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**METACOGNITIVE KNOWLEDGE, EXPERIENCES,
STRATEGIES IN ACADEMIC AND NON-ACADEMIC WRITING
PERFORMANCE AMONG CHINESE EFL STUDENTS**



**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
2026**



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Graduate School
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Abstrak

Penulisan dalam bahasa Inggeris sebagai bahasa asing (EFL) masih menjadi cabaran yang ketara bagi ramai pelajar universiti di China, sama ada dalam konteks akademik mahupun bukan akademik. Walaupun kemahiran ini diakui kepentingannya, perhatian terhadap peranan metakognisi dalam mempengaruhi prestasi penulisan EFL masih terhad. Kajian ini bertujuan untuk meneliti peranan pengetahuan metakognitif, pengalaman metakognitif, dan strategi metakognitif dalam prestasi penulisan pelajar EFL di China. Kajian ini menggunakan reka bentuk penyelidikan kaedah campuran. Data kuantitatif dikumpulkan daripada 740 orang pelajar universiti EFL di China melalui tiga set soal selidik dan dua ujian penulisan, manakala data kualitatif diperoleh melalui temu bual separa berstruktur dengan enam orang peserta. Analisis data melibatkan statistik deskriptif, pemodelan persamaan berstruktur berasaskan kuasa dua terkecil separa (PLS-SEM), serta analisis tematik. Dapatan kajian menunjukkan hubungan yang signifikan antara pengetahuan metakognitif, pengalaman metakognitif, dan strategi metakognitif dengan prestasi penulisan akademik dan bukan akademik. Secara khusus, pengetahuan prosedural dan bersyarat, perasaan serta anggaran metakognitif, dan strategi perancangan, pemantauan, serta penilaian didapati mempunyai hubungan yang signifikan dengan prestasi penulisan akademik. Bagi penulisan bukan akademik, pengetahuan bersyarat, perasaan metakognitif, serta strategi perancangan dan penilaian menunjukkan hubungan yang signifikan dengan prestasi penulisan. Selain itu, pengalaman metakognitif dikenal pasti mempunyai hubungan positif dengan pengetahuan metakognitif dan strategi metakognitif merentasi kedua-dua jenis tugas penulisan. Secara keseluruhan, dapatan kajian ini memberikan implikasi teori, metodologi, dan pedagogi yang penting dengan memperhalus pemahaman tentang peranan metakognisi dalam penulisan EFL serta menyediakan asas konseptual untuk penyelidikan masa hadapan berkaitan pembangunan kemahiran penulisan. Kajian ini turut mengemukakan cadangan praktikal bagi meningkatkan pengetahuan, pengalaman, dan strategi metakognitif pelajar EFL di China, seterusnya memperkukuh prestasi penulisan mereka dalam genre akademik dan bukan akademik.

Kata Kunci: Penulisan akademik, pelajar EFL Cina, Penulisan bukan akademik, Pengalaman metakognitif, Pengetahuan metakognitif, Strategi metakognitif.

Abstract

English as a foreign language (EFL) writing remains a significant challenge for many Chinese university students in both academic and non-academic contexts. Despite its importance, limited attention has been given to the role of metacognition in EFL writing performance. This study aimed to examine the roles of metacognitive knowledge, metacognitive experiences, and metacognitive strategies in Chinese EFL students' writing performance. A mixed-methods research design was employed. Quantitative data were collected from 740 Chinese EFL university students using three questionnaires and two writing tests, while qualitative data were obtained through semi-structured interviews with six participants. Data were analyzed using descriptive statistics, Partial Least Squares Structural Equation Modeling (PLS-SEM), and thematic analysis. The findings revealed significant relationships between metacognitive knowledge, metacognitive experiences, and metacognitive strategies and both academic and non-academic writing performance. Specifically, procedural and conditional knowledge, metacognitive feelings and estimates, and planning, monitoring, and evaluating strategies were significantly associated with academic writing performance. For non-academic writing, conditional knowledge, metacognitive feelings, and planning and evaluating strategies showed significant relationships with writing performance. In addition, metacognitive experiences were positively related to both metacognitive knowledge and metacognitive strategies across academic and non-academic writing tasks. These findings offer important theoretical, methodological, and pedagogical implications by refining metacognitive theory in EFL writing and providing a conceptual foundation for future research on writing skill development. The study also proposes practical recommendations to enhance Chinese EFL students' metacognitive knowledge, experiences, and strategies, thereby improving their writing performance across academic and non-academic genres.

Keywords: Academic writing, Chinese EFL students, Non-academic writing, Metacognitive experiences, Metacognitive knowledge, Metacognitive strategies.

