lecturers' challenges in writing and publishing, lecturers' attitudes towards writing and publishing and their expectations from their institutions. The research method utilized in this study is the qualitative approach using the interview to collect data from a sample of eight lecturers in two public universities. The findings of this study revealed that Afghan junior lecturers face a series of challenges in writing and publishing research papers in English. The writing challenges mentioned by the participants are discursive and non-discursive. Their discursive challenges are to do with poor knowledge of grammar, vocabulary, punctuation, and translation while their non-discursive challenges are associated with the lack of facilities such as the internet, suitable libraries, research grants and research labs. Despite the challenges in writing and publishing, these lecturers expressed positive views about writing for publication and expected their universities to launch research-related seminars and provide them with the basic facilities required for writing and publishing papers. The findings of this study will provide authorities of these universities with an insight into the challenges faced by junior lecturers and in a broader sense, it will add to the related literature.

INTRODUCTION

Nowadays, the focus on writing and publication in the higher education contexts has increased to the highest level. Fifty years ago, lecturers did not feel such pressure as they do now to publish in international journals due to globalization and the commercialization of the academy (Flowerdew, 2008). Academic institutions around the world require all academics to write for publication in their related disciplines aiming, in one hand, to enhance their professional knowledge and, on the other hand, build the prestige of their institutions (Alvarez, Bonnet & Kahn, 2014). However, when it comes to junior lecturers, writing research in English is considered very challenging especially in non-English speaking countries (Flowerdew, 2008; Matyo-cepero, 2016; Tahir & Bakar, 2009; Salih, Holi& Clark, 2014; Karimnia, 2012; Pho & Tran, 2016; Alvarez, Bonnet & Kahn, 2014).

Due to the growing demand for doing research for publication in academic contexts, junior lecturers are pressured to write for publication in national and international journals despite facing challenges in writing and publication. Studies conducted by different researchers such as (Flowerdew, 1999 in Hong Kong; Phonthongsunan, 2016 Thailand; Tahir & Bakar, 2009 Malaysia; Salih, Holi& Clark, 2014 in Oman; Karimnia, 2012 Iran; Pho & Tran, 2016 in Vietnam and so forth) indicate that less experienced lecturers and scholars face diverse challenges when it comes to writing and publishing in English. Therefore, writing for publication in English is a common problem and pressure in academic settings not only in Non-English speaking countries, but also in English Speaking countries like the United States (Matyo-cepero, 2016). It is a common predicament that “academics from Asia through to Africa, Europe or even Canada have been reported to face challenges in research and publication” (Pho, Minh, & Tran, 2016, p. 2). Hence, the cases of AJLs are not unique in terms of facing challenges in writing and publication.

Problem Statement

Although writing scholarly articles for publication other than teaching, is considered critically important for university lecturers, not many junior lecturers in English departments of Afghan Universities write articles to get published. Some junior lecturers who have published articles in the local journals while there are some others who have written articles could not get them published mainly because their written papers did not meet academic writing standards. Thus,

when it comes to quality of their written papers and the process of getting their articles published, there have always been complaints. Some of the published articles from the junior lecturers are just concept papers and rarely can one read articles based on empirical research. These lecturers face paper rejection and lengthy revision and editing process during publication. Thus, this study is aimed to investigate challenges of these junior lecturers in writing and in the process of publication.

Research Objectives

- To investigate junior lecturers' challenges in writing and publication
- To explore junior lecturers' attitudes towards writing and publication
- To suggest some solutions to assist junior lecturers tackle challenges in writing and publication

Research Questions

1. What are the challenges encountered by junior lecturers in writing and publication?
2. What are junior lecturers' attitudes towards writing for publication?
3. What are some expectations to overcome challenges faced by junior lecturers in writing and publication?

Significance of the Study

This study will be conducted at two public universities in Afghanistan where junior lecturers are obliged to write for publication. This study is one of the first empirical studies conducted in Afghan higher learning institutions aiming to discover challenges faced by junior lecturers in writing and publishing. The findings of this study will help AJLs to identify challenges of writing and publishing in English faced by them and their peers. Moreover, the authorities and administration of the related universities will be informed about the challenges of their junior academic members in writing and publishing. Hence, the findings will help these universities to seek ways to tackle those challenges aiming to pave the way for AJLs to write and publish

successfully. At the same time, the current study adds to the body of the related research in the regional and international levels.

