

行政院國家科學委員會專題研究計畫 期末報告

從學術寫作素養與知識創新談台灣學者如何解決學術發表的困境

計畫類別：個別型
計畫編號：NSC 100-2410-H-004-181-
執行期間：100年08月01日至101年10月31日
執行單位：國立政治大學外文中心

計畫主持人：劉怡君

計畫參與人員：此計畫無其他參與人員

報告附件：出席國際會議研究心得報告及發表論文

公開資訊：本計畫涉及專利或其他智慧財產權，2年後可公開查詢

中 華 民 國 102 年 01 月 07 日

中文摘要：為了增進台灣競爭力與國際學術的能見度，台灣政府鼓勵各大專院校教師在國際期刊發表。學術寫作發表的相關研究除了探討第二外語學者的英語表達困境外，還涉及其他的廣泛問題，如知識英語化、英語外圍使用者邊緣化、國際學術社群同質性化等。本文探討了台灣學者發表時最常遇到的問題，也提出了相關的解決之道和深度反思。

中文關鍵詞：學術寫作、專業英語、第二外語寫作、專業英語素養

英文摘要：With the increasing pressure to be recognized in quantifiable terms, most NNES and EIL scholars strive to publish in the international journals. Researchers have argued that the worldwide Anglicization of scholarly publication has disadvantaged NNES and EIL scholars in the participation of the mainstream academic community. Besides, many studies also have reported that the majority of NNES scholars perceived themselves as off-networked and disadvantageous due to lack of English proficiency. Although scholarly publication in English seems to be an obvious challenge for international scholars, and the language issues that NNES/EIL scholars suffer are more complicated than linguistic problems, little research has tackled this issue from the perspective of academic literacy.

Most of the NNES/EIL researchers suffer the process of developing academic literacy. That in turn creates a vicious circle hindering NNES/EIL researchers' legitimate participation of the target community.

A qualitative research study was conducted in Taiwan to explore the issue from the perspective of academic literacy by answering the following research questions:

1. What are Taiwanese researchers' problems of academic literacy in scholarly publishing?
2. What are Taiwanese researchers' strategies to negotiate these problems?
3. What are the impact of publication in English on Taiwanese researchers and their academic milieu?

To understand Taiwanese researchers' publication problems, the comments made by the reviewers of

international journals were collected and analyzed from the etic perspective. Furthermore, to answer the three research questions, following Flowerdew' s (1999) social constructionist methodology, I conducted in-depth interviews to obtain participant researchers' perceptions of their problems, strategies, and the impact of international publications on them. The interview data were analyzed from the emic perspective in order to reveal individual participant' s perceptions. Convenience sampling was used in this research design. Five Taiwanese researchers participated in this research by sending me the reviewers' comments via emails and being interviewed individually. Four categories of writing problem emerged inductively: writing skills, community knowledge, domain knowledge and rhetoric. Under the umbrella of academic literacy, the four problem types were arranged as a taxonomy to illustrate the hierarchical relations among them.

英文關鍵詞： writing for academic purpose, wring for specific purpose, L2 writing, advanced academic writing.

結案報告

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Introduction

In the era of hyper information exchange and knowledge development, the government of Taiwan has promulgated various policies to encourage internationalization of scholarship in order to boost Taiwan's intellectual industry and international visibility. Scholarly publication in international journals, thus, has been inevitably emphasized in Taiwan and has become one of the crucial parameters to evaluate researchers' scholarship. Because of the overabundant information sources and diverse international journals of various levels of quality, journals listed in the Social Science Citation Index (SSCI) have emerged as the target venues for knowledge exchange and professional discussion because the journals indexed in the SSCI database are identified as having the most frequently cited articles.

Thomson Reuters, the company that runs the SSCI database, provides selective data of the world's 2,474 leading journals across 50 social science disciplines. The majority of these journals are issued in the western countries, such as the United States and United Kingdom. Only 2% of indexed scientific publications come from developing countries (Salager-Meyer, 2008). Indisputably, the major language used for publications in these SSCI journals is English. In Taiwan, papers published in the SSCI journals usually are deemed as canonical scholarship in the respective fields and represent an honorable achievement for the

researchers who publish them. Thus, government institutions and most of the national universities in Taiwan have adopted publication in SSCI journals as one of the core indicators to appraise a researcher's performance determining recruitment and promotion, grants and awards, level of salary, national research project proposal acceptance, as well as resource allocation. The local academic ecology of Taiwan has been dramatically impacted by these SSCI-related practices in various ways, and "SSCI" has been used to describe anything generally related to professional advancement in Taiwan academic life. Likewise, in this article, "SSCI" will be adopted as a general term rather than simply being the abbreviation for the name of the index. This article will first explore the SSCI publication difficulties that Taiwanese researchers usually encounter, then discuss Taiwanese researchers' negotiation strategies, and finally analyze the impact of SSCI on researchers and the academic culture in Taiwan.

Literature Review

English has been the lingua franca or a major language used by scholars in most of the SSCI journals to construct and exchange knowledge among nations. English academic writing for publication in SSCI journals can be a formidable undertaking (Bartholomae, 1985). Not only can the academic discourse and the conventions of scholarly publication be daunting challenges to the NES (native English speaking) researchers, but needless to say, SSCI publication mires the off-networked NNEs (non-native English speaking) and the EIL

(English as an international language) scholars in serious disadvantage from participating in the international academic community. These highly demanding genres and linguistic requirements of publication in SSCI journals, on the one hand, have served as the gatekeeper to maintain the quality and control the content of the publications; however, on the other hand, they have raised serious concerns among many researchers because these culturally and linguistically exclusionary requirements may encourage knowledge exclusion (Canagarajah, 1996) and inequality of knowledge creation (Wen and Gao, 2007), linguistic impoverishment (Mauranen, 1993), ideological imposition (Canagarajah, 1993; Pennycook, 1994; Phillipson, 1992) and cultural hegemony (Canagarajah, 1993, 1996).

A number of researchers have argued that the worldwide Anglicization of scholarly publication has disadvantaged NNES and EIL scholars in the participation of the mainstream academic community (Braine, 2005; Canagarajah, 1996, 2003; Curry & Lillis, 2004; Gibbs, 1995; St. John, 1987; Swales, 1987, 1990). Besides, many studies also have reported that the majority of NNES scholars perceived themselves as off-networked and disadvantageous due to lack of English proficiency (Cho, 2004; Curry & Lillis, 2004; Flowerdew, 1999a; Huang, 2010; Tardy, 2004).

With the increasing pressure to be recognized in quantifiable terms, a great number of NNES and EIL scholars strive to publish in the SSCI journals. The disparities of English writing for scholarly publication have drawn extensive attention. It is reported that NNES

writers generally experience difficulties in grammar, adopting citations, interpreting references, developing arguments, organizing information, constructing authorial voice, showing readership awareness, using hedges, and making academically appropriate claims (Dudley-Evans, 1994; Johns, 1993; Mauranen, 1993; St. John, 1987; Swales, 1990).

In parallel with these studies, Flowerdew (1999) investigated the problems for scholarly publication among Cantonese scholars in Hong Kong. By means of in-depth interviews, he studied 26 scholars' perception of their publication difficulties. He found that NNES scholars perceived themselves to have less facility of expression, take longer to write, have a less rich vocabulary, be less capable in making claims for their research with the appropriate amount of force, be better suited to writing quantitative articles, be interfered by their L1 with their L2 composition process, be best advised to write in a simple style, and have the most difficulties in writing introduction and discussion parts of research articles. Furthermore, the participants reported that academic writing courses had little benefit in their scholarly publication, and that editing services, which only resolved surface errors rather than substance, could be helpful.

Although writing in English for scholarly publication seems to be an obvious challenge for international scholars, some researchers have incongruent findings. Belcher (2007), the editor of *English for Specific Purposes (ESPj)*, analyzed submissions to the journal from 1998 to 2001 written by EIL and EL (English language) researchers and the 29 reviews written by both EL and EIL reviewers. Nine text features emerged based on her analysis of reviewers'

comments: audience, topic, purpose, literature review, methods, results, discussion, pedagogical implications, and language use. Belcher found that “topic” received positive comments from the majority of reviews (72%), and “language use” received negative comments among 90% of the reviews. Belcher also found that the off-networked EL researchers suffered similar disadvantages as the off-networked EIL researchers, such as unfamiliarity with journal expectations in both research design and presentation. Belcher interpreted the 75% high rate of publication from Hong Kong among the total China-origin papers as its “substantial financial support for research” (p.17). Not surprisingly, Belcher (2007) suggested that research writing expertise and availability of resources might be more salient factors than language issues. Nevertheless, Belcher’s suggestion is contradictory to what she had observed in that 83% of the papers originating in the US were eventually accepted, and only 24% of the China-origin (among the total 75% were from Hong Kong) submissions were accepted for publication (p.17). In fact, her finding that the majority of the accepted papers originated from the US and Hong Kong has already proved language as one of the crucial factors determining the success of scholarly publication. In addition, it is questionable to distinguish “research writing expertise” from language issues; it is also problematic to claim that language is less salient in scholarly publication simply because both EL and EIL researchers received similar language comments from reviewers, and EIL acceptance rate has been rising. Besides, it is disputable to mark Hong Kong as an EIL milieu

(Flowerdew, 1999; Li, 1999), as it is a highly internationalized city where English is commonly used in governmental organizations and schools.

Flowerdew (2001) conducted a qualitative research study to explore the publishing issue from the perspective of journal editors. He interviewed 11 international journal editors and found that many journal editors have recognized language as a major issue in academic publication. Most of them agreed that the EIL researchers usually made surface errors in their submissions. Most of the editors expressed their sympathy for EIL researchers and would like to help them if the research was worthwhile. However, in line with Belcher (2007), the most significant problem indicated by these editors about international scholars' submissions was not language use but "parochialism" or failure to show the relevance of the study to the international community.

The "language" issues discussed by Flowerdew (1999) and Belcher (2007) as well as the "parochialism" suggested by Flowerdew (2001) can be problematized from the perspective of academic literacy. Academic literacy refers to not merely linguistic knowledge but also "knowledge of the textual, social and cultural features of academic written discourse as well as knowledge of English as used by their academic disciplines" (Ferenz, 2005, p. 340).

According to Barton and Hamilton (1998), academic literacy is a social act, which can be acquired through discourse community practices and interactions between members of the community. Within the academic community, academic literacy can be cultivated through the

practice process of knowledge creation and construction. Participating in the academic community practice enables the participants to perceive the meta-cognitive knowledge of the community, the intricate trends of the past and future, and the relationships among the members. Thus, community practices and academic literacy afford the participants a sense of membership, which further enables the participants to appropriate discourse, aware readership, define issues, negotiate arguments, theorize findings, and lead discussions. Based on Barton and Hamilton's (1998) theory of literacy, language issues of advanced academic writing can be the abstract difficulties at the higher level beyond the surface linguistic usage for NNES and EIL writers. However, with relatively less chance of joining this central academic community due to language barriers, most of the NNES and EIL researchers suffer the process of developing academic literacy. That in turn creates a vicious circle hindering NNES/EIL researchers' legitimate participation of the target community.

From the perspective of academic literacy that scholarly writing involves higher-level language issues, the findings that no manuscript was rejected only because of language usage (Flowerdew, 2001; Hewings, 2002), and if the research idea of a manuscript is worthwhile, that the editors could help out with the language problems (Flowerdew, 2001) have overlooked the complexity of language in advanced academic literacy.