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Table of Contents

Permission to Use.....	i
Abstrak.....	ii
Abstract.....	iii
Acknowledgements.....	iv
Table of Contents.....	v
List of Tables.....	xii
List of Figures.....	xv
List of Appendices.....	xviii
List of Abbreviations.....	xix
CHAPTER ONE INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.1.1 English Educational Policy in China.....	2
1.1.2 The Current English Language Curriculum System in China.....	3
1.1.3 The Current Situation of EFL Writing among Chinese Students.....	5
1.2 Problem Statement.....	7
1.3 Research Objectives.....	14
1.4 Research Questions.....	15
1.5 Research Hypotheses.....	17
1.6 Significance of the Study.....	18
1.7 Scope of the Study.....	22
1.8 Operational Definitions of Terms.....	24
1.9 Organization of the Thesis.....	30
1.10 Summary.....	33
CHAPTER TWO LITERATURE REVIEW.....	35
2.1 Introduction.....	35
2.2 Research on EFL Writing.....	36
2.2.1 The Background of EFL Writing.....	37

2.2.2 Research on Different Types of EFL Writing	39
2.2.2.1 Related Studies on Academic Writing	39
2.2.2.2 Related Studies on Non-academic Writing	41
2.2.3 Research on Academic and Non-Academic Writing in China	42
2.3 Research on Metacognition	44
2.3.1 Constituent Elements of Metacognition	45
2.3.2 Assessment of Metacognition	48
2.4 Research on Metacognitive Knowledge	50
2.4.1 The Components of Metacognitive Knowledge	51
2.5 Research on Metacognitive Experiences	54
2.5.1 The Components of Metacognitive Experiences	56
2.6 Research on Metacognitive Strategies	57
2.6.1 The Components of Metacognitive Strategies	58
2.7 Related Studies on Metacognition in Language Learning	59
2.7.1 Metacognition in Fostering Language Proficiency of Learners	59
2.7.2 Metacognition in Improving Language Skills	61
2.8 Related Studies on Metacognition in EFL Writing	64
2.8.1 Metacognitive Knowledge in EFL Writing	65
2.8.2 Metacognitive Experiences in EFL Writing	66
2.8.3 Metacognitive Strategies in EFL Writing	68
2.9 Theoretical Framework	72
2.9.1 Metacognition Theory	74
2.9.2 Writing Process Theory	74
2.9.3 Self-Regulated Learning (SRL) Theory	76
2.9.4 Constructivist Learning Theory	77
2.10 Conceptual Framework	78
2.11 Hypotheses Development	81
2.11.1 The Relationship between Metacognitive Knowledge and EFL Writing	

Performance	81
2.11.2 The Relationship between Metacognitive Experiences and EFL Writing Performance	82
2.11.3 The Relationship between Metacognitive Strategies and EFL Writing Performance	83
2.11.4 The Relationship between Metacognitive Experiences and Metacognitive Knowledge	84
2.11.5 The Relationship between Metacognitive Experiences and Metacognitive Strategies	85
2.12 Summary	87
CHAPTER THREE METHODOLOGY	89
3.1 Introduction	89
3.2 Research Design	89
3.3 Instrumentation	93
3.3.1 Research Instruments used in Quantitative Approach	95
3.3.1.1 Metacognitive Writing Knowledge Questionnaire (MWKQ)	96
3.3.1.2 Metacognitive Writing Experiences Questionnaire (MWEQ)	99
3.3.1.3 Metacognitive Writing Strategies Questionnaire (MWSQ)	101
3.3.1.4 Writing Performance Assessments	103
3.3.1.4.1 Evaluation Procedure	103
3.3.1.4.2 The Scoring Rubric of Academic Writing Task	106
3.3.1.4.3 The Scoring Rubric of Non-academic Writing Task	109
3.3.2 Research Instruments used in Qualitative Approach	111
3.3.3 Validity and Reliability of the Instruments	115
3.3.3.1 Validity of the Quantitative Instruments	116
3.3.3.1.1 Content Validity	116
3.3.3.1.2 Face Validity	121
3.3.3.1.3 Construct Validity	121

3.3.3.2 Reliability of the Quantitative Instruments	122
3.3.3.3 Trustworthiness of the Qualitative Instrument	123
3.3.3.3.1 Credibility	124
3.3.3.3.2 Transferability	126
3.3.3.3.3 Dependability	127
3.3.3.3.4 Confirmability	128
3.4 Samples of the Study	129
3.4.1 Quantitative Sampling	129
3.4.1.1 Population of the Study	129
3.4.1.2 Sampling Frame	130
3.4.1.3 The Sample Size	131
3.4.1.4 Sampling Technique	132
3.4.2 Qualitative Sampling	135
3.4.2.1 The Sample Size	135
3.4.2.2 Sampling Technique	136
3.5 Research Procedures of Data Collection	138
3.5.1 Research Procedures of the Quantitative Data	138
3.5.2 Research Procedures of the Qualitative Data	141
3.6 Data Analysis	144
3.6.1 Quantitative Data Analysis	144
3.6.1.1 Initial Data Preparation	144
3.6.1.2 Frequency Distribution	145
3.6.1.3 Evaluation of PLS-SEM	146
3.6.1.3.1 The Measurement Model	152
3.6.1.3.2 The Structural Model	169
3.6.2 Qualitative Data Analysis	174
3.7 Summary of Data Analysis Techniques	179
3.8 Pilot Study	184

