

Additional file 2

Student Questionnaire — Needs Analysis (Academic Writing)

学生问卷——需求分析（学术写作）

Project: Developing a Metacognitive Academic Writing Model (MAWM) for Chinese EFL Undergraduates

Institution: _____ Date: ____ / ____ / 20____

Participant Code (do not write your name / 请勿填写姓名): _____ Time: approximately 15–20 minutes

Key Terms / 关键术语

Content-integrated writing: Writing tasks connected to your major or disciplinary content. 与专业或学科内容相关的写作任务。

Metacognitive strategies: Planning before writing, monitoring during writing, evaluating after writing. 写前计划、写中监控、写后评估。

Self-regulated learning (SRL): Setting goals, choosing strategies, monitoring progress, reflecting on results. 设定目标、选择策略、监控进度、反思结果。

Part A. Background Information / 背景信息

1. Age / 年龄: _____
2. Gender / 性别: ☐ Male 男 ☐ Female 女 ☐ Prefer not to say 不愿透露
3. Major / 专业: _____
4. Year of study / 年级: ☐ 1st 大一 ☐ 2nd 大二 ☐ 3rd 大三 ☐ 4th 大四
5. Have you taken any English academic writing course? 是否修过英语学术写作课程? ☐ Yes 是 ☐ No 否
6. Have you experienced content-integrated English courses? 是否上过内容整合英语课程? ☐ Yes 是 ☐ No 否

Part B. Closed-Ended Questions (Likert Scale) / 封闭式问题

Scale: 1 = Strongly Disagree 非常不同意 2 = Disagree 不同意 3 = Neutral 中立 4 = Agree 同意 5 = Strongly Agree 非常同意

Section 1. Current English Writing Learning & Teaching / 当前英语写作学习与教学

Statement/题目	1	2	3	4	5
S1. My English writing classes focus more on grammar/vocabulary than on developing ideas and arguments. 我的英语写作课更注重语法/词汇，而非思想发展和论证。	☐	☐	☐	☐	☐
S2. Writing topics are connected to my major or other subject knowledge. 写作主题与我的专业或其他学科知识相关。	☐	☐	☐	☐	☐
S3. My teacher explains the structure and rhetorical moves of different text types (e.g., thesis statements, evidence-claim links). 老师讲解不同文体的结构和修辞手法。	☐	☐	☐	☐	☐
S4. Writing tasks require me to use information or sources from my subject area. 写作任务要求我使用专业领域的信息或资料。	☐	☐	☐	☐	☐
S5. I receive feedback on both language (grammar, wording) and content (ideas, argument quality). 我收到的反馈同时涉及语言和内容。	☐	☐	☐	☐	☐
S6. The writing tasks in my English class are similar to writing in my major courses. 英语课的写作任务与专业课的写作要求相似。	☐	☐	☐	☐	☐
S7. My teacher shows HOW they think while writing (e.g., writing live and explaining choices), not just showing examples. 老师展示写作时的思考过程，而非仅展示范文。	☐	☐	☐	☐	☐

Section 2. Content-Integrated Writing Orientation / 内容整合写作取向

Statement/题目	1	2	3	4	5
S8. Learning writing through subject content helps me understand topics more deeply. 通过学科内容学习写作有助于我更深入理解主题。	☐	☐	☐	☐	☐
S9. Using English to learn subject content increases my motivation to write. 用英语学习学科内容提高了我的写作动机。	☐	☐	☐	☐	☐
S10. I have access to English reading materials related to my major for writing tasks. 我可以获取与专业相关的英文阅读材料。	☐	☐	☐	☐	☐
S11. Content-integrated tasks help me learn both content knowledge and English simultaneously. 内容整合任务帮助我同时学习学科知识和英语。	☐	☐	☐	☐	☐
S12. Content-integrated writing helps me connect ideas from my major with English expressions. 内容整合写作帮助我将专业知识与英语表达联系起来。	☐	☐	☐	☐	☐
S13. Focusing on content and language at the same time is challenging for me. 同时关注内容和语言对我来说很有挑战性。	☐	☐	☐	☐	☐
S14. If available, I would like to join a content-integrated English writing class. 如有机会，我愿意参加内容整合式英语写作课程。	☐	☐	☐	☐	☐

Section 3. Metacognitive Strategy Use / 元认知策略使用

Statement/题目	1	2	3	4	5
S15. I know when it is appropriate to use a particular writing strategy. 我知道何时使用特定的写作策略。	☐	☐	☐	☐	☐
S16. Before writing, I prepare an outline or plan. 写作前，我会准备提纲或计划。	☐	☐	☐	☐	☐
S17. When I get a writing topic, I usually start immediately without making an outline first. (R) 拿到写作题目后，我通常不先列提纲就直接开始写。	☐	☐	☐	☐	☐
S18. I set clear goals for what I want to achieve in my writing. 我为写作设定明确的目标。	☐	☐	☐	☐	☐
S19. While writing, I pause to check whether my message is clear. 写作过程中，我会停下来检查表达是否清晰。	☐	☐	☐	☐	☐
S20. After writing, I check whether the content matches my original plan. 写完后，我会检查内容是否符合原定计划。	☐	☐	☐	☐	☐

