

Additional file 1

Lecturer Questionnaire — Needs Analysis (Academic Writing Instruction)

教师问卷——需求分析（学术写作教学）

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

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Institution: _____ Date: ____ / ____ / 20____

Participant Code (anonymous): _____ Time: approximately 30 minutes

Key Terms / 关键术语

Content-integrated writing orientation: Connecting writing topics and sources to students' majors or disciplinary content.

Metacognitive strategies: Planning before writing, monitoring during writing, evaluating after writing.

Self-regulated learning (SRL): Learners set goals, select strategies, monitor progress, and reflect to improve.

CALLA: A strategy-based instructional framework (Preparation → Presentation/Modeling → Practice → Self-Evaluation → Expansion/Transfer).

Part A. Demographic and Professional Background / 人口统计与专业背景

1. Years teaching university English courses that include academic writing: _____ years

2. Current course types (check all): ☐ Comprehensive English ☐ Academic English Writing ☐ CET-4/6 Preparation ☐ ESP ☐

Other: _____

3. Highest qualification: ☐ BA ☐ MA ☐ EdD/PhD ☐ Other: _____

4. Primary student cohort(s): ☐ 1st year ☐ 2nd year ☐ 3rd year ☐ 4th year

5.1 Typical class size: _____ students 5.2 Weekly contact hours: _____ hours

5.3 Main writing genres (check all): ☐ Paragraph ☐ Argumentative essay ☐ Expository essay ☐ Report ☐ Summary/Response ☐

Literature review ☐ Research proposal ☐ Other: _____

5.4 Main assessment stakes (check all): ☐ Course internal ☐ University-wide requirement ☐ External examinations ☐ Other:

6. Prior training in: Content-integrated writing ☐Yes ☐No | CALLA/strategy instruction ☐Yes ☐No | SRL/metacognition ☐Yes ☐No

7. Familiarity: Content-integrated writing ☐Low ☐Moderate ☐High | CALLA ☐Low ☐Moderate ☐High | SRL/metacognition ☐Low ☐Moderate ☐High

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

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Section 1. Current Course Design and Teaching Focus / 当前课程设计与教学重点

Statement/题目	1	2	3	4	5
T1. My academic writing classes emphasize language accuracy (grammar/vocabulary) more than idea development and argumentation. 我的学术写作课更注重语言准确性，而非思想发展和论证。	☐	☐	☐	☐	☐
T2. Writing topics are connected to students' majors or disciplinary content. 写作主题与学生的专业或学科内容相关。	☐	☐	☐	☐	☐
T3. I explicitly teach genre-related rhetorical moves (e.g., thesis-evidence links, stance, cohesion). 我明确教授体裁相关的修辞手法。	☐	☐	☐	☐	☐
T4. My writing assignments require students to use sources from their subject areas. 我的写作任务要求学生使用其学科领域的资料。	☐	☐	☐	☐	☐
T5. My feedback addresses both language accuracy and content/argument quality. 我的反馈同时涉及语言准确性和内容/论证质量。	☐	☐	☐	☐	☐
T6. Course assessments reflect the kinds of writing students do in their major courses. 课程评估反映学生在专业课程中的写作类型。	☐	☐	☐	☐	☐

Section 2. Content-Integrated Writing Orientation and Feasibility / 内容整合写作取向与可行性

Statement/题目	1	2	3	4	5
T7. Integrating disciplinary content with English writing helps students understand topics more deeply. 将学科内容与英语写作结合有助于学生更深入理解主题。	☐	☐	☐	☐	☐
T8. Content-integrated writing tasks increase students' motivation for writing. 内容整合写作任务提高学生的写作动机。	☐	☐	☐	☐	☐
T9. I have access to suitable disciplinary texts/resources in English for content-integrated writing. 我可以获取适合内容整合写作的英文学科资料。	☐	☐	☐	☐	☐
T10. I can align content objectives and language objectives within a single writing task. 我能在单一写作任务中协调内容目标和语言目标。	☐	☐	☐	☐	☐
T11. Managing both content demands and language scaffolding in one lesson is challenging. 在一节课中同时处理内容要求和语言支架具有挑战性。	☐	☐	☐	☐	☐
T12. Given adequate support, I would adopt or expand content-integrated writing instruction. 如有足够支持，我愿意采用或扩展内容整合写作教学。	☐	☐	☐	☐	☐