3.8.1 Pilot Testing the Questionnaires	185
3.8.2 Pilot Testing the Writing Performance Assessment	186
3.8.3 Pilot Testing the Semi-Structured Interviews	188
3.9 Ethical Considerations	191
3.9.1 Consent Form	192
3.9.2 Confidentiality and Anonymity	192
3.9.3 Privacy and Dignity	193
3.10 Summary	193
CHAPTER FOUR RESEARCH FINDINGS AND DISCUSSION	195
4.1 Introduction	195
4.2 Findings of Quantitative Data	195
4.2.1 Preliminary Data Findings	195
4.2.1.1 Demographic Data of the Study	196
4.2.1.2 Normality of Data Distribution	197
4.2.1.3 Test of Multicollinearity	208
4.2.2 Findings of Research Question One	211
4.2.3 Findings of Research Question Two	214
4.2.4 Findings of Research Question Three	217
4.2.5 Findings of Research Question Four	221
4.2.6 Findings of Research Hypothesis One to Six	223
4.2.6.1 Findings of Research Hypothesis One	225
4.2.6.2 Findings of Research Hypothesis Two	226
4.2.6.3 Findings of Research Hypothesis Three	227
4.2.6.4 Findings of Research Hypothesis Four	230
4.2.6.5 Findings of Research Hypothesis Five	231
4.2.6.6 Findings of Research Hypothesis Six	232
4.2.7 Findings of Research Hypothesis Seven to Ten	233
4.2.7.1 Findings of Research Hypothesis Seven	233

4.2.7.2 Findings of Research Hypothesis Eight	235
4.2.7.3 Findings of Research Hypothesis Nine	236
4.2.7.4 Findings of Research Hypothesis Ten	238
4.3 Findings of Qualitative Data	240
4.3.1 Findings of the Chinese EFL Students' Perceptions on the Role of Metacognitive Knowledge in Academic and Non-academic Writing	241
4.3.1.1 The Role of Declarative Knowledge	241
4.3.1.2 The Role of Procedural Knowledge	248
4.3.1.3 The Role of Conditional Knowledge	253
4.3.2 Findings of the Chinese EFL Students' Perceptions on the Role of Metacognitive Experiences in Academic and Non-academic Writing	258
4.3.2.1 The Role of Metacognitive Feelings	258
4.3.2.2 The Role of Metacognitive Estimates	264
4.3.3 Findings of the Chinese EFL Students' Perceptions on the role of Metacognitive Strategies in Academic and Non-academic Writing	269
4.3.3.1 The Role of Planning	269
4.3.3.2 The Role of Monitoring	276
4.3.3.3 The Role of Evaluating	282
4.4 Discussion of the Findings of Quantitative Data	290
4.4.1 Discussion of the Findings of Research Question One	290
4.4.2 Discussion of the Findings of Research Question Two	292
4.4.3 Discussion of the Findings of Research Question Three	294
4.4.4 Discussion of the Findings of Research Question Four	297
4.4.5 Discussion of the Findings of Research Hypothesis One to Six	299
4.4.6 Discussion of the Findings of Research Hypothesis Seven to Ten	307
4.5 Discussion of Qualitative Data	312
4.5.1 Discussion of Metacognitive Knowledge	312
4.5.1.1 Discussion of Declarative Knowledge	312

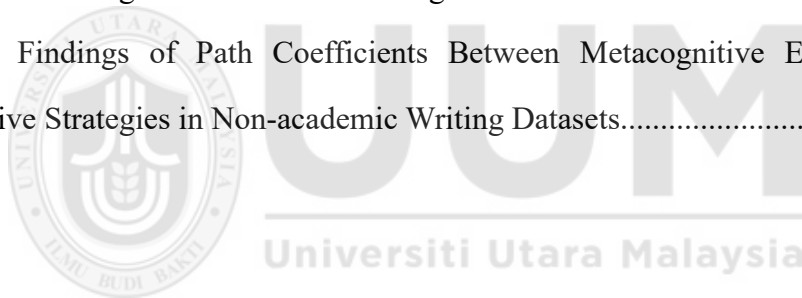
4.5.1.2 Discussion of Procedural Knowledge	315
4.5.1.3 Discussion of Conditional Knowledge	317
4.5.2 Discussion of Metacognitive Experiences	318
4.5.2.1 Discussion of Metacognitive Feelings	318
4.5.2.2 Discussion of Metacognitive Estimates	322
4.5.3 Discussion of Metacognitive Writing Strategies	325
4.5.3.1 Discussion of Planning	325
4.5.3.2 Discussion of Monitoring	330
4.5.3.3 Discussion of Evaluating	333
4.6 Summary	336
CHAPTER FIVE IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION	338
5.1 Introduction	338
5.2 Summary of Findings	338
5.3 Implications of the Present Study	344
5.3.1 Theoretical Implications	344
5.3.2 Methodological Implications	350
5.3.3 Practical Implications	353
5.3.3.1 Implications for the Student Writers	355
5.3.3.2 Implications for the Teachers	361
5.3.3.3 Implications for the Curriculum Designers	364
5.3.3.4 Implications for the Policymakers	367
5.4 Limitations of the Study	369
5.5 Recommendations for Future Research	371
5.6 Conclusion of the Study	374
REFERENCES	378
APPENDICES	409