LITERATURE REVIEW

English as the Dominant Language of Publication

English is commonly accepted as a language for international communication and it has gained dominance in research for publication across the globe. Nowadays, the most dominant and influential research papers are published in journals which accept manuscripts written in English. Since most journals are written in English, the writing of academic papers in English is important for researchers (Karimnia, 2012). According to Balan (2011) in the recent decades, the dominance of English in international academic publications has significantly increased and a large number of science journals which used to be published in other languages, have moved to English publication aiming to gain the greater number of authorship and readers as well as citations. Flowerdew (1999) also shed some light on the needs and importance of publication in English. According to him, English is the language of international research and scholarship; therefore, important international databases such as The Science Citation Index and other journal articles online are predominantly published in English.

The fact that English as a medium for international publication has consistently urged junior and senior lecturers in countries where English is a foreign language to write articles and get them published in English Journals (Balan, 2011). According to Lewkowicz (2010 cited in Balan, 2011), paper acceptance in an English Language journal helps researchers meet a greater and universal research community, which facilitates the possibility of citation in other English language journals. Moreover, publishing in English helps the researcher to establish a credible reputation as a scholar internationally (Habibie, 2015). Hence, the publication of scientific findings in English is crucial for scholars because even in non-English speaking countries, scientific journals are published in English (Okamura, 2006). Findings from the Phothongsunan (2016) research indicated that lecturers in Thai public and private universities consider research in English important since through publishing in English, they can share their ideas with global readers, get promotion, and serve quality assurance requirements.

Challenges in Writing

Although university lecturers are normally seen as more established and experienced researchers, they are not without difficulties in writing and publishing since being non-native speakers (Pho & Tran, 2016). Cerpro&Varvisotis (2016) believe that writing is not a simple task for many researchers since words do not always flow easily from the brain to fingers, pen, and computer. In comparison to communication through speech which can be easily enhanced by using features like gestures, body movement, voice, pitch, tone, intonation and pause, communication through writing lacks those useful features and requires writers to consider punctuation and cohesion and coherence in their writing (Gonye, 2012). According to Antoniou and Moriarty (2008), “many academics struggle with their writing. They often cannot find time and space to write, experience fear and anxiety about writing, feel they lack knowledge and expertise, and worry that they are ‘not good enough’” (cited in Cepró&Varvisotis, 2016, p.3). Thus, common challenges in writing and publication from the related studies are reported below.

Discursive Challenges

The findings of Flowerdew (1999) study of Hong Kong lecturers' problems in writing in English for publication revealed that the lecturers face the following language related problems in writing academic articles in English: less capability to make claims by adequate amount of source, lack of rich technical vocabulary and the interference of their native language when writing in English. Likewise, Thai academics face language-related challenges such as grammar, lack of technical vocabulary, sentence formation capability and poor writing styles when writing intellectually in English (Phothongsunan, 2016). According to Kijak (2014) in Poland, lower publication rate is mainly due to the low English proficiency of the researchers in writing even in the higher education. Similarly, In Oman, faculty members trying to publish in English are facing problems such as poor grammar knowledge, lack of specialized vocabulary, writing styles and sentence formation and research related discourse when writing scholastically in English (Salih, 2014). Findings from a study by Karimnia (2012) indicates that Iranian junior lecturers also encounter language-related problems such as lack of appropriate vocabulary, failing in properly describing their result and effectively supporting a claim due to the lack of proficiency in English. Spanish lecturers have pointed that their challenge is the lack of specific training on academic writing in

English (Martín, Rey-rocha, Burgess, & Moreno, 2014). Hence, difficulty in writing research papers in English is a common barrier faced by junior lecturers in the Non-English speaking world.