Section 3. Metacognitive Strategy Instruction and CALLA Practices / 元认知策略教学与 CALLA 实践

Statement/题目	1	2	3	4	5
T13. I teach students to plan their writing (e.g., goals, outlines, criteria). 我教学生规划写作（如目标、提纲、标准）。	☐	☐	☐	☐	☐
T14. I explicitly model strategies (e.g., think-aloud, exemplars, annotated samples). 我明确示范策略（如出声思维、范例、标注样本）。	☐	☐	☐	☐	☐
T15. Students receive guided practice applying strategies with feedback. 学生在应用策略时获得指导练习和反馈。	☐	☐	☐	☐	☐
T16. I require self-evaluation (e.g., checklists, rubrics, reflective notes) after drafts. 我要求学生在草稿后进行自我评估。	☐	☐	☐	☐	☐
T17. I design transfer activities so students apply strategies to new genres/subjects. 我设计迁移活动，让学生将策略应用于新体裁/学科。	☐	☐	☐	☐	☐
T18. I teach when and why to choose particular strategies (conditional knowledge). 我教授何时以及为什么选择特定策略（条件性知识）。	☐	☐	☐	☐	☐
T19. I allocate class time specifically for metacognitive strategy instruction. 我专门分配课堂时间用于元认知策略教学。	☐	☐	☐	☐	☐
T20. Students can describe which strategies they used and explain why. 学生能描述使用了哪些策略并解释原因。	☐	☐	☐	☐	☐
T21. I use think-aloud protocols (verbalizing my thinking while writing live) to show problem-solving. 我使用出声思维（现场写作时口述思考过程）展示问题解决。	☐	☐	☐	☐	☐

Section 4. Supporting Students' Self-Regulated Learning (SRL) / 支持学生自我调节学习

Statement/题目	1	2	3	4	5
T22. I help students set personal goals and sub-goals for writing assignments. 我帮助学生为写作任务设定个人目标和子目标。	☐	☐	☐	☐	☐
T23. I require interim deadlines (planning, drafting, revising) to support time management. 我要求阶段性截止日期以支持时间管理。	☐	☐	☐	☐	☐
T24. I encourage help-seeking (office hours, peer support, resource consultation). 我鼓励寻求帮助（答疑时间、同伴支持、资源咨询）。	☐	☐	☐	☐	☐
T25. I prompt students to reflect on strengths/weaknesses and revise strategies accordingly. 我促使学生反思优缺点并相应调整策略。	☐	☐	☐	☐	☐
T26. In my observation, most students show adequate SRL in writing (goal setting, persistence, strategy shifting). 据我观察，大多数学生在写作中表现出足够的自我调节能力。	☐	☐	☐	☐	☐
T27. In my observation, students often delay starting writing due to anxiety/fear of errors rather than lack of motivation. 据我观察，学生经常因焦虑/怕犯错而推迟开始写作，而非缺乏动机。	☐	☐	☐	☐	☐

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

Statement/题目	1	2	3	4	5
T28. My rubrics include both content/argument criteria and language criteria. 我的评分标准同时包含内容/论证和语言标准。	☐	☐	☐	☐	☐
T29. Students receive actionable feedback (e.g., next steps, strategy suggestions). 学生收到可操作的反馈（如下一步、策略建议）。	☐	☐	☐	☐	☐
T30. Peer review is structured (training and rubrics) and improves draft quality. 同伴互评有结构（培训和评分标准）且能改善草稿质量。	☐	☐	☐	☐	☐
T31. I use brief metacognitive prompts with feedback (e.g., "What will you change and why?"). 我在反馈中使用简短的元认知提示。	☐	☐	☐	☐	☐