List of Tables

Table 1.1 The Objectives and Outcomes of the Thesis.....	32
Table 2.1 Typology of Metacognitive Components.....	46
Table 3.1 An Overview of the Instruments.....	94
Table 3.2 Metacognitive Writing Knowledge Questionnaire's Categories and Items.....	97
Table 3.3 Metacognitive Writing Experiences Questionnaire's Categories and Items.....	99
Table 3.4 Metacognitive Writing Strategies Questionnaire's Categories and Items.....	101
Table 3.5 Demographic Details of Raters.....	105
Table 3.6 The Academic Writing Scoring Rubric.....	108
Table 3.7 The Non-academic Writing Scoring Rubric.....	110
Table 3.8 Semi-structured Interview Protocol.....	113
Table 3.9 Demographic Details of Experts.....	118
Table 3.10 Modifications of the Metacognitive Writing Knowledge Questionnaires.....	119
Table 3.11 Modifications of the Metacognitive Writing Experiences Questionnaire.....	120
Table 3.12 Modifications of the Metacognitive Writing Strategies Questionnaire.....	120
Table 3.13 Reliability Test.....	123
Table 3.14 Distribution Of sample for Quantitative procedure.....	133
Table 3.15 Distribution Of sample for Qualitative procedure.....	137
Table 3.16 Internal Consistency Reliability in Academic Writing.....	155
Table 3.17 Internal Consistency Reliability in Non-academic Writing.....	155
Table 3.18 Variables' Outer Loading and AVE in Academic Writing.....	157
Table 3.19 Variables' Outer Loading and AVE in Non-academic Writing.....	159
Table 3.20 Variables' Factor Loading and Cross Loading in Academic Writing.....	161
Table 3.21 Variables' Factor Loading and Cross Loading in Non-academic Writing.....	163
Table 3.22 Variables' Fornell-Larcker Value in Academic Writing.....	166
Table 3.23 Variables' Fornell-Larcker Value in Non-academic Writing.....	167
Table 3.24 Heterotrait-Monotrait (HTMT) in Academic Writing.....	168

Table 3.25 Heterotrait-Monotrait (HTMT) in Non-academic Writing.....	168
Table 3.26 Values Of Coefficient of Determination (R^2).....	170
Table 3.27 Values Of Effect Size (f^2).....	172
Table 3.28 Values Of Predictive Relevance (Q^2).....	173
Table 3.29 Sample Schema to Code and Organize Data according to the Themes.....	178
Table 3.30 Summary of Data Analysis Techniques.....	180
Table 4.1 Demographic Data of the Study.....	197
Table 4.2 Skewness and Kurtosis Values of Metacognitive Writing Knowledge.....	199
Table 4.3 Skewness and Kurtosis Values of Metacognitive Writing Experiences.....	202
Table 4.4 Skewness and Kurtosis Values of Metacognitive Writing Strategies.....	204
Table 4.5 Skewness and Kurtosis Values of Academic and Non-academic Writing Tests	206
Table 4.6 Multicollinearity Diagnosis of Metacognitive Writing Knowledge.....	209
Table 4.7 Multicollinearity Diagnosis of Metacognitive Writing Experiences.....	210
Table 4.8 Multicollinearity Diagnosis of Metacognitive Writing Strategies.....	210
Table 4.9 EFL Chinese Students' Metacognitive Knowledge in Academic and Non-academic Writing.....	214
Table 4.10 EFL Chinese Students' Metacognitive Experiences in Academic and Non-academic Writing.....	217
Table 4.11 EFL Chinese Students' Metacognitive Strategies in Academic and Non-academic Writing.....	220
Table 4.12 EFL Chinese Students' Performance in Academic and Non-academic Writing.....	221
Table 4.13 Findings of metacognitive Knowledge' s Path coefficients in Academic Writing Datasets.....	226
Table 4.14 Findings of Metacognitive Experiences' Path coefficients in Academic Writing Datasets.....	227
Table 4.15 Findings of Metacognitive Strategies' Path coefficients in Academic Writing Datasets.....	228

Table 4.16 Findings of Metacognitive Knowledge’s Path coefficients in Non-academic Writing Datasets.....	230
Table 4.17 Findings of Metacognitive Experiences’ Path coefficients in Non-academic Writing Datasets.....	231
Table 4.18 Findings of Metacognitive Strategies’ Path Coefficients in Non-academic Writing Datasets.....	232
Table 4.19 Findings of Path Coefficients Between Metacognitive Experiences and Metacognitive Knowledge in Academic Writing Datasets.....	235
Table 4.20 Findings of Path Coefficients Between Metacognitive Experiences and Metacognitive Knowledge in Non-academic Writing Datasets.....	236
Table 4.21 Findings of Path Coefficients Between Metacognitive Experiences and Metacognitive Strategies in Academic Writing Datasets.....	238
Table 4.22 Findings of Path Coefficients Between Metacognitive Experiences and Metacognitive Strategies in Non-academic Writing Datasets.....	240