Canagarajah (1996) pointed out that the inequities faced by NNES/EIL writers in the academic publishing industry are not only discursive but also nondiscursive. According to the

theory of contrastive rhetoric (Kaplan, 1966), NNES/EIL writers' rhetorical knowledge is deeply engrained in their indigenous culture and communicative conventions. Their written texts manifest the discursive structures and thought patterns that are different from the Anglo-American expectations. Besides, the nondiscursive publishing practices, such as "the format of the copy text, bibliographical and documentation conventions, the particular weight and quality of the paper... the procedures for submitting revisions and proofs, and the nature of interaction between authors and editorial boards" (Canagarajah, 1996, p.436) also have important implications for scholarly publication, which can become the barriers to exclude the participation of the off-networked researchers. That is, the issues of EIL scholars' "language use" reported by Belcher (2007) may be caused by the influence of their indigenous communicative conventions (Canagarajah, 1996; Kaplan, 1966). The Hong Kong scholars' self-perception of being academically incompetent may result from the asymmetrical relations of politico-economic power behind the Western publishing industry. The "Parochialism" indicated by the editors interviewed by Flowerdew (2001) can be what Canagarajah (1996) called the "periphery perspectives" which can provide alternative cultural perspectives and vibrant contributions to the "stable" and "conservative" "centre" (p.465). The cross-reviewed literatures have revealed the gaps between not only the NNES/EIL scholars and journal editors, the peripheral and the center but also theory and practice. Most of the NNES/EIL scholars consider English as their major challenge for scholarly publication; however, most of

the journal editors believe that content quality, such as research writing expertise and meta-cognitive knowledge about the academic community including journal expectation or parochialism is more crucial than accuracy issues (Hamp-Lyons, 2009). In other words, those journal editors seemed to believe that what NNES/EIL scholars suffer is only linguistic problems; moreover, content quality, research writing expertise and meta-cognitive knowledge about community seemed to be viewed as independent from language and academic literacy. Though theories of academic literacy, intercultural communication and contrastive rhetoric have challenged the monolith of the publication gate of the center academic community, contours of the evolving publication practice for multilingual scholars' knowledge construction are still unclear. Most of the editors within the position of gatekeepers, despite feeling sympathetic to NNES/EIL scholars or helping correct lexicogrammatical errors, have limitation to equalize knowledge creation, distribution and access (Wen and Gao, 2007; Nunn, 2009; Salager-Meyer, 2008). To shorten the gaps, more discussions and research about academic publication of L2 scholars are necessary.

The purpose of this study is to discuss issues of SSCI publication in Taiwan. So far, most studies on Asian NNES/EIL writers' publication issues were conducted in Hong Kong (Braine, 2005; Cheung, 2010; Flowerdew, 1999 a; Flowerdew, 1999 b; Flowerdew, 2000; Flowerdew, 2001; Li and Flowerdew, 2009) and China (Cargill and O'Connor, 2006; Cargill, O'Connor, and Li, 2012; Flowerdew and Li, 2009; Li, 2002; Liu, 2001; Liu, 2004; Shi, Wang

and Xu, 2005). Taiwan is a unique case to the research of writing for scholarly publication.

Unlike Hong Kong, a postcolonial context where people, especially researchers, have considerable English exposures, the majority of the Taiwanese researchers are speakers of English as a foreign language. Besides, Taiwan's fairly even distribution of economic and academic resources is distinct from China where resources are not available evenly, and most "institutions of higher learning lack the financial resources" (Wen and Gao, 2007, p.224). For researchers who would like to minimize the non-discursive variables, such as, availability of resources, but focus on language issues, Taiwan can offer a more congruent research context.

Echoing Flowerdew's (1999) suggestion that under the macro picture of English hegemony in scholarly publication, individual researcher's publication problems should be explored at the micro level, in this study, I attempt to explore Taiwanese researchers' problems, strategies and impact of SSCI publications from the micro perspective by discussing the interplay between the micro and macro influences from the academic context of Taiwan. My research questions are:

1. What are Taiwanese researchers' problems in academic publishing?
2. What are Taiwanese researchers' strategies to negotiate these problems?
3. What are the impact of SSCI publication on Taiwanese researchers and their milieu?

Methodology

A qualitative research study was conducted to explore the problems, strategies and the

perceived impact of SSCI publication on Taiwanese researchers. Both etic and emic approaches were adopted to collect and interpret the textual and interview data respectively. To understand Taiwanese researchers' publication problems (research question 1), the collected SSCI reviewers' comments were analyzed from the etic perspective. Furthermore, to answer the three research questions from the emic perspective, following Flowerdew's (1999) social constructionist methodology (Berger & Luckmann, 1966; Gergen, 1985), I conducted in-depth interviews to obtain participant researchers' perceptions of their problems, strategies, and the impact of SSCI publications on them. The interview data were analyzed from the emic perspective in order to reveal individual participant's perceptions.

Participants

Convenience sampling was used in this research design. To answer research questions 1 and 2 and to analyze NRES researchers' typical problems with SSCI journals, I contacted the researchers that I have known to collect the SSCI journal reviewers' comments that they received, and I requested interviews with the participants afterwards. Some of them declined my request because they felt uncomfortable sharing the reviewers' comments, or they did not archive the reviews. Five researchers accepted my invitation by sending me the reviews via emails and being interviewed individually. Knowing these participants allowed me to conduct a reflective interview and establish rapport with them more easily because the participants might have felt embarrassed to disclose their research weaknesses or complaints.

All the five participants were native speakers of Mandarin. Two were in the research line of TESOL, two were in education, and the other one was in business management. To understand the development of academic literacy, the five participants were divided into three groups according to their research competence: experienced, developing, and novice (see Table 1). Their research competence was not based on the number of years of their research but rather the quality and quantity of their publications. SSCI was adopted as one of the quality measures (Flowerdew, 1999, p.244).

Researcher 1 (R1) has about 9 years of research experience; he has published one university press book and 17 papers in international journals. Among his published papers, seven were published in SSCI journals. R2 has about seven years of research experience and has published 12 articles. Among her publications, nine are international journal articles and one is an SSCI article. R2 also has three papers published in the local journals in English. Both R1 and R2 were grouped as experienced researchers. R3, identified as the developing scholar, has over 15 years of research experience; she has published four articles in local journals in Chinese and three single-authored books in Chinese in Taiwan. R4 has less than four years of research experience and has two papers published in local journals in English. R5 only has research experience for about 3 years; he has published three articles in international journals. All of his publications were co-authored works. Both R4 and R5 were categorized as novice researchers.

Group	Experienced		Developing	Novice	
Participants/ Discipline	R1 Business management	R2 TESOL	R3 Education	R4 Education	R5 TESOL
Research experience	9 years	7 years	15 years	4 years	3 years
International publications	17 (SSCI=7)	9 (SSCI=1)	1	0	3 (co-authored)
Local Publications	0	3 (English)	4 (Chinese)	2 (English)	0
Book	1 (English)	0	3 (Chinese)	0	0
Total Publication	18	12	8	2	3

Table 1 Information of the Taiwanese Researcher Participants

Data collection

To analyze the Taiwanese researchers' writing problems, reviews (N=10) were collected from the five participant researchers (each manuscript had two reviewers' comments). All the reviewed manuscripts were submitted to SSCI journals; three were rejected by the editors, and the other two were recommended to "resubmit after revision."

Interviews were conducted by the researcher through phone calls, emails or face-to-face according to the participants' availability. The in-depth and semi-structured interviews aimed at eliciting participants' reflections of their publication process, problems encountered during the process, negotiation strategies, contextual constraints and the impact of SSCI publication

on their professional lives and the larger milieu. Spontaneous questions also emerged during the interactions between the researcher and the participants. The interviews were conducted in Mandarin informally. During the interviews, the participants were encouraged to self-disclose their related experience, stories or opinions. The interviews, without setting specific time constrain, lasted variously from one hour to three hours until the saturation of information was achieved. Follow-up interviews were also conducted for clarification or elaboration purposes when necessary. On average, each participant was interviewed twice.

Data analysis & findings

First, I scrutinized the collected review comments and marked each comment with summary words. I then created categories to group similar comments together. Data were sorted and resorted in order to be categorized. If the existed category did not fit the data, a new category would be created accordingly. Thirteen categories were created inductively: grammar, language presentation, journal selection, lack of elaboration or supporting points, theoretical conception, organization, argumentation, clarity, unclear or unconvincing purpose, inappropriate selections or problematic interpretation of literature review, unclear or confusing usages of definitions/terminologies, unclear method design/research procedure, and unsatisfactory analysis/discussion. The thirteen publishing problems were further grouped into four broader categories: writing skills (e.g. grammar, language structure), community knowledge (e.g. journal selection), domain knowledge (theoretical conception, unclear or

confusing usages of definitions/terminologies) and rhetoric (e.g. lack of elaboration or supporting points, unclear explanation of the analysis/discussion). While writing skills refer to the surface level problems, the other categories indicate the higher level problems. Under the umbrella of academic literacy, the four problem types were arranged as a taxonomy to illustrate the hierarchical relations among them (see Figure 1). It is important to note that some of the problems may overlap with or affect one or more categories. The correlations among each problem type are represented by the arrow signs. For example, problems in making appropriate arguments may result from interlaced factors of incompetence in writing skills, in rhetorical knowledge, in domain knowledge or in community knowledge.

I carefully compared and contrasted the reviewers' comments among the expert, developing and novice researchers to identify similarities and differences. The following are the findings:

1. The experienced received positive comments or no comments from the editors about surface language problems. However, the developing and the novice researchers received considerable comments about their language problems.
2. Both the experienced, developing and novice researchers received negative comments on problems of domain knowledge.
3. Both the experienced and novice researchers received comments on submission to wrong journals.

4. Except for the method and conclusion sections, the experienced researchers received negative comments from editors like the novice researchers in other sections of their manuscripts.

Four out of five comments regarding the research topic were positive, which is concordant to Belcher's (2007) finding that the most positive comments received from reviewers is "topic." Among the four topics that were commented on as worthwhile, interesting, intriguing or important, two were rejected and two were requested to revise. None of the four manuscripts have been published yet. This finding suggests that without appropriate academic literacy, worthwhile research may still be casted off.

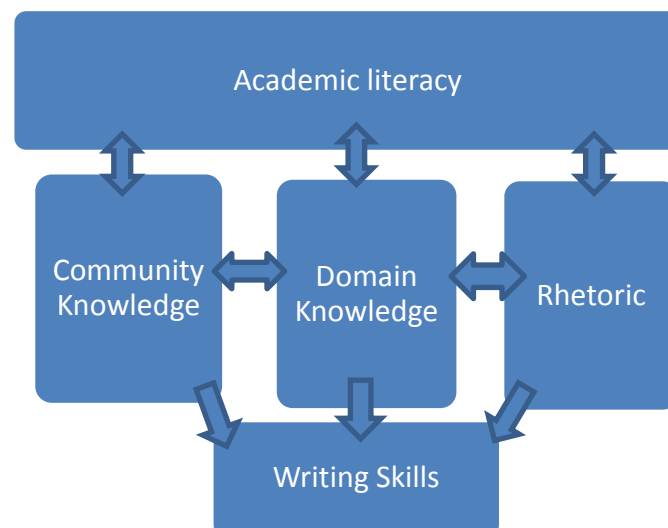


Figure 1. Taxonomy of EIL scholar's publication problems

Two trained assistants helped me categorize the participants' interview data into three

categories: writing problems, strategies, and impact of SSCI publication. They compared their categories and discussed the inconsistent ones with the researcher to reach consensus. The inner rater reliability is 88.5%. The interview categories were triangulated with the thirteen publishing problems to obtain a more holistic view of Taiwanese researchers' perceptions of their publishing process and impact of SSCI. The interview data were transcribed, analyzed, and later confirmed by the participants to ensure the consistency reliability.