Section 6. Context, Constraints, and Professional Learning Needs / 情境、制约与专业发展需求

Statement/题目	1	2	3	4	5
T32. Institutional guidelines, time allocation, and class sizes support effective writing instruction. 机构指南、时间分配和班级规模支持有效的写作教学。	☐	☐	☐	☐	☐
T33. The current curriculum adequately prepares students for disciplinary writing demands. 当前课程足以为学生的学科写作需求做准备。	☐	☐	☐	☐	☐
T34. There is a need for a new pedagogical model for EFL academic writing in my context. 在我的情境中，需要新的 EFL 学术写作教学模式。	☐	☐	☐	☐	☐
T35. Professional development in content-integrated writing, CALLA, and SRL would help me teach more effectively. 内容整合写作、CALLA 和 SRL 的专业发展会帮助我更有效地教学。	☐	☐	☐	☐	☐
T36. With appropriate resources and training, I could implement the MAWM in my courses. 有适当的资源和培训，我可以在课程中实施 MAWM。	☐	☐	☐	☐	☐
T37. Many students rely on AI tools to generate content directly, bypassing their own cognitive engagement. 许多学生依赖 AI 工具直接生成内容，绕过自己的认知参与。	☐	☐	☐	☐	☐
T38. I need specific pedagogical guidelines on how to integrate AI tools to assist (rather than replace) student writing. 我需要关于如何整合 AI 工具辅助（而非替代）学生写作的具体教学指导。	☐	☐	☐	☐	☐

Part C. Open-Ended Questions / 开放性问题

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

Q1. Routine Teaching Process: How do you usually design and organize a lesson or writing unit? How do you guide students

to plan, monitor, and evaluate their writing? 常规教学流程：您通常如何设计和组织一节课或一个写作单元？如何指导学生规划、监控和评估写作？

Q2. Self-Evaluation of Teaching Effectiveness: Which part of your teaching is most effective? Which part feels least effective (e.g., students cannot write after sample analysis, or don't read feedback)? 教学效果自评：您教学中哪部分最有效？哪部分最无效（如范文分析后学生仍不会写，或批改后不看反馈）？

Q3. Typical Emotional States: What emotional states do struggling writers show (e.g., anxiety, frustration, indifference, giving up)? Do these emotions prevent them from trying planning and monitoring strategies? 典型情绪状态：困难学生表现出什么情绪（如焦虑、沮丧、漠然、放弃）？这些情绪是否阻碍他们尝试规划和监控策略？

Q4. Attribution After Failure: When students receive low scores, how do they explain the reasons? Do they make internal attributions (lack of talent, low vocabulary) or external attributions (topic too difficult, teacher didn't teach clearly)? 失败归因：学生得低分时如何解释原因？是内归因（缺乏天赋、词汇量低）还是外归因（题目太难、老师没讲清楚）？

Q5. Response to Remedial Actions: When you ask struggling students to do self-checking or reflective revision, how do they usually respond? Was there any moment that helped them feel 'I can do it'? 对补救措施的反应：当您要求困难学生自查或反思修改时，他们通常如何反应？有没有什么时刻让他们感到‘我能做到’？

Q6. Misconceptions of a High-Score Essay: Do students believe 'advanced vocabulary and complex sentences' or 'clear logic and strong argument' leads to high scores? Do you feel tension between language accuracy and content/reasoning? 高分作文的误解：学生认为‘高级词汇和复杂句’还是‘清晰逻辑和有力论证’能得高分？您是否感到语言准确性与内容/推理之间的张力？

Q7. Metacognitive Awareness: Do students have clear awareness of their most frequent writing problems, or do they rarely summarize their recurring errors? 元认知意识：学生是否清楚自己最常见的写作问题，还是很少总结反复出现的错误？

Q8. Barriers to Strategy Instruction: What are the biggest barriers to implementing metacognitive strategy instruction (e.g., limited time, lack of tools, difficulty assessing thinking processes)? 策略教学障碍：实施元认知策略教学的最大障碍是什么（如时间有限、缺乏工具、难以评估思维过程）？

Q9. Vision for Course Improvement: If you could redesign this course, what support would you most want to add (e.g., automated thinking-guide tool, more one-on-one time, assessment changes)? Would you prefer cognitive scaffolds (pre-

writing support) or metacognitive scaffolds (post-writing checklists)? 课程改进愿景：如果您能重新设计课程，最想添加什么支持（如自动思维引导工具、更多一对一时间、评估改变）？您更倾向于认知支架（写前支持）还是元认知支架（写后检查表）？

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