List of Figures

Finger 2.1 Multi-faceted elements of metacognition.....	48
Figure 2.2 Proposed model of metacognition.....	55
Figure 2.3 Theoretical Framework of the Study.....	73
Figure 2.4 Structure of the writing model.....	75
Figure 2.5 Conceptual Framework of the Study.....	80
Figure 3.1 Research Design of the Study.....	90
Figure 3.2 Explanatory Sequential Design.....	91
Figure 3.3 Populations and Samples.....	130
Figure 3.4 Flowchart of Quantitative Research Procedures.....	139
Figure 3.5 Flowchart of Qualitative Research Procedures.....	142
Figure 3.6 The Measurement Model.....	153
Figure 3.7 Data Analysis in Qualitative Research.....	174
Figure 4.1 Normality Distribution Histogram of Matecognitive Writing Knowledge.....	200
Figure 4.2 The Normal P-P Plot of Matecognitive Writing Knowledge.....	201
Figure 4.3 Normality Distribution Histogram of Matecognitive Writing Experiences....	203
Figure 4.4 The Normal P-P Plot of Matecognitive Writing Experiences.....	204
Figure 4.5 Normality Distribution Histogram of Matecognitive Writing Strategies.....	205
Figure 4.6 The Normal P-P Plot of Matecognitive Writing Strategies.....	206
Figure 4.7 Normality Distribution Histogram of Academic and Non-academic Writing Tests.....	207
Figure 4.8 The Normal P-P Plot of Academic and Non-academic Writing Tests.....	208
Figure 4.9 The Level of Matecognitive Writing Knowledge in Academic Writing.....	212
Figure 4.10 The Level of Matecognitive Writing Knowledge in Non-academic Writing.....	213
Figure 4.11 The Level of Matecognitive Writing Experiences in Academic Writing.....	215
Figure 4.12 The Level of Matecognitive Writing Experiences in Non-academic	

Writing.....	216
Figure 4.13 The Level of Metacognitive Writing Strategies in Academic Writing.....	218
Figure 4.14 The Level of Metacognitive Writing Strategies in Non-academic Writing..	219
Figure 4.15 The Level of Academic Writing Performance.....	222
Figure 4.16 The Level of Non-academic Writing Performance.....	223
Figure 4.17 PLS-SEM Algorithm in Academic Datasets.....	224
Figure 4.18 PLS-SEM Algorithm in Non-academic Datasets.....	229
Figure 4.19 PLS-SEM Algorithm Between Metacognitive Experiences and Metacognitive Knowledge in Academic Datasets.....	234
Figure 4.20 PLS-SEM Algorithm Between Metacognitive Experiences and Metacognitive Knowledge in Non-academic Datasets.....	235
Figure 4.21 PLS-SEM Algorithm Between Metacognitive Strategies and Metacognitive Knowledge in Academic Datasets.....	237
Figure 4.22 PLS-SEM Algorithm Between Metacognitive Strategies and Metacognitive Knowledge in Non-academic Datasets.....	239
Figure 4.23 Summary of Findings of Declarative Knowledge.....	247
Figure 4.24 Summary of Findings of Procedural Knowledge.....	252
Figure 4.25 Summary of Findings of Conditional Knowledge.....	257
Figure 4.26 Summary of Findings of Metacognitive Feelings.....	263
Figure 4.27 Summary of Findings of Metacognitive Estimates.....	268
Figure 4.28 Summary of Findings of Planning.....	275
Figure 4.29 Summary of Findings of Monitoring.....	281
Figure 4.30 Summary of Findings of Evaluating.....	289
Figure 5.1 Path Diagram of Theoretical Implications on Academic Writing.....	346
Figure 5.2 Path Diagram of Theoretical Implications on Non-academic Writing.....	348
Figure 5.3 Path Diagram of Recommendations for Improving Academic Writing Proficiency.....	357

Figure 5.4 Path Diagram of Recommendations for Improving Non-academic Writing Proficiency.....	359
Figure 5.5 Recommendations of Pedagogical Practices for Teachers.....	361
Figure 5.6 Recommendations for the Curriculum Designers.....	364
Figure 5.7 Recommendations for the Policymakers.....	367
Figure 5.8 Recommendations for Future Research.....	372



List of Appendices

Appendix A Metacognitive Writing Knowledge Questionnaire (MWKQ).....	409
Appendix B Metacognitive Writing Experiences Questionnaire (MWEQ).....	411
Appendix C Metacognitive Writing Strategies Questionnaire (MWKQ).....	413
Appendix D Sample of Academic and Non-academic Writing Tests.....	416
Appendix E Scoring Rubric for the Writing Tests.....	4177
Appendix F Samples of Chinese EFL Students' Composition.....	419
Appendix G Interview Protocol.....	4233
Appendix H Sampling Determination Table.....	4254
Appendix I Consent Letter for Data Collection.....	4266
Appendix J Participant Information Sheet (PIS).....	4277
Appendix K Consent Form (Students of Phase One).....	428
Appendix L Consent Form (Students of Phase Two).....	430
Appendix M Interview Guide.....	431
Appendix N Validation Form.....	432
Appendix O Transcription of the Interviews.....	433
Appendix P Summary of Previous Literatures on the Relationship between Metacognition and EFL Writing Performance.....	4677

List of Abbreviations

Abbreviation	Description of Abbreviation
AHSGS	Awang Had Salleh Graduate School
AWP	Academic Writing Performance
AVE	Average Variance Extracted
CB-SEM	Covariance Based Structural Equation Modelling
CET4	College English Test Band 4
CET6	College English Test Band 6
CF	Consent Form
CFA	Confirmatory Factor Analysis
CK	Conditional Knowledge
CR	Composite Reliability
DK	Declarative Knowledge
DV	Dependent Variable
E	Evaluating
EFL	English as a Foreign Language
EGAP	English for general academic purpose
ESAP	English for specific purpose
EWSI	English writing strategy inventory
F ²	Effect size
FL	Foreign Language
FOC	Feeling of confidence
FOD	Feeling of difficulty
FOF	Feeling of familiarity
FOS	Feeling of satisfaction
HTMT	Heterotrait-Monotrait
IELTS	International English Language Testing System