Non-Discursive Challenges

Findings from the related studies revealed that besides discursive challenges novice lecturers faced lack of facilities as well (Flowerdew, 1999; Pho & Tran, 2016; Tahir & Bakar, 2009; Li & Flowerdew, 2007; Salih, 2014; Martín, Rbey-rocha, Burgess, & Moreno, 2014; Kijak, 2014; Hanafi, 2011; Phothongsunan, 2016; Habibie, 2015). Those non-discursive challenges are: lack of funding, time constraint, pressures of heavy teaching load, limited access to the internet, difficulty in finding suitable publishers, receiving discouraging feedbacks from some reviewers, publishers' late response, prejudice towards non-native writers, lack of mentoring for juniors and some other challenges. However, the mentioned challenges differ from one academic setting to another academic setting. For instance, in the Malaysian context faculty members do not face challenges in terms of funding for research (Tahir & Bakar, 2009). Whereas, Thai university lecturers have highlighted that lack of adequate funding is a challenge for them in writing for publication (Phothongsunan, 2016).

A study carried out in Oman indicated that besides language-related difficulties, the junior lecturers face challenges in terms of lack of research funds and research communities and as well as difficulty in finding the right publishers, publishers' slow response and choosing publishable topics (Salih, 2014). Similarly, Pho & Trans' (2016) study in Vietnam reported that the majority of the participants have considered lack of funding for doing research as the most challenging factor. Whereas, according to Wadesango (2014) junior lecturers in South Africa in addition to the challenges faced by Omanis and Vietnamese in terms of teaching load, lack of funding and lack of resources, do not understand the purpose and effectiveness of research. Lack of time is another challenge encountered by junior lecturers. The majority of Polish lecturers participated in the study stated that they do not have adequate time to do research since they are busy dealing with excessive teaching load, supervising students and participating in committees (Kijak, 2014). Likewise, participants of Pho & Tran (2016) declared that due to too much teaching load not only at the University of Social Sciences and Humanities, but also in other institutions and language centers, they do not have enough time to do research for the purpose of publication. Habibie (2015)

has categorized Canadian Junior Lecturers' challenges in writing for publication into five and one of those five categories is the lack of time for doing research. It seems that time constraint for doing research for publication is a common barrier.

Challenges in the Process of Publication

Being less experienced, junior lecturers face challenges not only in writing research papers, but also in getting them published. According to Cepro&Varvisotis (2016), the publication process is frustrating especially for novice researchers since it requires them to take several steps to get their papers published. Hence, novice lecturers face different types of challenges from the very early stage of submitting their papers for publication until they are published.

According to Pho & Tran (2016), the consideration of steps such as reviewing the credibility of the journal, aim of the journal, scope and readership of the journal, the acceptance rate and speed of the publication process before submitting their papers for publishing is challenging for novice researchers. Furthermore, reviewers' negative comments toward research papers, papers being rejected for publication and fear of scholarly reviewers and long duration of reviewing are challenges in the process of publication (Cepro & Varvisotis, 2016). In addition to the long waiting time for revision of one's paper by journals, the researchers need equal time to bring corrections and then resubmit it to the journal, however, It is not always the case that all submitted papers will be accepted by journals (Al-shboul, 2016). Sometimes, papers are rejected by journals and this experience even causes some novice academics to stop submitting their work for international publication due to the fear of rejection (Salih, 2014). Thus, Kijak (2014) considers fear of rejection as a psychological barrier. Phothongsunan (2016) stated that the demanding requirements of academic publishing discourage third world scholars from the academic publication process.

In addition to the difficulty in choosing journals and passing the long publishing process, junior lecturers have mentioned that the reviewers and editors of English journals usually focus on their own national audience and are not much interested in work from non-western writers. Hence, scholars from other regions of the world find it quite challenging to get their work published in well-known journals (Braine, 2005). However, scholars in Mainland China, are often asked by the reviewers and editors of an international journal to find native English speakers (NESs) to help

them with the editing of their English. Whereas, it has not always been easy to have native speakers to edit the work (Li & Flowerdew, 2007).

RESEARCH METHODOLOGY

Sampling Technique

The participants of this study possess several common characteristics in terms of gender, age range, qualifications and academic ranks. Based on the purpose of the study which is intended to investigate challenges in writing and publication in English, purposive sampling was utilized for selecting subjects of the study. Purposive sampling is more efficient and practical if used properly especially in qualitative research (Tongco, 2007). This is a qualitative research that studies a specific group of lecturers who are juniors with BA degree and they are facing challenges in writing and publishing in English.