Discussion

RQ 1 & 2-- Publishing issues and strategies

Issues of community knowledge

According to the data, Taiwanese scholars may have insufficient meta-cognitive knowledge about the mainstream academic community. Their limited community knowledge may lead to (1) difficulties in choosing the appropriate journals for submission and (2) insensitive concern of audience.

According to the interviews, most of the participants reported that the online information provided by the target journals about the journal or what kind of research papers they expect help them little on deciding where to send their manuscripts.

For example, R4 reported, "There are many implicit rules that I don't understand. I submitted my manuscript to one journal that I thought was appropriate, but the editor suggested me submitting my manuscript to the other journal... But the recommended journal

editor told me to submit my paper to another journal again...” R1 said, “When I was writing this paper, XXX journal was my ideal publishing venue with my target readership. I had one paper published there already; I thought I was familiar with their expectation, but I have no idea why this paper was suggested to submitting to a different journal.”

In terms of strategies, R5 shared his opinion of choosing journals for submission, “people said that where the references you adopted the most, the major source journal would be the target journal for submission.” R2 suggested, “I only stick with and submit my manuscripts to the journals that I am familiar with. It’s risky to choose the journal for submission simply based on the online information posted on their websites.”

The data revealed that both the experienced and non-experienced Taiwanese researchers lacked substantial competence for choosing their publishing venues. Though R1 and R2 showed better sense of audience concern or the readership of specific journals, they did not seem savvy enough to pick up on the subtle rules of the academic community. The less experienced researchers, such as R4 and R5, seemed to embrace one or some formulae to help them make a judgment. If the formula did not work well, they might fail their attempt. All of the participants agreed that through trial and error, they could slowly acquire the insider rules practiced in the academic community. Their feeling of perplexity about the invisible barriers to entering the inner publishing circles is typical (Nunn, 2009) for all inexperienced researchers, but with insufficient language proficiency, NNES/EIL researchers may take

longer time than the NES/EL researchers to breakthrough the barriers.

Besides the difficulty in choosing the most appropriate journals for submission, limited community knowledge also affect writers' sensitivity of audience concern or competence of communicating a local issue to international readership. For example, R5 received a comment as the following, "the introduction seems to be written for a primarily Taiwanese audience...but people outside Taiwan, which may be of interest to researchers from Taiwan but not necessarily to those from other contexts... The elaboration... further strengthens the focus on Taiwan and moves away from possible theoretical issues that cut across different contexts." Although R5 targeted his readership on international audience, he failed to address his research from the perspective that could engage the international readers due to insensitivity about the expectation of the community and the community membership.

Issues of domain knowledge

The issue of domain knowledge oftentimes is interwoven with the other issues in the higher level, such as rhetoric and community knowledge. For example, one of the comments R4 received reads, "The NES/NNES distinction may make linguistic differences inevitably...I was quite confused... why you chose to conduct a comparative study across cultures in the first place. It is not self-evident, therefore needs rationale..." Reflecting upon these comments, R4 frankly said, "I don't understand why calling the Taiwanese participants as NNES students and Americans as the NES students made the reviewer think I was comparing them..." To R4,

who has been self-identified as an NNES learner or user, “NNES” and “NES” are the generic terms for her to identify different research participants coming from countries where English is a native or a non-native language. However the two labels to the reviewer are not generic but carry strong implication on one’s linguistic identity. Setting the two student groups apart, to R4 was for convenient identification rather than comparing participants’ linguistic performances. However, to the reviewer, it was a comparative study involving language usage. R4 and her reviewer apparently had different perceptions about the terms. The two terms have carried linguistic and identity distinctions in the academic community; however, without much experience and knowledge about the academic community, R4 could only use the terms based on her personal understanding. In other words, R4’s lack of domain knowledge might have resulted from her insufficient knowledge of the community as well.

In another example, R2 received a reviewer’s comment, “the author asserted that K’s concept is XXX, yet the logic of K’s ideas was much more ‘vulgar pragmatic’ than that.” That is, R2 interpreted K’s idea in the way that disagreed with the reviewer’s. It is unknown whether R2 could not understand K’s point of view correctly, or she could not appropriately express her interpretation. That is, R2’s problem of domain knowledge might have been entangled with language proficiency.

Taiwanese writers may not be able to comprehend reviewer’s comments due to divergent understanding of domain knowledge. One of the comments R3 received was, “At times I

think the term XXX refers to a process, but then at other points it is discussed as a static product or stage...” R3 could not understand this comment. After my explanation, she asked me with anguish,

I don’t know which parts of my writing made the reviewer think the term is a process and which parts made him/her perceive the term as a product...it is not my focus to distinguish between process and product in my research; at least, it was not my intention.

The worst is that I have no idea how I can successfully use the term without giving the readers wrong implication.

It seems like R3’s reviewer was confounded by the rhetorical variety of the term she used, but R3 could not perceive the different rhetorical implications of the different ways she used it. Therefore, she could not understand the reviewer’s opinion, and she was unable to revise based on the reviewer’s comments.

Issues of rhetoric

Advanced academic writing is a rhetorical process (Jolliffe and Brier, 1988; Tardy, 2005). One of the common comments that all the Taiwanese participants received is “clarity.” For example, on R3’s manuscript a comment stated, “I think this kind of talk is very unclear...it is difficult to follow...the author doesn’t really add anything to our understanding of the nature of XXX... your idea here needs to be clarified...” Apparently, the reviewer expected R3 could have written in the way that he/she could follow. But R3 was confused, “From my view, I

think my writing is very clear. I don't know what he/she wants to know or how I can make him/her understand my idea." The other comments about rhetorical problems that the Taiwanese scholars in this study commonly received were "lengthiness," "repetition," "overstatement," and "over-simplification." Not only Taiwanese writers' rhetorical choices may hinder international reviewers and readers' reading comprehension, reviewers' comments which carry their own rhetorical logic sometimes confuse Taiwanese writers. R4 honestly confessed that one of the reasons that she could not revise her manuscript based on the reviewers' comments was her limited understanding of the received comments. "...Some of the suggestions are too rhetorical to be explicit for me to follow."

As for strategies to cope with comprehension difficulties of the reviewers' comments, R1 and R2 said they usually re-read the comments that they did not understand a few times, and sometimes they needed to put the comments aside for couple of days and re-read them again later. This issue reflects Gao and Wen's (2009) observation of "the gap between what the reader expects the writer to know about what the reader knows, and what the writer knows about what the reader knows about the writer's context" (p.700). Gao and Wen (2009) adopted the concepts of "writer responsibility" and "reader responsibility" to explain the rhetorically and culturally embedded differences. They further argued that "it is unrealistic to expect the gulf to be filled before manuscript submission" (p.701). Thus, they suggested that academic publication should be a process of dialogical co-construction. Editors and reviewers

should not simply be the gatekeepers, instead, they should be bridge builders across the gap between authors and readers.

Belcher (2007) pointed out that language use, style and clarity, the most frequently commented issues by reviews, could overlap with issues of lexical items, style, or arguments (p.10). In terms of style, word choice has been identified by the participants to be one of the most difficult ones. R4 was frustrated about a reviewer's comment, "I had trouble reading this paper because the writing style is painfully informal at times, e.g. 'nowadays' I've not seen that word utilized in scholarly prose." R4 said, "I was so frustrated that I even doubt whether my perception about many other English words is correct. I don't know that 'nowadays' is an informal word in English. I perceive the word as neutral. In Chinese dictionaries, it means today or currently, so 'nowadays' simply means today or currently to me." R4's problem suggests that L2 rhetorical knowledge is built up on and embedded in learners' L1.

Interpretation of an English word may depend on one's idiosyncratic acquisition and perception of his/her understanding of the particular word. Learning English in the EFL contexts through their L2 languages, NNES/EIL researchers are disadvantaged to demonstrate the "epistemic presentation" pointed by McNabb (2001).

The other participant researchers also reported suffering similar rhetorical problems. R3 complained about being asked to have her manuscript reviewed by native English speakers. She said, "This manuscript had been reviewed over 10 times after its rejections for

resubmissions. Each revision cost me about US \$250, and it had cost me about US\$3000 for paying the native reviewers.” R2 reported difficulty in finding qualified native reviewers for her manuscript: “native speakers can only help clean up the surface level mistakes. Only the reviewer that is a native speaker and also a professional in my field can help me fix a few rhetorical problems, but it’s very hard to find such a person who is qualified and also have time to help.” The shared experiences of R3 and R2 illustrate that proofreading by native speakers though help a little bit (Flowerdew, 1999), it cannot solve the rhetorical problems and weed out the written accents because discourse is a socio-cultural construct of the interactions between the writer and his/her writing context (Widdowson, 2007).

Academic literacy

Academic literacy, in this proposed taxonomy, is placed on the top of the hierarchy because it affects NNES/EIL scholars’ comprehension, presentation and interpretation. Most of the problems at the higher level categories (domain, community, and rhetoric) are interrelated and can all be emerged from the issue of academic literacy. The following are a few comments involving higher issues of knowledge transfer and literacy: “A and B are etymologically and conceptually related but are not one and the same” (R1); “the definition of XX as a ‘way of establishing’.., however, the author uses ‘XX-building,’ which indicates that XX is something to be built, not the way of building something” (R3); “It is not clear why the author applied notion of community of practice, especially since the author is not discussing

situated learning" (R2). R4, as a novice researcher of Education, pointed out, "My English is not very good. Sometimes it is difficult for me to completely grasp the deeper meanings of an ideology that is constructed by the community discourse, not to mention to write and explain an ideology in English based on my understanding from the peripheral context." What the discourse means to the writer may not be grasped by the readers from a different discourse community and vice versa. As Phillipson (1992) and Pennycook (1994) indicated that language is cultural specific and can never be independent from its contexts. EFL writers' perceptions of L2 are developed through their L1 and in their L1 culture. Although contrastive rhetoric (CR) studies have been criticized for their cultural essentialism and over-simplification of Eastern and Western cultures, they afford important implications that discourse is culturally shaped and constructed. The implicit or intuitive knowledge of the underlying publishing structure, such as, the audience and the discourse of the academic community can hardly be "learned" without community practices. While CR studies have been extensively discussed over the past 40 years, and the paradigm of Standard English has been shifting to World Englishes and pluralism, SSCI publishing continues to follow exclusive language norms to make judgment about which constructed knowledge should be acknowledged.

RQ 3-- The Impact of SSCI publication

Research SSCIization

SSCI publications can extend the visibility of one's scholarship, enhance internationalization, and standardize the evaluation systems in academia. The SSCI offers an objective index to screen the overabundant publications to select the most cited journals. With the objective index, it is easier to establish an impartial evaluation system, which is essential to the stability and sustainability of the various academic organizations. Through the standardized academic genre and the lingua franca, English, information can be quickly distributed, exchanged, and updated. However, this "objective" assessment norm also has brought certain consequences. R3, as the most senior researcher among the five participants, explained the situation in Taiwanese academia about a decade ago. Before SSCI was adopted for academic evaluation, scholarship was recognized more diversely including formal conferences, and reports or articles in meetings, newspapers, magazines, forums, textbooks, research books, and journal articles. R3 said, "ever since SSCI has become the major evaluation parameter, research types have been impacted. Some studies cannot be accommodated in the academic genre required by the SSCI journals, therefore, are excluded from the evaluation system as well as community communication." R1 believed that every genre/form of scholarship has its unique value; however, R3 indicated that, "SSCI has standardized the means of evaluation of scholarship and thus creates a standard value of scholarship in Taiwan." According to R1, the negative impact of SSCI in Taiwanese academia is that "scholarship has been simplified as impact factor and numbers of publications in the

SSCI journals.