IV	Independent Variable
KLU	Kaili University
L1	First Language
L2	Second Language
M	Monitoring
ME	Metacognitive Estimate
MF	Metacognitive Feelings
NAWP	Non-Academic Writing Performance.
OMK	Online Metacognitive Knowledge
OMS	Online Metacognitive Strategies
P	Planning
PIS	Participant Information Sheet
PK	Procedural Knowledge
PLS	Partial Least Square
Q ²	Predictive Relevance
R ²	Coefficient Determination
RHs	Research Hypotheses
ROs	Research Objectives
RQs	Research Questions
SD	Standard Deviation
SEM	Structural Equation Modeling
SPSS	Statistical Package for the Social Sciences
UUM	Universiti Utara Malaysia
VIF	Variance Inflation Factor
VF	Validation Form

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Facing the increasing trend of globalization and the application of information technologies, the importance of learning English has been increasing steadily. Writing stands out as a vital component of English proficiency, demanding metacognitive ability in the creation and iterative refinement of texts. This necessity extends beyond first language (L1) scenarios (Hayes, 2012) to encompass second language (L2) environments (Hyland & Hyland, 2019).

Metacognition is widely recognized as a pivotal factor in achieving success in language acquisition (Huang & Zhang, 2022; Sun & Zhang, 2022a; Teng & Huang, 2023; Wenden, 1998; Zhang, 2010; Zhang et al., 2019). Metacognitive strategies, as a type of language learning strategy, hold an important position within the overall framework of learning strategies. O'malley and Chamot (1990) consider metacognitive strategies to be the highest level of strategies. Dülger (2011) found that, compared to other learning strategies, metacognitive strategies provide the greatest assistance in the process of English writing.

Moreover, in English writing, the frequency of applying metacognitive strategies is higher than that of other strategies. Chinese scholars such as Wen (2004), Han (2022) and Yu (2020), in their published works, also mention that metacognition have significant guiding implications at a higher level. Therefore, integrating metacognition with English

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APPENDICES

Appendix A

Metacognitive Writing Knowledge Questionnaire (MWKQ)

Directions: Thank you very much for taking part in this survey about the metacognition in English writing . This is not a test, so there are no “right” or “wrong” answers, only personal opinions which we value. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you for your cooperation.

指导：非常感谢您参与这次关于英语写作元认知的调查。这不是一个测试，所以每个题目的答案没有正误之分，只需体现您的个人观点。为保证调查的成功，我们需要您最真诚的回答。谢谢您的合作。

1=Strongly disagree, 2 = Disagree, 3 = Neutral, 4= Agree , 5 = Strongly agree

1=强烈不同意， 2=不同意， 3=中立， 4=同意， 5=强烈同意

Name: _____

Gender: Male Female

Age: _____

School: _____

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I know my strengths and weaknesses in my writing. 我知道我在写作中的优缺点。	1	2	3	4	5
4. I know the important information for my writing. 我知道关于写作的重要信息。	1	2	3	4	5
3. I can assess my comprehension of the writing topic. 我能评估出我对写作主题的理解程度。	1	2	3	4	5
4. I understand the specific requirements for each writing topic. 我理解每个写作主题的具体要求。	1	2	3	4	5
5. I have applied effective writing strategies in the past. 我以前曾运用过有效的写作策略。	1	2	3	4	5
6. I have explicit purposes for each writing topic. 我知道每个写作主题的明确目的。	1	2	3	4	5
7. I can use effective writing strategies when the topic is familiar. 当我对话题很熟悉的时候，我可以使用有效的写作策略。	1	2	3	4	5
8. I adapt writing strategies based on the nature of the topic. 我会根据主题的性质来调整写作策略。	1	2	3	4	5
9. I can identify the most effective writing	1	2	3	4	5

strategies when needed . 我可以在需要的时候找到最有效的写作策略。					
12. I know what to monitor during the writing process. 在写作时，我知道应该监控哪些内容。	1	2	3	4	5
11. I control over my monitoring efforts during the writing process. 在写作时，我可以控制我的监控。	1	2	3	4	5
12. I am aware of some strategies for effectively monitoring my writing. 我知道一些可以有效监控写作的策略。	1	2	3	4	5
13. I find myself automatically using some effective strategies to monitor my writing. 我发现自己会自动使用一些有效的策略来监控我的写作情况。	1	2	3	4	5
14. When I am writing, I can motivate to monitor my writing when necessary. 写作时，我可以在必要时激励自己去监督写作过程。	1	2	3	4	5
15. I use my strengths to compensate for my weakness during the writing-monitoring process.. 我用我的优势来弥补我的写作监控过程中的弱点。	1	2	3	4	5
16. I have a specific purpose in mind when evaluating my writing. 在评估我的写作时，我心里有一个特定的目的。	1	2	3	4	5
17.I know what I should do to check and revise my writing. 我知道怎么检查和修改我的写作内容	1	2	3	4	5
18. I know how well I did after evaluating my writing. 我可以在评估完我的写作作品后知道自己写得怎么样。	1	2	3	4	5
19.I motivate myself to evaluate my writing when necessary. 必要时，我激励自己评估自己的写作能力。	1	2	3	4	5
20.I learn more after evaluation of my writing. 在评估了我的作品后，我学到了更多。	1	2	3	4	5

Appendix B

Metacognitive Writing Experiences Questionnaire (MWEQ)

Directions: Thank you very much for taking part in this survey about the metacognition in English writing . This is not a test, so there are no “right” or “wrong” answers, only personal opinions which we value. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you for your cooperation.