Participants

The subjects of this study are eight lecturers at English departments of Takhar and Kunduz universities in Afghanistan. These junior lecturers hold the first academic rank and they are struggling with the heavy teaching load along and the pressures to write for publication in order to meet rank promotion and salary increase. These novice lecturers have several common characteristics: hold BA degree in English Language and Literature, have three to six years of teaching experience, their age range between 25 to 30 and most being male. The following are academic members' ranks in Afghan public universities.

- پوهاند – Professor
- پوهنوال – Associate Professor
- پوهندوی – Assistant Professor (Higher Rank)
- پوهنمل – Assistant Professor (Lower Rank)
- پوهنیار – Lecturer
- پوهیالی – Assistant Lecturer

Data Collection

In order to gain a deep insight into the challenges faced by these junior lecturers in writing and in the process of publication in those selected universities, semi-structured interviews were conducted between the researcher and the junior lecturers in a friendly way. Conducting interviews in a friendly manner enables interviewees to express their thoughts and feelings in their own voice (Alshenqeeti, 2014). According to Hofisi, Hofisi & Mago (2014) interviewing is one of the data collection methods which is employed when a researcher selects the qualitative method to conduct research. In this study, the interview questions which are adapted from Flowerdew (1999) and Phothongsunan (2016) are open-ended in type and have been negotiated with a senior researcher before the interviews were conducted.

Data Analysis

Data analysis is a process of examining and interpreting the collected data through resolving it into constituent or basic components, to expose its elements, characteristics, themes, and structures. According to O'Connor, H., & Gibson, N. (2003) Data should be organized in a way that is easy to look at, and that allows the researcher to go through each topic to pick out concepts and themes. For analyzing data in this research, the researcher applied coding system to categories collected data into major themes following the systems' guides. In the data, the researcher looked at challenges faced by lecturers in writing and publishing, lecturers' perceptions about the importance of publication in English and expectations of the participants from their universities for overcoming the challenges in this regard. After carefully analyzing the data, four major themes derived from the interview transcriptions. These themes are challenges in writing for publishing, challenges in the process of publication, participants' attitudes towards writing for publication in English and participants' expectations for overcoming those challenges. Each of these themes comprises of several codes, which are reported in the findings chapter in details.

FINDINGS AND DISCUSSION

The major themes derived from analysis of the data are challenges encountered by AJLs in writing and publishing, the lecturers' attitudes towards writing and publishing and their expectations from

their universities. Challenges faced by Afghan Junior lecturers in writing in English are categorized as discursive, non-discursive and challenges in the process of publication.

The subjects of this study are seven male and one female lecturer from two public universities. From these eight lecturers, only one has got his masters degree and the remaining seven lecturers possess BA degree in language and literature. The length of experience of the lecturers ranged from 3-6 years except for lecturer E who has 10 years of experience as an academic member. Table 1 illustrates the general characteristics of the participants.

Table 1: Characteristics of the Participants in the Study

No	Participants of the Interviews	Gender	Qualification	Years of Experience	Academic Rank	Written Articles	Publications	Institutions
1	Lecturer A	Male	BA in English Language & Literature	3	Assistant Lecturer	Yes	None	Takhar University
2	Lecturer B	Male	BA in English Language & Literature	4	Assistant Lecturer	Yes	1	Takhar University
3	Lecturer C	Male	BA in English Language & Literature	4	Assistant Lecturer	Yes	None	Takhar University
4	Lecturer D	Male	BA in English Language & Literature	3	Assistant Lecturer	Yes	1	Takhar University
5	Lecture E	Female	BA in Language & Literature	10	Lecturer	Yes	2	Takhar University
6	Lecturer F	Male	Master of Education in Higher Education	6	Lecturer	Yes	1	Takhar University
7	Lecturer G	Male	BA in English Language & Literature	5	Assistant Lecturer	Yes	None	Kunduz University
8	Lecturer H	Male	BA in English Language & Literature	5	Assistant Lecturer	Yes	None	Kunduz University

In terms of academic rank, two of the lecturers (Lecturer E & F) hold second academic rank (Lecturer) and the remaining six lecturers possess the first academic rank (Assistant Lecturer). From the academic ranks of these lecturers, it can be inferred that they are novice lecturers since one of the few conditions for rank promotion is publishing research papers. As indicated in table 1, these lecturers have very little experience in writing and publishing research papers in English due to the potential challenges they face in writing and in the process of publishing and those challenges are reported in this section.