Research Englishization

English, as the language for academic publication, determines who can access the international community. Only those who have adequate English proficiency can have the passport to enjoy the mainstream membership and participate in academic community practice. The research published in indigenous languages can easily be neglected. However, R1 indicated that “the most cited journals do not always guarantee facilitating knowledge construction, but the other side of the coin is that parochialism may have its value to contribute to knowledge construction and diversification.” That is, R3 concluded that “SSCI publications contribute to research Englishization more than knowledge construction and diversification.” Under the pressure of publication in English, R4 and R5 were anxious about their research career. They both received their Ph.D. in Taiwan and had no experience studying abroad. They perceived themselves as language disadvantaged in the Taiwanese academia (Li, 2002) because they believed that the researchers who received their Ph.D. from the US may have more connections with the center scholars (Cho, 2004; Tardy, 2004) or have better sense about the center community. R5 frankly told me that he usually stayed up late in his office until midnight. However, most of his submissions were rejected mainly because of his language problems. Though he was interested in some local issues, he hesitated to investigate them because “Taiwanese local issues may not be interesting to the international

SSCI journals and the international readers.” Striving for tenure promotion, R4 said, “...getting my paper published is my only concern for doing research at this point. I would not have time to tackle local issues of Taiwan until I receive my tenure.” SSCI publication has impacted not only on English usage for knowledge dissemination but also on the types of research and issues to be studied.

Recession of the local journals

When asked about submissions to local journals, R1 honestly said he had never published in local journals because he seldom read the local journals himself. He further stated, “with the similar working efforts, publications in the local journals relatively have less visibility compared to the SSCI journals or the other international journals.” R2 disclosed that all her publications in the local journals were written in English because all the submitted manuscripts to the local journals were the ones had been rejected by international journals. The local journals’ alternative status is in line with what Canagarajah (1996) delineated about the local journals’ status in the Third World. R3, who had mainly published in Chinese and had served as a local journal editor, revealed that publications in Taiwan did not win her equal respect as those who published in the SSCI journals. Besides, most of the local journals suffer insufficient submissions and receive poorer quality manuscripts because Taiwanese researchers prefer international journals. She said, “The SSCI publication value has impacted on recession of the local journals in Taiwan.”

Overemphasis of research

While being asked about the impact of SSCI on their personal and academic work, all the five researcher participants agreed that their schools, including both the research oriented national universities and non-research oriented private universities, weighed research over teaching; therefore, in general, they could not but spend more time on research than teaching. The Ministry of Education of Taiwan evaluates all universities by heavily relying on the number of publications of their faculty, which encourages the universities to regard vita lines as criteria for rewards and punishment. Being imposed upon by publication pressure, some researchers indicated a few unique phenomena in academia of Taiwan. R2 revealed that while research is over emphasized and promotion is getting competitive, collaborative research work has been critically reviewed in her university to prevent dishonest publications only in name. Various policies have been established due to this concern; for example, the promotion reviewing board would grade a co-authored article by dividing its credits by the numbers of the co-authors. The co-authored article that has been used by one's promotion would not be allowed to be used again by the other collaborators' promotion. These policies not only discourage teamwork but also infringe on trust between collaborators and enhance tension among them. Echoing R2, R4 and R5 both perceived that the Taiwanese academic culture has been getting "selfish" and "cold" because of extreme publishing competition, difficulty in finding research friends and a distrustful academic atmosphere.

Conclusion

Writing for publication is a complicated issue involving social practice, theories of academic literacy, knowledge construction, and power negotiations between the center and the peripheral. Scholars in Taiwan usually suffer various challenges in academic publishing, such as incompetent academic literacy, and insufficient knowledge of the community, the domain of their study, and rhetoric. Oftentimes, the publication issues are complicatedly tangled with one and another. The common strategies that the Taiwanese scholars applied to these problems are hiring proofreaders, re-reading reviewers' comments, collaboration, selecting the journals for submissions according to the reference list or personal familiarity. Legitimate peripheral participation (Lave and Wenger, 1991) through trial and error seems to be the main approach to acquire academic literacy. To negotiate the overwhelming pressure of SSCI publication imposed from the universities, many Taiwanese researchers weighed research over teaching. Many of them strategically took submission to local journals as their backup plan; they avoided parochial topics or issues but tended to choose the topics perceived as more internationally appealing in order to break into the international academic community.

Though SSCI has brought objective means for scholarship evaluation, it has also given birth to a negative syndrome that has impacted personal research focus and working goals, as well as academic value and culture. Under the SSCI norm, scholarship, which has been quantitatively measured as well as qualitatively restrained, has become standardized and has

diverged from what scholarship values- diversity and equality. SSCI also affects the evaluation system of scholarship in Taiwan and the local journal industry. One significant impact of SSCI is that English has become the language used for intellectual discussions not only in the international journals but also in the local journals. Moreover, English proficiency and academic literacy are the most salient problems encountered by NNES/EIL scholars.

The privileged status of English in the international academic community seems to be impregnable and would not be shaken within a short period of time; therefore, NNES/EIL scholars, instead of being marginalized as the peripheral, are encouraged to self-align with the privileged discourse to participate in the international academic community. By participating in the community practices, one can argue the legitimacy of hegemonic knowledge industry in English, bring in diverse voice from the peripheral, and enhance paradigm shifts from inside the community.

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國科會專題研究計畫成果報告

附件一

行政院國家科學委員會補助專題研究計畫

☐ 期中進度報告

☒ 期末報告

(計畫名稱)

從學術寫作素養與知識創新談台灣學者如何解決學術發表的困境

計畫類別：☒ 個別型計畫 ☐ 整合型計畫

計畫編號：NSC 100-2410-H-004-181-

執行期間：2011 年 08 月 01 日至 2012 年 10 月 31 日

執行機構及系所：國立政治大學外文中心

計畫主持人：劉怡君

共同主持人：

計畫參與人員：

本計畫除繳交成果報告外，另含下列出國報告，共 1____ 份：

☐ 移地研究心得報告

☒ 出席國際學術會議心得報告

☐ 國際合作研究計畫國外研究報告

處理方式：除列管計畫及下列情形者外，得立即公開查詢

☐ 涉及專利或其他智慧財產權，☐ 一年 ☒ 二年後可公開查詢

中 華 民 國 102 年 1 月 2 日

國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

☒ 達成目標

☐ 未達成目標（請說明，以 100 字為限）

☐ 實驗失敗

☐ 因故實驗中斷

☐ 其他原因

說明：

與原計畫內容相符，達成預期目標。

2. 研究成果在學術期刊發表或申請專利等情形：

論文：☒ 已發表 ☐ 未發表之文稿 ☐ 撰寫中 ☐ 無

專利：☐ 已獲得 ☐ 申請中 ☐ 無

技轉：☐ 已技轉 ☐ 洽談中 ☐ 無

其他：（以 100 字為限）

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以500字為限）

為了增進台灣競爭力與國際學術的能見度，台灣政府鼓勵各大專院校教師在國際期刊發表。學術寫作發表的相關研究除了探討第二外語學者的英語表達困境外，還涉及其他的廣泛問題，如知識英語化、英語外圍使用者邊緣化、國際學術社群同質性化等。本文探討了台灣學者發表時最常遇到的問題，也提出了相關的解決之道和深度反思。筆者深度訪談了五位學者，將其分為三組：experience, developing, novice. 分別根據他們的研究經驗與投稿文稿和期刊委員的評語分析了解台灣學者在學術發表上的困境與心態。筆者深度的探索，並將各類困境歸納為四類：Issues of community knowledge, Issues of domain knowledge, Issues of rhetoric, Issue of Academic literacy. SSCI 發表的壓力對台灣學者也產生了許多的影響：Research SSCIization, Research Englishization, Recession of the local journals, Overemphasis of research.

這些探討，有助於台灣學者了解學術發表時，台灣學者常遇到的問題，台灣學者如何克服這些問題，以及進入國際學術的主流社群，國際期刊編輯通常對台灣學者在學術發表上的評語與認知。這些隱晦性的學術社群生存之道，很難透過課程教授或訓練而得來。通常是靠著經驗的累積與摸索而自然習得。然而如何提升這些隱晦性的學術發表素養(professional academic literacy)攸關著一位新進學者如何能成功的進入社群，被認同成為社群的一分子。本文的探討極具學術價值，除了可以做為新進學者進入學術社群的參考外，也針砭了目前國際學術社群的語言偏狹性、與英語霸權控制人類知識架構的不合理現象。

國科會補助專題研究計畫出席國際學術會議心得報告

日期：2012 年 12 月 30 日

計畫編號	NSC 100-2410-H-004-181-		
計畫名稱	從學術寫作素養與知識創新談台灣學者如何解決學術發表的困境		
出國人員 姓名	劉怡君	服務機構 及職稱	國立政治大學 助理教授
會議時間	2012 年 9 月 6 日 至 2012 年 9 月 8 日	會議地點	美國
會議名稱	(中文) (英文) Symposium on Second Language Writing		
發表題目	(中文) (英文) Academic Literacy and L2 Writing for Scholarly Publication		

一、參加會議經過

Symposium on Second Language Writing 是目前國際上第二外語寫作的專屬會議。本研討會發起於 1998 年，每年約有四百多為第二外語寫作專家學者從世界各地來聚會，會議論文摘要通過率約為 40%。本次會議是在美國印第安那州的普渡大學(Purdue University)舉辦。普渡大學是我當年取得博士學位的母校。在畢業八年後，有機會重返母校，筆者真是近鄉情怯、心情複雜。第一天抵達後，很幸運的就碰到了東華大學的曾月紅教授，感謝曾教授的協助與幫忙，使我們可以搭順風車去 Wal-mart 採購生活必需品。



Me and Professor Tseng on the campus of Purdue University.