指导：非常感谢您参与这次关于英语写作元认知的调查。这不是一个测试，所以每个题目的答案没有正误之分，只需体现您的个人观点。为保证调查的成功，我们需要您最真诚的回答。谢谢您的合作。

1=Strongly disagree, 2 = Disagree, 3 = Neutral, 4= Agree , 5 = Strongly agree

1=强烈不同意， 2=不同意， 3=中立， 4=同意， 5=强烈同意

Name: _____ Gender: Male Female
 Age: _____ School: _____

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am interested in writing. 我对写作很感兴趣。	1	2	3	4	5
2. I can finish the writing task as expected. 我可以在预期内完成写作任务。	1	2	3	4	5
3. I feel confident in my ability as a English writer. 我对自己作为一名英语作者的能力很有信心。	1	2	3	4	5
4. I check grammatical errors during writing. 我会在写作过程中检查语法错误	1	2	3	4	5
5. I reorganise my ideas in my writing. 我会在写作中重组自己的想法。	1	2	3	4	5
6. I check and correct spelling errors in my writing. 我会在写作中检查并修改拼写错误。	1	2	3	4	5
7. I check sentence structures in my writing. 我会在写作中检查句子结构。	1	2	3	4	5
8. I ensure the first and last sentences effectively convey my intended meaning. 我会确保作文的第一句和最后一句话能有效地表达我的意思	1	2	3	4	5

9. I learn/write more if I am interested in this writing topic 如果我对这个写作主题感兴趣，我可以学习或写更多。	1	2	3	4	5
10. I apply what I have learned from my English courses. 我会在写作中运用我从英语课程中学到的东西。	1	2	3	4	5
11. I am satisfied with the outcome of my writing. 我对我的写作成果感到很满意。	1	2	3	4	5
12. I check if I finish these writing tasks on time. 我会检查我是否在指定的时间内完成了写作任务。	1	2	3	4	5
13. I pay attention to proper grammar usage in my writing. 我在写作中很注意使用正确的语法。	1	2	3	4	5
14. I pay attention to vocabulary selection in my writing. 我在写作中很注意词汇的选择。	1	2	3	4	5
15. I pay attention to sentence structures in my writing. 我在写作中很注意句子结构。	1	2	3	4	5
16. I pay attention to logical reasoning in my writing. 我在写作中很注意逻辑关系。	1	2	3	4	5

Appendix C

Metacognitive Writing Strategies Questionnaire (MWKQ)

Directions: Thank you very much for taking part in this survey about the metacognition in English writing . This is not a test, so there are no “right” or “wrong” answers, only personal opinions which we value. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you for your cooperation.

指导：非常感谢您参与这次关于英语写作元认知的调查。这不是一个测试，所以每个题目的答案没有正误之分，只需体现您的个人观点。为保证调查的成功，我们需要您最真诚的回答。谢谢您的合作。

1=Strongly disagree, 2 = Disagree, 3 = Neutral, 4= Agree , 5 = Strongly agree

1=强烈不同意，2=不同意，3=中立，4=同意，5=强烈同意

Name: _____ Gender: Male Female
 Age: _____ School: _____

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Before writing, I read related articles to help me plan for my writing. 写作前，我会阅读相关的文章以帮助我制定写作计划。	1	2	3	4	5
2. Before writing, I search online information for my writing. 写作前，我会在网上搜索和我写作相关的信息。	1	2	3	4	5
3. Before writing, I create a mind map outlining the main points for my writing. 写作前，我会创建一个思维导图，以概述我的写作的要点	1	2	3	4	5
4. Before writing, I make a plan to achieve the goals for my writing. 写作前，我会先制定一个计划来实现我的写作目标。	1	2	3	4	5
5. I brainstorm ideas before starting to write. 写作前，我会先进行头脑风暴。	1	2	3	4	5
6. Before writing, I ask questions related to the writing topic. 写作前，我会问一些与写作主题相关的问题。	1	2	3	4	5