Challenges of Writing in English

Based on the findings of this study challenges faced by AJLs in writing for publication are categorized as discursive and non-discursive. The items for each category of challenges are presented in separate tables followed by discussions of those challenges in accordance with the related literature.

Discursive Challenges

All eight participants of the study stated that English is not their native language, hence they encounter discursive challenges in writing for publication in English. The discursive challenges addressed by these novice researchers are as follows: lack of rich vocabulary or technical words, lack of appropriate grammar knowledge, punctuation errors, lack of experience and knowledge of using the right vocabulary, difficulty in synthesizing and evaluating previous studies for writing review of the literature, writing well-structured sentences while observing all grammatical rules and difficulty in translating texts from the source language into the target language. The following quotations indicate participants' challenges in writing:

Lecturer E: *Grammar is an essential element for writing and while lack of grammar knowledge sometimes it is difficult for me and the lecturers like me to write academic English.*

Lecturer B: *Sometimes, it is very time-consuming and boring to refer to the dictionary many times for finding appropriate words in English since I lack rich vocabulary.*

Lecturer E: *Grammar errors are not the only challenge I face in my writing as a novice researcher, punctuation errors also exist in the sentences and paragraphs I write."*

Lecturer A: *I mean the translation of the sources and the materials from the source language to the target language is also considered one of the challenges for us."*

Lecturer C: *There are many English words that may have synonyms and antonyms, we need to use the exact, and the accurate words."*

Table 2: Discursive (linguistic) Challenges Faced by AJLs in Writing for Publication

No	Discursive Challenges	Number of participants who expressed views on this point
1	Making Grammar Errors	4
2	Have Less Rich Technical Vocabulary	8
3	Making Punctuation Errors	2
4	Difficulty in Translating other than English	1
5	Difficulty in Word Choice	2

These linguistic challenges are shared as a common phenomenon among non-native researchers. The findings of this study in terms of discursive challenges are in line with the findings of related studies (Flowerdew, 1999; Okamura, 2006; Phothongsunan, 2016). Phothongsunan (2016) study of Thai university lecturers' challenges reported that Thai university lecturers are no exception with regards to the challenges faced in writing for publication in English. Considering the findings of this study and the related academic literature, it can be inferred that the discursive challenges in writing papers for publication in English are common difficulties for non-native speakers (NNSs) and the related higher education institutions are required to provide academic writing seminars for these novice researchers to master the necessary linguistics skills.

Non-discursive Challenges

Besides discursive challenges, AJLs face challenges in terms of facilities when doing research. Lack of facilities such as the internet, editorial committee for reviewing papers, suitable libraries, senior mentors, research grants and study rooms are considered potential barriers ahead of these novice lecturers in the process of writing for publication in English.

Lecturer B: *How can we do the literature review part of our paper and how to compare findings of our studies to other parallel studies if we don't have access to online journals due to the lack of internet.*

Lecturer C: *although there we have a modern library building whereas there is a very small number of books in English which are not useful to use in our research."*

Lecturer B: *Unfortunately, we neither have any senior lecturers in our department to edit and revise our papers nor our university have an editing committee to edit research papers written in English.*”

Lecturer F: *The budget for the research is limited I say It is there no budget for the research [...]*

Lecturer D: *There are no study rooms for the lecturers. How can we do research when students are coming and lecturers are talking to one another in the hall.*”

Table 3 Indicates non-discursive challenges faced by AJLs in writing for publication and as well as the number of participants addressing each particular challenge. As it is shown, the non-discursive challenge which is mentioned by all of the participants is lack of the internet.