在會議議場，筆者見到了當年的指導教授，第二外語寫作的大師，也是第二外語寫作期刊(Journal of Second Language Writing)的創辦人，Tony Silva 教授。除此之外，也碰到了學長，也是第二外語寫作研究的翹楚，Paul Kei Matsuda 教授。我們彼此交換討論了手上的研究計畫，筆者向這兩位亦師亦友的教授表達個人對國際期刊以高英語門檻為首要篩選條件不以為然，Silva 和 Matsuda 教授對筆者的看法勉勵有加，對筆者此篇研究報告給予肯定，並指出未來期刊文章的篩選標準勢必因著世界英語的趨勢而鬆動，目前已有許多英語教學首要期刊，如 TESOL Quarterly, Journal of Second Language Writing, English for Academic Purpose 等，會在邀請審稿委員時，考量到投稿人的國籍，而安排較有相關背景的審稿人來審核，以防杜因英語門檻所造成的遺珠之憾。這些舉足輕重的國際期刊在審稿上已經採取了行動，意味著，許多學者專家也已經注意到了國際期刊發展，不應被英語門檻而狹隘化。這些私下的溝通，讓筆者獲益良多，了解到了目前最新的學術界發展，以及未來學術界的走向。

在三天的會議結束最後一天，筆者受邀至 Tony Silva 家參加家庭聚會。席間與其他的國際學者交流，認識了新朋友，也建立了一些新的學術關係。筆者一向覺得，參加學術會議，除了吸取新知外，另一重要的目的是去認識國際學者，透過交流，可以對國際學術社群更熟悉，也因而建立自我在學術社群裡的認同感(membership)。這些對社群的熟悉感與認同感，可以幫助筆者建立更敏銳的學術感知力(academic perception)，它攸關著熟諳學術社群的隱晦知識(implicit knowledge)並可提升個人的整體學術素養(academic literacy)。

Tony Silva Paul Kei Matsuda



Reception party at Professor Tony Silva's

Symposium on Second Language Writing 一向是第二外語寫作界享譽盛名的國際會議，

凡在該領域的國際大師都經常參與這個會議。此次參與的著名學者有：Dwight Atkinson, Dana Ferris, Masumi Narita, Alister Cumming, Diane Schallert, Min Hui-Tzu, Deborah Crusan, John Bitchener. 等人。筆者也碰到了一些台灣去的學者教授，如：Min Hui-Yzu, Liu, Pei-Hsun, Tseng, Yueh-Hung, Chang, Yea-Huey 等等。

本次會議的主題是 Graduate study in second language writing. 當考慮第二外語寫作的未來發展，不得不溯及到研究所的寫作教育，研究生如何習得、經歷做研究的過程，如何從學徒成為學者。本次會議邀請的主講者是分別以老師與學生的不同角度，現身說法，來陳述個人的經歷與反思，以從過去的歷史來窺看未來的可能性。與會心得分享如下。



Snapshots of SSLW

二、與會心得

筆者參加了多場論文發表會，在此礙於篇幅，僅記錄幾場印象深刻的論述。

Measuring Vocabulary Size in Second Language Writing—Melanie Gonzalez

Lexicon size 是 L2 writers 在寫作時與 L1 writers 最望塵莫及之處，它也是文章品質好壞的關鍵。Lexical richness 並非字彙量多寡，而是個人能掌控文字使用於不同情境並可成熟技巧的運用能力。Gonzalez 介紹了三種字彙檢定測試工具：The productive vocabulary levels test, The lexical frequency profile, Coh Metrix. Gonzale 指出產出字彙 (productive vocabulary) 通常比接收字彙 (receptive vocabulary) 量少，但是字彙庫越大的學習者，可以產出寫作字彙的量相對增加。此外，在研究時，計算字彙的方式很具爭議性，同家族的字根變化是否該被視為新字計算，也造成研究結果的歧異。

Computer-mediated peer feedback in EFL Writing—Hatime Ciftci & Zeynep Kocoglu

探討利用 blog 作為同儕互評平台的功效。參與學生分為控制組與對照組，每組學生各十五人。控制組的學生以面對面方式同儕互評，實驗組的學生在電腦教室上寫作課，並使用 blog 同儕互評。透過 ANOVA 分析發現，兩組的學生在寫作上都有進步，但是實驗組的學生的修定稿品質更佳。

Academic Literacy and L2 Writing for Scholarly Publication

June Yichun Liu, National Chengchi University, Taiwan

筆者個人的報告是在九月六號的下午。與會者目測約 30 人左右。結束報告後，筆者認真的回答了與會者的提問，席間討論愉快，氣氛輕鬆。大多數的人顧慮若期刊不再以標準英語把關，期刊文章品質勢必受影響。筆者提出的看法是，過去傳統認為文章寫作是全由作者負起讓讀者讀懂的責任 (writer' s responsibility)，而新的觀點是，讀者與作者雙方都需為文章詮釋後的意義負責任 (writer-reader responsibility)，這樣的觀點目前頗新穎，但是要落實在學術發表的情境中，尚有一段距離，不過，席間有某期刊編輯說明，他們的審稿過程會將投稿人的英語列為非主要考量，而是以文章內容的深度為主，這樣的趨勢，勢必改變未來的學術社群。



Me, presenting and participating in presentation sessions

三、發表論文全文或摘要

本發表研究已經根據投稿須要做出修改，並且已經被接受。下面的發表論文標題與內容，因此與會議的標題與內容不盡相似。

接受信函：

**National Cheng-Chi University Department of
Education**

April 2, 2012

To Whom It May Concern,

I am the editor for the volume, *SSCI Syndrome*. I am writing to prove the blind review process for Yichun Liu's chapter, "*Problems, Strategies, and Impact of SSCI Publication in English. Perceptions and Negotiations of Taiwanese Researchers*"

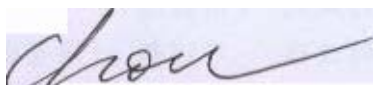
Dr. Liu's manuscript first went through the initial review process, which was evaluated by the editor based on its originality and topic relevance. Among the submitted manuscripts, Dr. Liu's chapter was selected and sent out anonymously for peer review. The referee was asked to evaluate the manuscript in various aspects including, but not limited to, the following: if the topic is worthy of investigation, if the methodology is sound, if the rationale is clearly stated, if the information presented is new, if the results are clearly presented, and if the linguistic usage is appropriate.

Through the standard review process, Dr. Liu's chapter was accepted for publication as part of the volume which will be published by Sense Publisher in 2012. It was a pleasure to work with Dr. Liu, and I am thankful for Dr. Liu's contribution to the discussion of SSCI impact on academia in Taiwan.

Should you have any question about the blind review process, please feel free to contact me.

Sincerely,

Chuing Prudence Chou



Professor, Department of Education National Chengchi University
Taiwan E-mail: iaezcpc@nccu.edu.tw

Problems, Strategies, and Impact of SSCI Publication in English:

Perceptions and Negotiations of Taiwanese Researchers

Introduction

In the era of hyper information exchange and knowledge development, the government of Taiwan has promulgated various policies to encourage internationalization of scholarship in order to boost Taiwan's intellectual industry and international visibility. Scholarly publication in international journals, thus, has been inevitably emphasized in Taiwan and has become one of the crucial parameters to evaluate researchers' scholarship. Because of the overabundant information sources and diverse international journals of various levels of quality, journals listed in the Social Science Citation Index (SSCI) have emerged as the target venues for knowledge exchange and professional discussion because the journals indexed in the SSCI database are identified as having the most frequently cited articles.

Thomson Reuters, the company that runs the SSCI database, provides selective data of the world's 2,474 leading journals across 50 social science disciplines. The majority of these journals are issued in the western countries, such as the United States and United Kingdom. Only 2% of indexed scientific publications come from developing countries (Salager-Meyer, 2008). Indisputably, the major language used for publications in these SSCI journals is English. In Taiwan, papers published in the SSCI journals usually are deemed as canonical scholarship in the respective fields and represent an honorable achievement for the researchers who publish them. Thus, government institutions and most of the national universities in Taiwan have adopted publication in SSCI journals as one of the core indicators to appraise a researcher's performance determining

recruitment and promotion, grants and awards, level of salary, national research project proposal acceptance, as well as resource allocation. The local academic ecology of Taiwan has been dramatically impacted by these SSCI-related practices in various ways, and “SSCI” has been used to describe anything generally related to professional advancement in Taiwan academic life. Likewise, in this article, “SSCI” will be adopted as a general term rather than simply being the abbreviation for the name of the index. This article will first explore the SSCI publication difficulties that Taiwanese researchers usually encounter, then discuss Taiwanese researchers’ negotiation strategies, and finally analyze the impact of SSCI on researchers and the academic culture in Taiwan.

Literature Review

English has been the lingua franca or a major language used by scholars in most of the SSCI journals to construct and exchange knowledge among nations. English academic writing for publication in SSCI journals can be a formidable undertaking (Bartholomae, 1985). Not only can the academic discourse and the conventions of scholarly publication be daunting challenges to the NES (native English speaking) researchers, but needless to say, SSCI publication mires the off-networked NNES (non-native English speaking) and the EIL (English as an international language) scholars in serious disadvantage from participating in the international academic community. These highly demanding genres and linguistic requirements of publication in SSCI journals, on the one hand, have served as the gatekeeper to maintain the quality and control the content of the publications; however, on the other hand, they have raised serious concerns among many researchers because these culturally and linguistically exclusionary requirements may encourage knowledge exclusion (Canagarajah, 1996) and inequality of knowledge creation (Wen and Gao, 2007), linguistic impoverishment (Mauranen, 1993), ideological imposition (Canagarajah, 1993; Pennycook, 1994; Phillipson,

1992) and cultural hegemony (Canagarajah, 1993, 1996).

A number of researchers have argued that the worldwide Anglicization of scholarly publication has disadvantaged NNES and EIL scholars in the participation of the mainstream academic community (Braine, 2005; Canagarajah, 1996, 2003; Curry & Lillis, 2004; Gibbs, 1995; St. John, 1987; Swales, 1987, 1990).

Besides, many studies also have reported that the majority of NNES scholars perceived themselves as off-networked and disadvantageous due to lack of English proficiency (Cho, 2004; Curry & Lillis, 2004; Flowerdew, 1999a; Huang, 2010; Tardy, 2004).

With the increasing pressure to be recognized in quantifiable terms, a great number of NNES and EIL scholars strive to publish in the SSCI journals. The disparities of English writing for scholarly publication have drawn extensive attention. It is reported that NNES writers generally experience difficulties in grammar, adopting citations, interpreting references, developing arguments, organizing information, constructing authorial voice, showing readership awareness, using hedges, and making academically appropriate claims (Dudley-Evans, 1994; Johns, 1993; Mauranen, 1993; St. John, 1987; Swales, 1990).

In parallel with these studies, Flowerdew (1999) investigated the problems for scholarly publication among Cantonese scholars in Hong Kong. By means of in-depth interviews, he studied 26 scholars' perception of their publication difficulties. He found that NNES scholars perceived themselves to have less facility of expression, take longer to write, have a less rich vocabulary, be less capable in making claims for their research with the appropriate amount of force, be better suited to writing quantitative articles, be interfered by their L1 with their L2 composition process, be best advised to write in a simple style, and have the most difficulties in writing introduction and discussion parts of research articles. Furthermore, the

participants reported that academic writing courses had little benefit in their scholarly publication, and that editing services, which only resolved surface errors rather than substance, could be helpful.

Although writing in English for scholarly publication seems to be an obvious challenge for international scholars, some researchers have incongruent findings. Belcher (2007), the editor of *English for Specific Purposes (ESPj)*, analyzed submissions to the journal from 1998 to 2001 written by EIL and EL (English language) researchers and the 29 reviews written by both EL and EIL reviewers. Nine text features emerged based on her analysis of reviewers' comments: audience, topic, purpose, literature review, methods, results, discussion, pedagogical implications, and language use. Belcher found that "topic" received positive comments from the majority of reviews (72%), and "language use" received negative comments among 90% of the reviews. Belcher also found that the off-networked EL researchers suffered similar disadvantages as the off-networked EIL researchers, such as unfamiliarity with journal expectations in both research design and presentation. Belcher interpreted the 75% high rate of publication from Hong Kong among the total China-origin papers as its "substantial financial support for research" (p.17). Not surprisingly, Belcher (2007) suggested that research writing expertise and availability of resources might be more salient factors than language issues. Nevertheless, Belcher's suggestion is contradictory to what she had observed in that 83% of the papers originating in the US were eventually accepted, and only 24% of the China-origin (among the total 75% were from Hong Kong) submissions were accepted for publication (p.17). In fact, her finding that the majority of the accepted papers originated from the US and Hong Kong has already proved language as one of the crucial factors determining the success of scholarly publication. In addition, it is questionable to distinguish "research writing expertise" from language issues; it is also problematic to claim that language is less salient in scholarly publication simply because both EL and EIL researchers received similar language

comments from reviewers, and EIL acceptance rate has been rising. Besides, it is disputable to mark Hong Kong as an EIL milieu (Flowerdew, 1999; Li, 1999), as it is a highly internationalized city where English is commonly used in governmental organizations and schools.