Statement/题目	1	2	3	4	5
S21. I can judge how well I have done after finishing my writing. 写完后，我能判断自己完成得如何。	☐	☐	☐	☐	☐
S22. I receive guided practice and feedback when learning new writing strategies. 学习新写作策略时，我能得到指导练习和反馈。	☐	☐	☐	☐	☐
S23. I can apply writing strategies I learned in one task to different types of writing. 我能将策略迁移应用到其他类型的写作中。	☐	☐	☐	☐	☐
S24. I can explain which writing strategies I used and why I chose them. 我能解释使用了哪些策略及原因。	☐	☐	☐	☐	☐

Section 4. Self-Regulated Learning (SRL) & Affective Factors / 自我调节学习与情感因素

Statement/题目	1	2	3	4	5
S25. I manage my writing time effectively. 我能有效管理写作时间。	☐	☐	☐	☐	☐
S26. I set personal deadlines for different parts of a writing task. 我会为写作任务的不同部分设定个人截止日期。	☐	☐	☐	☐	☐
S27. When I face difficulties, I actively seek help (teacher, classmates, resources). 遇到困难时，我会主动寻求帮助。	☐	☐	☐	☐	☐
S28. I use online/print resources (e.g., dictionaries, academic websites) to solve writing problems. 我使用资源解决写作问题。	☐	☐	☐	☐	☐
S29. After completing a task, I reflect on my strengths and weaknesses. 完成任务后，我会反思自己的优缺点。	☐	☐	☐	☐	☐
S30. If a strategy does not work, I change my approach. 如果某策略不奏效，我会改变方法。	☐	☐	☐	☐	☐
S31. I feel confident managing my writing process independently. 我有信心独立管理写作过程。	☐	☐	☐	☐	☐
S32. I often delay starting writing because I am afraid of making mistakes or getting a low score. (R) 我因害怕犯错或得低分而推迟开始写作。	☐	☐	☐	☐	☐
S33. I often use AI tools or translation software to generate full sentences because I lack confidence. (R) 我因不自信而常用 AI 工具生成完整句子。	☐	☐	☐	☐	☐

Section 5. Assessment and Feedback Practices / 评估与反馈实践

Statement/题目	1	2	3	4	5
S34. I understand how my writing is graded (what counts for content vs. language). 我了解写作的评分标准。	☐	☐	☐	☐	☐
S35. Teacher feedback tells me specifically what to do next, not just what is wrong. 老师的反馈告诉我下一步该怎么做。	☐	☐	☐	☐	☐
S36. Peer review activities in class help me improve my drafts. 课堂同伴互评有助于我改进草稿。	☐	☐	☐	☐	☐
S37. When I receive feedback, I am asked to think about why I made certain choices and what I will change. 收到反馈时，老师会让我思考为什么做出某些选择。	☐	☐	☐	☐	☐

Section 6. Beliefs, Needs, and Context / 信念、需求与情境

Statement/题目	1	2	3	4	5
S38. I believe using 'advanced vocabulary' and complex grammar is more important than clear logic for high scores. (R) 我认为'高级词汇'和复杂语法比逻辑清晰更能得高分。	☐	☐	☐	☐	☐
S39. I often translate word-by-word from Chinese into English when writing. (R) 我写作时经常逐字从中文翻译成英文。	☐	☐	☐	☐	☐
S40. My current English writing course prepares me well for writing in my major. 目前的英语写作课程为专业	☐	☐	☐	☐	☐

Statement/题目	1	2	3	4	5
写作做好了准备。					
S41. I feel there is a need for a different approach to teaching English academic writing. 我认为英语学术写作教学需要不同的方法。	☐	☐	☐	☐	☐
S42. I am aware there are strategies I can use before, during, and after writing. 我知道写作前、中、后都有可用的策略。	☐	☐	☐	☐	☐
S43. I would like to learn more writing strategies in class. 我希望在课堂上学习更多写作策略。	☐	☐	☐	☐	☐
S44. Including metacognitive strategies in courses would help me complete assignments more effectively. 在课程中纳入元认知策略将帮助我更有效地完成作业。	☐	☐	☐	☐	☐
S45. I would like clearer guidance on how to use AI tools to support (not replace) my writing. 我希望获得关于如何用 AI 辅助写作的明确指导。	☐	☐	☐	☐	☐

Part C. Open-Ended Questions / 开放式问题

Please write in Chinese or English. 请用中文或英文作答。

Q1. What are the biggest challenges you face in English academic writing? 你在英语学术写作中面临的最大的挑战是什么？

Q2. How do you usually prepare before starting a writing task? 你通常如何准备写作任务？

Q3. In what ways do your current writing classes help you improve? What aspects feel LEAST helpful? 当前写作课在哪些方面帮助你提高？哪些方面最没有帮助？

Q4. How do you usually overcome difficulties when you get stuck while writing? 写作遇到困难时，你通常如何克服？

Q5. How do you feel emotionally when you struggle with writing (e.g., anxious, frustrated, indifferent)? 写作困难时，你的情绪状态如何？

Q6. When you receive a low score on writing, what do you think is the main reason? 收到低分时，你认为主要原因是什么

Q7. In your opinion, what makes an English essay 'good' or 'high-scoring'? 在你看来，什么样的英语作文是'好'的或'高分'的？

Q8. What kind of teacher feedback is most useful for you? 什么样的老师反馈对你最有用？

Q9. What changes would you like to see in how English writing is taught? 你希望英语写作教学有哪些改变？

Q10. If you could design the ideal English academic writing course, what would it include? 如果你能设计理想的英语学术写作课程，会包含什么？

— Thank you for your participation! 感谢您的参与! —