Table 3: Non-discursive Challenges Faced by AJLs in Writing for Publication

No	Non-discursive Challenges	Number of participants who expressed views on this point
1	Lack of Editorial Committees Within the Universities	4
2	Lack of the Internet	8
3	Lack of Suitable Libraries	6
4	Lack of Senior Mentors	3
5	Lack of Research Grants	6
6	Lack of Suitable Place to Do Research	4

Lack of facilities such as the internet, editorial committee for reviewing papers, suitable libraries, senior mentors, research grants and study rooms are considered potential barriers ahead of these novice lecturers in the process of writing and publishing papers in English. The findings of Wadesango (2014) study of South African lecturers' challenges in writing and publishing of research papers are in line with this study. It can be inferred that NNSs when doing research, not only face language-related challenges but also face some or all of the non-discursive challenges mentioned by AJLs. Since successful writing and publishing of papers are vastly dependent on the accessibility of the facilities and resources, AJLs found themselves in a tough situation when writing papers in English for publishing.

Challenges in the Process of Publication

As part of the response to the questions about the process of publication, all participants of this study described the typical process which they have to follow in order to publish their papers in the journals of Takhar and Kunduz universities. These participants have also reported their experience, their views and the challenges which they face in the process of publication. The following quotations from the participants of the study indicate their challenges in the process of publication.

Lecturer E: If we want to publish our papers in an online journal it's clear that we often have to pay and our university does not financially assist us to publish online.

Lecturer C: The process of publishing is a very boring and long process.

Lecturer F: You have to go to Kabul to meet the editors who provide you a commentary letter which is a required for publication.

Table 4: Challenges Faced by AJLs in the Process of Publication

No	Challenges in the process of Publication	Number of participants
1	Lack of funding for publication	4
2	Lengthiness of the process	6
3	Lack of editors in academic journal committee	4

As the findings of this study revealed, none of the participants of this study have been able to publish research papers in regional and international journals. Lack of funding for publishing and challenges in writing can be the main preventable factors in not publishing papers in online journals in the cases of these novice researchers. If these novice researchers are provided with funding, they will be able to pay online editors for editing their papers and later submit their papers for publishing in online English medium journals. In terms of lack of funding, the findings of this study are in line with the findings of Pho & Tran (2016) and Phothongsunan (2016).

The majority of the participants also considered lengthiness of the process of publication and lack of editors in journal committee as other challenges. It is stated that the journals of these two

universities are published quarterly. Therefore, it takes these lecturers long time to publish a paper. This is clearly a challenge for these novice lecturers which can discourage them from publishing. In terms of lack of editors in academic journal committees, this study seems in line with the findings of a study by Li & Flowerdew (2007) which reported the lack of availability of editors to edit English paper in Hong Kong. It seems that lack of editors for editing English papers is a common challenge for lecturers in non-English speaking countries.

AJLs' Attitudes towards Writing in English for Publication

The findings of this study revealed that all participants of the study have positive attitudes towards writing in English for publication. The participants have marked different benefits of writing research papers in English for themselves as academic members, for their institutions and their society. The benefits or advantages of doing research and publishing which are addressed by the participants are as academic rank promotion, professional development, salary increase, promotion of university's position in ranking in national and international level, contribution to students and society and problem-solving. Table 5 indicates those benefits of writing for publication in English.

Table 5: Benefits of Writing and Publishing Research Papers in English

No	Benefits of Writing and Publishing Research Papers	Number of participants who expressed views on this point
1	Academic Rank Promotion	8
2	Enhancing Professional Knowledge	7
3	Salary Increase	4
4	University's Position in Ranking	6
5	Research Contributes to Knowledge in the Field	4
6	Problem Solving	2

Findings of this study in terms of the benefits of doing research for publication mentioned by the participants are similar with the findings of Tahir & Bakar (2009) which reported that the majority of the respondents considered research essential for professional development and enhancement of teaching quality. Participants in Pho & Tran (2016) study stated that doing research and

publishing contribute to the knowledge of the field in addition to professional development and enhancement of teaching quality. Considering the importance of writing and publishing English papers based on the findings of this study and the related literature, Afghan public universities should assist AJLs to write research papers in English and publish their works in journals. Once AJLs are provided with these facilities and participated in research related seminars, they would probably be able to publish successfully. Hence, AJLs' achievements in doing research and publishing papers would enhance teaching quality and contribute to universities' positions in the ranking.