Flowerdew (2001) conducted a qualitative research study to explore the publishing issue from the perspective of journal editors. He interviewed 11 international journal editors and found that many journal editors have recognized language as a major issue in academic publication. Most of them agreed that the EIL researchers usually made surface errors in their submissions. Most of the editors expressed their sympathy for EIL researchers and would like to help them if the research was worthwhile. However, in line with Belcher (2007), the most significant problem indicated by these editors about international scholars' submissions was not language use but "parochialism" or failure to show the relevance of the study to the international community.

The "language" issues discussed by Flowerdew (1999) and Belcher (2007) as well as the "parochialism" suggested by Flowerdew (2001) can be problematized from the perspective of academic literacy. Academic literacy refers to not merely linguistic knowledge but also "knowledge of the textual, social and cultural features of academic written discourse as well as knowledge of English as used by their academic disciplines" (Ferenz, 2005, p. 340). According to Barton and Hamilton (1998), academic literacy is a social act, which can be acquired through discourse community practices and interactions between members of the community. Within the academic community, academic literacy can be cultivated through the practice process of knowledge creation and construction. Participating in the academic community practice enables the participants to perceive the meta-cognitive knowledge of the community, the intricate trends of the past and future, and the relationships among the members. Thus, community practices and academic literacy afford the

participants a sense of membership, which further enables the participants to appropriate discourse, aware readership, define issues, negotiate arguments, theorize findings, and lead discussions. Based on Barton and Hamilton's (1998) theory of literacy, language issues of advanced academic writing can be the abstract difficulties at the higher level beyond the surface linguistic usage for NNES and EIL writers. However, with relatively less chance of joining this central academic community due to language barriers, most of the NNES and EIL researchers suffer the process of developing academic literacy. That in turn creates a vicious circle hindering NNES/EIL researchers' legitimate participation of the target community.

From the perspective of academic literacy that scholarly writing involves higher-level language issues, the findings that no manuscript was rejected only because of language usage (Flowerdew, 2001; Hewings, 2002), and if the research idea of a manuscript is worthwhile, that the editors could help out with the language problems (Flowerdew, 2001) have overlooked the complexity of language in advanced academic literacy.

Canagarajah (1996) pointed out that the inequities faced by NNES/EIL writers in the academic publishing industry are not only discursive but also nondiscursive. According to the theory of contrastive rhetoric (Kaplan, 1966), NNES/EIL writers' rhetorical knowledge is deeply engrained in their indigenous culture and communicative conventions. Their written texts manifest the discursive structures and thought patterns that are different from the Anglo-American expectations. Besides, the nondiscursive publishing practices, such as "the format of the copy text, bibliographical and documentation conventions, the particular weight and quality of the paper... the procedures for submitting revisions and proofs, and the nature of interaction between authors and editorial boards" (Canagarajah, 1996, p.436) also have important implications for scholarly publication, which can become the barriers to exclude the participation of the off-networked researchers. That is, the issues of EIL scholars' "language use" reported by Belcher (2007) may be caused by

the influence of their indigenous communicative conventions (Canagarajah, 1996; Kaplan, 1966). The Hong Kong scholars' self-perception of being academically incompetent may result from the asymmetrical relations of politico-economic power behind the Western publishing industry. The "Parochialism" indicated by the editors interviewed by Flowerdew (2001) can be what Canagarajah (1996) called the "periphery perspectives" which can provide alternative cultural perspectives and vibrant contributions to the "stable" and "conservative" "centre" (p.465). The cross-reviewed literatures have revealed the gaps between not only the NNES/EIL scholars and journal editors, the peripheral and the center but also theory and practice. Most of the NNES/EIL scholars consider English as their major challenge for scholarly publication; however, most of the journal editors believe that content quality, such as research writing expertise and meta-cognitive knowledge about the academic community including journal expectation or parochialism is more crucial than accuracy issues (Hamp-Lyons, 2009). In other words, those journal editors seemed to believe that what NNES/EIL scholars suffer is only linguistic problems; moreover, content quality, research writing expertise and meta-cognitive knowledge about community seemed to be viewed as independent from language and academic literacy. Though theories of academic literacy, intercultural communication and contrastive rhetoric have challenged the monolith of the publication gate of the center academic community, contours of the evolving publication practice for multilingual scholars' knowledge construction are still unclear. Most of the editors within the position of gatekeepers, despite feeling sympathetic to NNES/EIL scholars or helping correct lexicogrammatical errors, have limitation to equalize knowledge creation, distribution and access (Wen and Gao, 2007; Nunn, 2009; Salager-Meyer, 2008). To shorten the gaps, more discussions and research about academic publication of L2 scholars are necessary.

The purpose of this study is to discuss issues of SSCI publication in Taiwan. So far, most studies on Asian NNES/EIL writers' publication issues were conducted in Hong Kong (Braine, 2005; Cheung, 2010; Flowerdew, 1999 a; Flowerdew, 1999 b; Flowerdew, 2000; Flowerdew, 2001; Li and Flowerdew, 2009) and China (Cargill and O'Connor, 2006; Cargill, O'Connor, and Li, 2012; Flowerdew and Li, 2009; Li, 2002; Liu, 2001; Liu, 2004; Shi, Wang and Xu, 2005). Taiwan is a unique case to the research of writing for scholarly publication. Unlike Hong Kong, a postcolonial context where people, especially researchers, have considerable English exposures, the majority of the Taiwanese researchers are speakers of English as a foreign language. Besides, Taiwan's fairly even distribution of economic and academic resources is distinct from China where resources are not available evenly, and most "institutions of higher learning lack the financial resources" (Wen and Gao, 2007, p.224). For researchers who would like to minimize the non-discursive variables, such as, availability of resources, but focus on language issues, Taiwan can offer a more congruent research context.

Echoing Flowerdew's (1999) suggestion that under the macro picture of English hegemony in scholarly publication, individual researcher's publication problems should be explored at the micro level, in this study, I attempt to explore Taiwanese researchers' problems, strategies and impact of SSCI publications from the micro perspective by discussing the interplay between the micro and macro influences from the academic context of Taiwan. My research questions are:

1. What are Taiwanese researchers' problems in academic publishing?
2. What are Taiwanese researchers' strategies to negotiate these problems?
3. What are the impact of SSCI publication on Taiwanese researcher and their milieu?

Methodology

A qualitative research study was conducted to explore the problems, strategies and the perceived impact of SSCI publication on Taiwanese researchers. Both etic and emic approaches were adopted to collect and interpret the textual and interview data respectively. To understand Taiwanese researchers' publication problems (research question 1), the collected SSCI reviewers' comments were analyzed from the etic perspective. Furthermore, to answer the three research questions from the emic perspective, following Flowerdew's (1999) social constructionist methodology (Berger & Luckmann, 1966; Gergen, 1985), I conducted in-depth interviews to obtain participant researchers' perceptions of their problems, strategies, and the impact of SSCI publications on them. The interview data were analyzed from the emic perspective in order to reveal individual participant's perceptions.

Participants

Convenience sampling was used in this research design. To answer research questions 1 and 2 and to analyze NNES researchers' typical problems with SSCI journals, I contacted the researchers that I have known to collect the SSCI journal reviewers' comments that they received, and I requested interviews with the participants afterwards. Some of them declined my request because they felt uncomfortable sharing the reviewers' comments, or they did not archive the reviews. Five researchers accepted my invitation by sending me the reviews via emails and being interviewed individually. Knowing these participants allowed me to conduct a reflective interview and establish rapport with them more easily because the participants might have felt embarrassed to disclose their research weaknesses or complaints.

All the five participants were native speakers of Mandarin. Two were in the research line of TESOL, two were in education, and the other one was in business management. To understand the development of academic literacy, the five participants were divided into three groups according to their research competence:

experienced, developing, and novice (see Table 1). Their research competence was not based on the number of years of their research but rather the quality and quantity of their publications. SSCI was adopted as one of the quality measures (Flowerdew, 1999, p.244).

Researcher 1 (R1) has about 9 years of research experience; he has published one university press book and 17 papers in international journals. Among his published papers, seven were published in SSCI journals. R2 has about seven years of research experience and has published 12 articles. Among her publications, nine are international journal articles and one is an SSCI article. R2 also has three papers published in the local journals in English. Both R1 and R2 were grouped as experienced researchers. R3, identified as the developing scholar, has over 15 years of research experience; she has published four articles in local journals in Chinese and three single-authored books in Chinese in Taiwan. R4 has less than four years of research experience and has two papers published in local journals in English. R5 only has research experience for about 3 years; he has published three articles in international journals. All of his publications were co-authored works. Both R4 and R5 were categorized as novice researchers.

Group	Experienced		Developing	Novice	
Participants/ Discipline	R1 Business management	R2 TESOL	R3 Education	R4 Education	R5 TESOL
Research experience	9 years	7 years	15 years	4 years	3 years
International publications	17 (SSCI=7)	9 (SSCI=1)	1	0	3 (co-authored)
Local Publications	0	3 (English)	4 (Chinese)	2 (English)	0
Book	1 (English)	0	3 (Chinese)	0	0
Total Publication	18	12	8	2	3

Table 1 Information of the Taiwanese Researcher Participants

Data collection

To analyze the Taiwanese researchers' writing problems, reviews (N=10) were collected from the five participant researchers (each manuscript had two reviewers' comments). All the reviewed manuscripts were submitted to SSCI journals; three were rejected by the editors, and the other two were recommended to "resubmit after revision."

Interviews were conducted by the researcher through phone calls, emails or face-to-face according to the participants' availability. The in-depth and semi-structured interviews aimed at eliciting participants' reflections of their publication process, problems encountered during the process, negotiation strategies, contextual constraints and the impact of SSCI publication on their professional lives and the larger milieu. Spontaneous questions also emerged during the interactions between the researcher and the participants. The interviews were conducted in Mandarin informally. During the interviews, the participants were encouraged to self-disclose their related experience, stories or opinions. The interviews, without setting specific time constrain, lasted variously from one hour to three hours until the saturation of information was achieved. Follow-up interviews were also conducted for clarification or elaboration purposes when necessary. On average, each participant was interviewed twice.

Data analysis & findings

First, I scrutinized the collected review comments and marked each comment with summary words. I then created categories to group similar comments together. Data were sorted and resorted in order to be categorized. If the existed category did not fit the data, a new category would be created accordingly. Thirteen

categories were created inductively: grammar, language presentation, journal selection, lack of elaboration or supporting points, theoretical conception, organization, argumentation, clarity, unclear or unconvincing purpose, inappropriate selections or problematic interpretation of literature review, unclear or confusing usages of definitions/terminologies, unclear method design/research procedure, and unsatisfactory analysis/discussion. The thirteen publishing problems were further grouped into four broader categories: writing skills (e.g. grammar, language structure), community knowledge (e.g. journal selection), domain knowledge (theoretical conception, unclear or confusing usages of definitions/terminologies) and rhetoric (e.g. lack of elaboration or supporting points, unclear explanation of the analysis/discussion). While writing skills refer to the surface level problems, the other categories indicate the higher level problems. Under the umbrella of academic literacy, the four problem types were arranged as a taxonomy to illustrate the hierarchical relations among them (see Figure 1). It is important to note that some of the problems may overlap with or affect one or more categories. The correlations among each problem type are represented by the arrow signs. For example, problems in making appropriate arguments may result from interlaced factors of incompetence in writing skills, in rhetorical knowledge, in domain knowledge or in community knowledge.

I carefully compared and contrasted the reviewers' comments among the expert, developing and novice researchers to identify similarities and differences. The following are the findings:

1. The experienced received positive comments or no comments from the editors about surface language problems. However, the developing and the novice researchers received considerable comments about their language problems.
2. Both the experienced, developing and novice researchers received negative comments on problems of domain knowledge.

3. Both the experienced and novice researchers received comments on submission to wrong journals.
4. Except for the method and conclusion sections, the experienced researchers received negative comments from editors like the novice researchers in other sections of their manuscripts.

Four out of five comments regarding the research topic were positive, which is concordant to Belcher's (2007) finding that the most positive comments received from reviewers is "topic." Among the four topics that were commented on as worthwhile, interesting, intriguing or important, two were rejected and two were requested to revise. None of the four manuscripts have been published yet. This finding suggests that without appropriate academic literacy, worthwhile research may still be casted off.

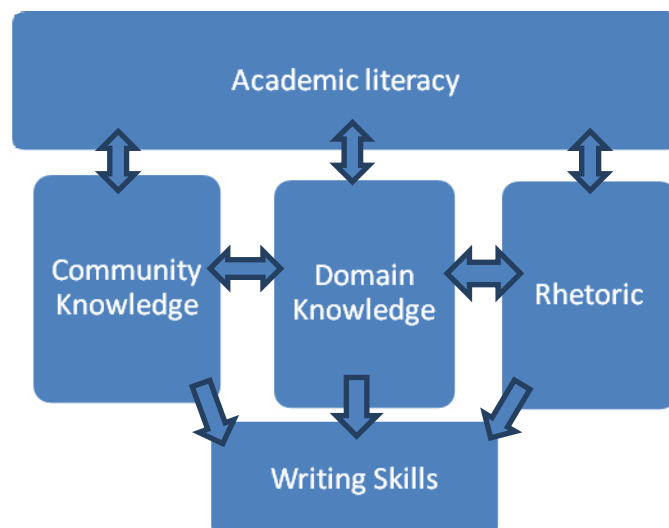


Figure 1. Taxonomy of EIL scholar's publication problems

Two trained assistants helped me categorize the participants' interview data into three categories: writing problems, strategies, and impact of SSCI publication. They compared their categories and discussed the inconsistent ones with the researcher to reach consensus. The inner rater reliability is 88.5%. The interview categories were triangulated with the thirteen publishing problems to obtain a more holistic view of Taiwanese

researchers' perceptions of their publishing process and impact of SSCI. The interview data were transcribed, analyzed, and later confirmed by the participants to ensure the consistency reliability.

Discussion

RQ 1 & 2-- Publishing issues and strategies

Issues of community knowledge

According to the data, Taiwanese scholars may have insufficient meta-cognitive knowledge about the mainstream academic community. Their limited community knowledge may lead to (1) difficulties in choosing the appropriate journals for submission and (2) insensitive concern of audience.

According to the interviews, most of the participants reported that the online information provided by the target journals about the journal or what kind of research papers they expect help them little on deciding where to send their manuscripts.

For example, R4 reported, "There are many implicit rules that I don't understand. I submitted my manuscript to one journal that I thought was appropriate, but the editor suggested me submitting my manuscript to the other journal... But the recommended journal editor told me to submit my paper to another journal again..." R1 said, "When I was writing this paper, XXX journal was my ideal publishing venue with my target readership. I had one paper published there already; I thought I was familiar with their expectation, but I have no idea why this paper was suggested to submitting to a different journal."

In terms of strategies, R5 shared his opinion of choosing journals for submission, "people said that where the references you adopted the most, the major source journal would be the target journal for submission." R2 suggested, "I only stick with and submit my manuscripts to the journals that I am familiar with. It's risky to choose the journal for submission simply based on the online information posted on their websites."

The data revealed that both the experienced and non-experienced Taiwanese researchers lacked substantial competence for choosing their publishing venues. Though R1 and R2 showed better sense of audience concern or the readership of specific journals, they did not seem savvy enough to pick up on the subtle rules of the academic community. The less experienced researchers, such as R4 and R5, seemed to embrace one or some formulae to help them make a judgment. If the formula did not work well, they might fail their attempt. All of the participants agreed that through trial and error, they could slowly acquire the insider rules practiced in the academic community. Their feeling of perplexity about the invisible barriers to entering the inner publishing circles is typical (Nunn, 2009) for all inexperienced researchers, but with insufficient language proficiency, NNES/EIL researchers may take longer time than the NES/EL researchers to breakthrough the barriers.

Besides the difficulty in choosing the most appropriate journals for submission, limited community knowledge also affect writers' sensitivity of audience concern or competence of communicating a local issue to international readership. For example, R5 received a comment as the following, "the introduction seems to be written for a primarily Taiwanese audience...but people outside Taiwan, which may be of interest to researchers from Taiwan but not necessarily to those from other contexts... The elaboration... further strengthens the focus on Taiwan and moves away from possible theoretical issues that cut across different contexts." Although R5 targeted his readership on international audience, he failed to address his research from the perspective that could engage the international readers due to insensitivity about the expectation of the community and the community membership.

Issues of domain knowledge

The issue of domain knowledge oftentimes is interwoven with the other issues in the higher level, such

as rhetoric and community knowledge. For example, one of the comments R4 received reads, “The NES/NNES distinction may make linguistic differences inevitably...I was quite confused... why you chose to conduct a comparative study across cultures in the first place. It is not self-evident, therefore needs rationale...” Reflecting upon these comments, R4 frankly said, “I don’t understand why calling the Taiwanese participants as NNES students and Americans as the NES students made the reviewer think I was comparing them...” To R4, who has been self-identified as an NNES learner or user, “NNES” and “NES” are the generic terms for her to identify different research participants coming from countries where English is a native or a non-native language. However the two labels to the reviewer are not generic but carry strong implication on one’s linguistic identity. Setting the two student groups apart, to R4 was for convenient identification rather than comparing participants’ linguistic performances. However, to the reviewer, it was a comparative study involving language usage. R4 and her reviewer apparently had different perceptions about the terms. The two terms have carried linguistic and identity distinctions in the academic community; however, without much experience and knowledge about the academic community, R4 could only use the terms based on her personal understanding. In other words, R4’s lack of domain knowledge might have resulted from her insufficient knowledge of the community as well.

In another example, R2 received a reviewer’s comment, “the author asserted that K’s concept is XXX, yet the logic of K’s ideas was much more ‘vulgar pragmatic’ than that.” That is, R2 interpreted K’s idea in the way that disagreed with the reviewer’s. It is unknown whether R2 could not understand K’s point of view correctly, or she could not appropriately express her interpretation. That is, R2’s problem of domain knowledge might have been entangled with language proficiency.

Taiwanese writers may not be able to comprehend reviewer’s comments due to divergent understanding

of domain knowledge. One of the comments R3 received was, “At times I think the term XXX refers to a process, but then at other points it is discussed as a static product or stage...” R3 could not understand this comment. After my explanation, she asked me with anguish,

I don’t know which parts of my writing made the reviewer think the term is a process and which parts made him/her perceive the term as a product...it is not my focus to distinguish between process and product in my research; at least, it was not my intention. The worst is that I have no idea how I can successfully use the term without giving the readers wrong implication.

It seems like R3’s reviewer was confounded by the rhetorical variety of the term she used, but R3 could not perceive the different rhetorical implications of the different ways she used it. Therefore, she could not understand the reviewer’s opinion, and she was unable to revise based on the reviewer’s comments.

Issues of rhetoric

Advanced academic writing is a rhetorical process (Jolliffe and Brier, 1988; Tardy, 2005). One of the common comments that all the Taiwanese participants received is “clarity.” For example, on R3’s manuscript a comment stated, “I think this kind of talk is very unclear...it is difficult to follow...the author doesn’t really add anything to our understanding of the nature of XXX... your idea here needs to be clarified...” Apparently, the reviewer expected R3 could have written in the way that he/she could follow. But R3 was confused, “From my view, I think my writing is very clear. I don’t know what he/she wants to know or how I can make him/her understand my idea.” The other comments about rhetorical problems that the Taiwanese scholars in this study commonly received were “lengthiness,” “repetition,” “overstatement,” and “over-simplification.” Not only Taiwanese writers’ rhetorical choices may hinder international reviewers and readers’ reading comprehension, reviewers’ comments which carry their own rhetorical logic sometimes confuse Taiwanese writers. R4

honestly confessed that one of the reasons that she could not revise her manuscript based on the reviewers' comments was her limited understanding of the received comments. "...Some of the suggestions are too rhetorical to be explicit for me to follow."

As for strategies to cope with comprehension difficulties of the reviewers' comments, R1 and R2 said they usually re-read the comments that they did not understand a few times, and sometimes they needed to put the comments aside for couple of days and re-read them again later. This issue reflects Gao and Wen's (2009) observation of "the gap between what the reader expects the writer to know about what the reader knows, and what the writer knows about what the reader knows about the writer's context" (p.700). Gao and Wen (2009) adopted the concepts of "writer responsibility" and "reader responsibility" to explain the rhetorically and culturally embedded differences. They further argued that "it is unrealistic to expect the gulf to be filled before manuscript submission" (p.701). Thus, they suggested that academic publication should be a process of dialogical co-construction. Editors and reviewers should not simply be the gatekeepers, instead, they should be bridge builders across the gap between authors and readers.

Belcher (2007) pointed out that language use, style and clarity, the most frequently commented issues by reviews, could overlap with issues of lexical items, style, or arguments (p.10). In terms of style, word choice has been identified by the participants to be one of the most difficult ones. R4 was frustrated about a reviewer's comment, "I had trouble reading this paper because the writing style is painfully informal at times, e.g. 'nowadays' I've not seen that word utilized in scholarly prose." R4 said, "I was so frustrated that I even doubt whether my perception about many other English words is correct. I don't know that 'nowadays' is an informal word in English. I perceive the word as neutral. In Chinese dictionaries, it means today or currently, so 'nowadays' simply means today or currently to me." R4's problem suggests that L2 rhetorical knowledge is

built up on and embedded in learners' L1. Interpretation of an English word may depend on one's idiosyncratic acquisition and perception of his/her understanding of the particular word. Learning English in the EFL contexts through their L2 languages, NNES/EIL researchers are disadvantaged to demonstrate the "epistemic presentation" pointed by McNabb (2001).

The other participant researchers also reported suffering similar rhetorical problems. R3 complained about being asked to have her manuscript reviewed by native English speakers. She said, "This manuscript had been reviewed over 10 times after its rejections for resubmissions. Each revision cost me about US \$250, and it had cost me about US\$3000 for paying the native reviewers." R2 reported difficulty in finding qualified native reviewers for her manuscript: "native speakers can only help clean up the surface level mistakes. Only the reviewer that is a native speaker and also a professional in my field can help me fix a few rhetorical problems, but it's very hard to find such a person who is qualified and also have time to help." The shared experiences of R3 and R2 illustrate that proofreading by native speakers though help a little bit (Flowerdew, 1999), it cannot solve the rhetorical problems and weed out the written accents because discourse is a socio-cultural construct of the interactions between the writer and his/her writing context (Widdowson, 2007).