AJLs' Expectations to Overcome Challenges in Writing and Publishing

In response to the questions regarding expectation from their universities for overcoming challenges in the process of writing and publication, these lecturers expressed a number of expectations to their universities. Based on the analysis of data, the expectations of these junior lecturers for overcoming those challenges are categorized as holding research seminars, reduction of teaching load, enhancing library resources, provision of fast internet connection, provision of research rooms, provision of research funds, pay increase, and establishment of editing committees within these two universities. According to these junior lecturers, the provision of the aforementioned facilities would assist them to overcome the challenges faced in writing papers. These expectations are shown in table 6 below.

Table 6: Participants' Expectations for Overcoming the Challenges

No	AJLs Expectations to Overcome the Challenges	Number of participants
1	Holding Research Seminars	8
2	Reduction of Teaching Load	4
3	Supplying Libraries with Recent and Useful Books	3
4	Provision of Fast Internet Connection	6
5	Provision of Research/Study Rooms	4
6	Provision of Research Fund	6
7	Increasing Salary	3
8	Establishing of Editing Committee	6

Holding research seminars is a key factor for successful writing and publishing. If these lecturers do not have the basic knowledge about the structure and contents of a research paper, how can the universities expect them to write and publish papers in English. The provision of research seminars and academic writing sessions to train these novice researchers on structure and content of a paper and as well as writing in academic style would be productive and effective. In terms of provision of training and workshops, this study is in line with Phothongsunan (2016) study of Thai lecturers. Thus, it can be concluded that novice researchers in peripheral countries need some training on how to do research and how to publish papers in English.

AJLs besides their own faculty of Language and Literature have to teach in other faculties as well hence, they do not have enough time to do research. Heavy teaching load is considered as a challenge or barrier in writing and publishing papers in English by participants of this study and studies conducted by (Phothongsunan, 2016; Wadesango, 2014; Tahir & Bakar 2009) in Thailand, South Africa, and Malaysia. Living in the 21st century, everyone at least in academic contexts is aware of the usefulness and importance of the internet. When it comes to doing research for writing and publishing, it is clear that the accessibility to the internet and libraries with useful books is necessary. Without the internet and suitable libraries, it is almost impossible for the researchers to write research papers for publication.

Other important expectations of the participants are to do with the provision of research fund and increasing salary. From the statements of the participants in terms of research funding and salary increase, it is clear that they do not have enough time to spend on writing and publishing papers. The provision of funding for publication is also a key factor for encouraging lecturers to do research and seek publication with confidence. Lastly, the provision of study rooms and editing committee within these universities are other expectations expressed by participants, which are indirect presentations of the solution to the challenges faced by these novice researchers. It is obvious that for writing research papers, one needs a room without interruption. Whereas, in the case of these lecturers, they are not provided with rooms to do research and editing committee to review their papers.

CONCLUSION

This study was conducted to investigate AJLs' challenges in writing and publishing in English. The findings of this study indicated that AJLs faced challenges in writing and in the process of publication. The challenges in writing are categorized as discursive challenges and non-discursive challenges. Their discursive challenges are to do with language proficiency in terms of academic writing skills, grammar, and technical vocabulary. The non-discursive challenges are mostly to do with lack of basic facilities for doing research such as the internet, suitable libraries, research fund, senior mentors and some others. Challenges in the process of publication are to do with lack of funding for publication, lengthiness of the process and lack of editors in academic journal committee.

To overcome those challenges both in the process of writing and publishing, these universities are expected to provide training for these novice lecturers in order to assist them in learning how to write research papers in English to meet the requirements and guidelines of national and international journals. Moreover, the related universities are expected to provide them with the basic facilities in terms of internet, suitable libraries, senior mentoring sessions, research grants and suitable rooms for doing studies. The findings of this study reported that all participants are eager to write and publish in English if their universities provide them with the necessary facilities and resources. As one of the first studies with regards to challenges of AJLs in writing and publishing, this paper will provide the authorities of these two universities with an insight into the challenges faced by junior lecturers and in a broader sense, it will add to the related literature.

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