Academic literacy

Academic literacy, in this proposed taxonomy, is placed on the top of the hierarchy because it affects NNES/EIL scholars' comprehension, presentation and interpretation. Most of the problems at the higher level categories (domain, community, and rhetoric) are interrelated and can all be emerged from the issue of academic literacy. The following are a few comments involving higher issues of knowledge transfer and literacy: "A and B are etymologically and conceptually related but are not one and the same"(R1); "the definition of XX as a 'way of establishing'..., however, the author uses 'XX-building,' which indicates that XX

is something to be built, not the way of building something" (R3); "It is not clear why the author applied notion of community of practice, especially since the author is not discussing situated learning" (R2). R4, as a novice researcher of Education, pointed out, "My English is not very good. Sometimes it is difficult for me to completely grasp the deeper meanings of an ideology that is constructed by the community discourse, not to mention to write and explain an ideology in English based on my understanding from the peripheral context." What the discourse means to the writer may not be grasped by the readers from a different discourse community and vice versa. As Phillipson (1992) and Pennycook (1994) indicated that language is cultural specific and can never be independent from its contexts. EFL writers' perceptions of L2 are developed through their L1 and in their L1 culture. Although contrastive rhetoric (CR) studies have been criticized for their cultural essentialism and over-simplification of Eastern and Western cultures, they afford important implications that discourse is culturally shaped and constructed. The implicit or intuitive knowledge of the underlying publishing structure, such as, the audience and the discourse of the academic community can hardly be "learned" without community practices. While CR studies have been extensively discussed over the past 40 years, and the paradigm of Standard English has been shifting to World Englishes and pluralism, SSCI publishing continues to follow exclusive language norms to make judgment about which constructed knowledge should be acknowledged.

RQ 3-- The Impact of SSCI publication

Research SSCIization

SSCI publications can extend the visibility of one's scholarship, enhance internationalization, and standardize the evaluation systems in academia. The SSCI offers an objective index to screen the overabundant publications to select the most cited journals. With the objective index, it is easier to establish

an impartial evaluation system, which is essential to the stability and sustainability of the various academic organizations. Through the standardized academic genre and the lingua franca, English, information can be quickly distributed, exchanged, and updated. However, this “objective” assessment norm also has brought certain consequences. R3, as the most senior researcher among the five participants, explained the situation in Taiwanese academia about a decade ago. Before SSCI was adopted for academic evaluation, scholarship was recognized more diversely including formal conferences, and reports or articles in meetings, newspapers, magazines, forums, textbooks, research books, and journal articles. R3 said, “ever since SSCI has become the major evaluation parameter, research types have been impacted. Some studies cannot be accommodated in the academic genre required by the SSCI journals, therefore, are excluded from the evaluation system as well as community communication.” R1 believed that every genre/form of scholarship as its unique value; however, R3 indicated that, “SSCI has standardized the means of evaluation of scholarship and thus creates a standard value of scholarship in Taiwan.” According to R1, the negative impact of SSCI in Taiwanese academia is that “scholarship has been simplified as impact factor and numbers of publications in the SSCI journals.

Research Englishization

English, as the language for academic publication, determines who can access the international community. Only those who have adequate English proficiency can have the passport to enjoy the mainstream membership and participate in academic community practice. The research published in indigenous languages can easily be neglected. However, R1 indicated that “the most cited journals do not always guarantee facilitating knowledge construction, but the other side of the coin is that parochialism may have its value to contribute to knowledge construction and diversification.” That is, R3 concluded that “SSCI publications contribute to research Englishization more than knowledge construction and diversification.” Under the

pressure of publication in English, R4 and R5 were anxious about their research career. They both received their Ph.D. in Taiwan and had no experience studying abroad. They perceived themselves as language disadvantaged in the Taiwanese academia (Li, 2002) because they believed that the researchers who received their Ph.D. from the US may have more connections with the center scholars (Cho, 2004; Tardy, 2004) or have better sense about the center community. R5 frankly told me that he usually stayed up late in his office until midnight. However, most of his submissions were rejected mainly because of his language problems. Though he was interested in some local issues, he hesitated to investigate them because “Taiwanese local issues may not be interesting to the international SSCI journals and the international readers.” Striving for tenure promotion, R4 said, “...getting my paper published is my only concern for doing research at this point. I would not have time to tackle local issues of Taiwan until I receive my tenure.” SSCI publication has impacted not only on English usage for knowledge dissemination but also on the types of research and issues to be studied.

Recession of the local journals

When asked about submissions to local journals, R1 honestly said he had never published in local journals because he seldom read the local journals himself. He further stated, “with the similar working efforts, publications in the local journals relatively have less visibility compared to the SSCI journals or the other international journals.” R2 disclosed that all her publications in the local journals were written in English because all the submitted manuscripts to the local journals were the ones had been rejected by international journals. The local journals’ alternative status is in line with what Canagarajah (1996) delineated about the local journals’ status in the Third World. R3, who had mainly published in Chinese and had served as a local journal editor, revealed that publications in Taiwan did not win her equal respect as those who published in the

SSCI journals. Besides, most of the local journals suffer insufficient submissions and receive poorer quality manuscripts because Taiwanese researchers prefer international journals. She said, “The SSCI publication value has impacted on recession of the local journals in Taiwan.”

Overemphasis of research

While being asked about the impact of SSCI on their personal and academic work, all the five researcher participants agreed that their schools, including both the research oriented national universities and non-research oriented private universities, weighed research over teaching; therefore, in general, they could not but spend more time on research than teaching. The Ministry of Education of Taiwan evaluates all universities by heavily relying on the number of publications of their faculty, which encourages the universities to regard vita lines as criteria for rewards and punishment. Being imposed upon by publication pressure, some researchers indicated a few unique phenomena in academia of Taiwan. R2 revealed that while research is over emphasized and promotion is getting competitive, collaborative research work has been critically reviewed in her university to prevent dishonest publications only in name. Various policies have been established due to this concern; for example, the promotion reviewing board would grade a co-authored article by dividing its credits by the numbers of the co-authors. The co-authored article that has been used by one’s promotion would not be allowed to be used again by the other collaborators’ promotion. These policies not only discourage teamwork but also infringe on trust between collaborators and enhance tension among them. Echoing R2, R4 and R5 both perceived that the Taiwanese academic culture has been getting “selfish” and “cold” because of extreme publishing competition, difficulty in finding research friends and a distrustful academic atmosphere.

Conclusion

Writing for publication is a complicated issue involving social practice, theories of academic literacy, knowledge construction, and power negotiations between the center and the peripheral. Scholars in Taiwan usually suffer various challenges in academic publishing, such as incompetent academic literacy, and insufficient knowledge of the community, the domain of their study, and rhetoric. Oftentimes, the publication issues are complicatedly tangled with one and another. The common strategies that the Taiwanese scholars applied to these problems are hiring proofreaders, re-reading reviewers' comments, collaboration, selecting the journals for submissions according to the reference list or personal familiarity. Legitimate peripheral participation (Lave and Wenger, 1991) through trial and error seems to be the main approach to acquire academic literacy. To negotiate the overwhelming pressure of SSCI publication imposed from the universities, many Taiwanese researchers weighed research over teaching. Many of them strategically took submission to local journals as their backup plan; they avoided parochial topics or issues but tended to choose the topics perceived as more internationally appealing in order to break into the international academic community.

Though SSCI has brought objective means for scholarship evaluation, it has also given birth to a negative syndrome that has impacted personal research focus and working goals, as well as academic value and culture. Under the SSCI norm, scholarship, which has been quantitatively measured as well as qualitatively restrained, has become standardized and has diverged from what scholarship values- diversity and equality. SSCI also affects the evaluation system of scholarship in Taiwan and the local journal industry. One significant impact of SSCI is that English has become the language used for intellectual discussions not only in the international journals but also in the local journals. Moreover, English proficiency and academic literacy are the most salient problems encountered by NNES/EIL scholars.

The privileged status of English in the international academic community seems to be impregnable and

would not be shaken within a short period of time; therefore, NNES/EIL scholars, instead of being marginalized as the peripheral, are encouraged to self-align with the privileged discourse to participate in the international academic community. By participating in the community practices, one can argue the legitimacy of hegemonic knowledge industry in English, bring in diverse voice from the peripheral, and enhance paradigm shifts from inside the community.

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ACKNOWLEDGEMENT:

This article is financially supported by NSC: 100-2410-H-004-181-

四、建議

政府在鼓勵學者參與國際學術社群不應該以 SSCI 或其他指標為文章品質指標。在亞洲之外的其他各國，學者們投稿是依據研究性質、所期待的讀者群體、所期待的對話社群，等等來決定投稿期刊。但是在台灣，學者們的發表用太過單一的方式評鑑，使學者們不得不一窩蜂的投 SSCI 期刊。除了政府與學校不應量化學者研究之外，學者們在投稿時也應該全方面提升自我的學術寫作素養，除了英文之外，需要多與國際學者交流，熟悉主流見解、融入國際學術社群，這樣才能在研究上站在浪頭前，而不是拾人牙慧。

國科會補助計畫衍生研發成果推廣資料表

日期:2013/01/03

國科會補助計畫	計畫名稱：從學術寫作素養與知識創新談台灣學者如何解決學術發表的困境
	計畫主持人：劉怡君
	計畫編號：100-2410-H-004-181-學門領域：英語教學研究

無研發成果推廣資料

100 年度專題研究計畫研究成果彙整表

計畫主持人：劉怡君

計畫編號：100-2410-H-004-181-

計畫名稱：從學術寫作素養與知識創新談台灣學者如何解決學術發表的困境

成果項目			量化			單位	備註（質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等）
			實際已達成數（被接受或已發表）	預期總達成數(含實際已達成數)	本計畫實際貢獻百分比		
國內	論文著作	期刊論文	1	1	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	1	1	100%		
		專書	0	0	100%		
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（本國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
國外	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	0	0	100%		
		專書	0	0	100%	章/本	
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（外國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		

<p>其他成果</p> <p>(無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)</p>	無
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	成果項目	量化	名稱或內容性質簡述
<div> 科 教 處 計 畫 加 填 項 目 </div>	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與（閱聽）人數	0	

國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

☒ 達成目標

☐ 未達成目標（請說明，以 100 字為限）

☐ 實驗失敗

☐ 因故實驗中斷

☐ 其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形：

論文：☒ 已發表 ☐ 未發表之文稿 ☐ 撰寫中 ☐ 無

專利：☐ 已獲得 ☐ 申請中 ☒ 無

技轉：☐ 已技轉 ☐ 洽談中 ☒ 無

其他：（以 100 字為限）

本文已經成功被周祝瑛教授所編輯的專書：SSCI Syndrome 所接受將於 2013 年刊登。

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限）

筆者深度訪談了五位學者，將其三組：experience, developing, novice.

分別根據他們的研究經驗與投稿文稿和期刊委員的評語分析了解台灣學者在學術發表上的困境與心態。筆者深度的探索，並將各類困境歸納為四類：Issues of community knowledge, Issues of domain knowledge, Issues of rhetoric, Issue of Academic literacy. SSCI 發表的壓力對台灣學者也產生了許多的影響：Research SSCIization, Research Englishization, Recession of the local journals, Overemphasis of research.

這些探討，有助於台灣學者了解學術發表時，台灣學者常遇到的問題，台灣學者如何克服這些問題，進入國際學術的主流社群，國際期刊編輯通常對台灣學者在學術發表上的評語與認知。這些隱晦性的學術社群生存之道，很難透過課程教授或訓練而得來。通常是靠著經驗的累積與摸索而自然習得。然而如何提升這些隱晦性的學術發表素養(professional academic literacy)攸關著一位新進學者如何能成功的進入社群，被認同成為社群的一分子。

本文的探討極具學術價值，除了可以做為新進學者進入學術社群的參考外，也針砭了目前國際學術社群的語言偏狹性、與英語霸權控制人類知識架構的不合理現象。