7. I ask myself if I have met the goals during writing. 在写作时，我问自己是否能达到写作的目标。	1	2	3	4	5
8. I consider the most effective writing strategies while writing. 我认为在写作时是最有效的写作策略。	1	2	3	4	5
9. I check my writing progress during writing. (M) 我在写作时检查我的写作进度。	1	2	3	4	5
10. I follow my previous plan during writing.(M) 我在写作时按照我之前的计划去做。	1	2	3	4	5
11. I consider alternatives to my writing when my plan does not work out. 当我的计划不成功时，我就会考虑其他的替代方案。	1	2	3	4	5
12. I find myself pausing regularly to think for the best expression for my writing. 我发现自己经常停下来思考，并为写作寻找最好的表达方式。	1	2	3	4	5
13. I pay attention to the flow of language during writing. 我在写作过程中会注意语言的连贯性。	1	2	3	4	5
14. I use my previous notes during writing. 我在写作时会使用我之前的笔记。	1	2	3	4	5
15. I regularly think whether I have side-tracked from my central theme during writing. 在写作时，我经常思考我是否偏离了中心主题。	1	2	3	4	5
16. I evaluate my mastery of knowledge and skills after writing. 写作后，我会评估我对知识和技能的掌握程度。	1	2	3	4	5
17. After writing, I evaluate whether I have achieved my predetermined goals. 写作后，我评估我是否达到了预先确定的目标。	1	2	3	4	5
18. I reflect on how to improve my practice in writing 我会思考如何提高我的写作实践。	1	2	3	4	5
19. I check and revise every sentence to improve content and grammar after writing.	1	2	3	4	5

写作后，我会检查和修改每一个句子，以提高内容和语法的准确性。					
20. After writing, I evaluate whether the main body of the articles fits well with the task requirement. 写作后，我会评估文章的主体是否符合任务要求。。	1	2	3	4	5
21. At the end of the writing, I ask someone else to read it and gives me feedback. 写作后，我会请其他人来读我的作文，并给我一些反馈。	1	2	3	4	5
22. I evaluate my writing based on peer feedback/comments. 我会根据同学的反馈/评论来评估我的写作能力。	1	2	3	4	5
23. I revise and check my writing based on teacher feedback. 我会根据老师的反馈来修改和检查我的写作内容。	1	2	3	4	5
24. After writing, I ask whether I have applied the effective writing strategies I know. 写作后，我会问自己是否运用了有效的写作策略。	1	2	3	4	5
25. After some time, I revisit and review my writing. 一段时间过后，我会重新审视和回顾我的作品	1	2	3	4	5

Appendix D

Academic and Non-academic Writing Tests

Academic Writing Test

You should spend about **60 minutes** on this task. Write about the following topic.

Directions: *For this part, you are allowed 60 minutes to write an essay on **Online learning**. You should start your essay by describing the cartoon below. You should write at least 120 words but no more than 180 words.*



Non-academic Writing Test

You should spend about **60 minutes** on this task. Write about the following topic.

Please write a letter to introduce your university to your friend.

You should write at least **120 words**.

Appendix E

Scoring Rubric for the Writing Tests

The Academic Writing Scoring Rubric

Grade	Score Range	Performance Level	Description
A	90 – 100	Excellent	The essay demonstrates a clear and insightful thesis, well-developed arguments, and strong critical thinking. Language use is sophisticated with minimal grammatical errors. Organization is logical with smooth transitions, and formatting adheres to academic standards.
B	80 – 89	Good	The essay addresses the topic effectively with good reasoning and relevant examples. Language proficiency is strong, though minor errors may be present. Organization is clear, but transitions may be slightly weaker. Formatting is mostly correct.
C	70 – 79	Average	The essay responds to the prompt but lacks depth in analysis. Language proficiency is moderate, with noticeable errors in grammar and vocabulary. Organization is somewhat structured but may have coherence issues. Formatting may have minor inconsistencies.
D	60 – 69	Below Average	The essay partially addresses the topic but lacks strong arguments and supporting evidence. Language errors may affect readability, and organization is weak with unclear transitions. Formatting does not fully meet academic standards.
E	Below 60	Poor	The essay does not adequately address the prompt, lacks coherence, and contains numerous language errors. Arguments are weak or underdeveloped, and organization is poor. Formatting is incorrect or missing.

The Non-academic Writing Scoring Rubric

Grade	Score Range	Performance Level	Description
A	90 – 100	Excellent	The essay remains highly relevant to the topic, with ideas clearly and effectively expressed. The content is engaging, well-structured, and flows smoothly. There are minimal or no grammatical errors, ensuring readability.
B	80 – 89	Good	The essay effectively addresses the topic with clear and coherent ideas. Minor language issues may be present, but they do not significantly affect comprehension. The organization is strong, with logical connections between ideas.
C	70 – 79	Average	The essay addresses the topic but may include some irrelevant details. Ideas are generally clear, though some parts may lack precision or organization. There are noticeable grammatical errors, but they do not hinder understanding.
D	60 – 69	Below Average	The essay partially responds to the topic but lacks clear expression and logical coherence. There may be frequent grammatical errors and awkward sentence structures that affect readability. Organization is weak, with abrupt or unclear transitions.
E	Below 60	Poor	The essay does not adequately address the topic and lacks clear or meaningful ideas. Frequent grammatical errors and disorganized structure significantly hinder comprehension. The writing lacks coherence, making it difficult to follow.

Appendix F

Samples of Chinese EFL Students' Composition

Sample1(Academic Writing) :

高清洋

2022402158

88

When the sun was just rising, Tom began to take lessons online, but his brother was still sleeping. With the rapid development of science and technology, distance education has developed rapidly in China. Although many people have evaluated its advantages, others have seen its disadvantages.

The advocates of tele-education give their arguments as follows. For one thing, tele-education makes it possible for absorbed in remote areas to learn the subjects they are caught up in. For another, individuals have a wider range of choices as to instructors and lessons through tele-education, due to they can listen to the best lessons by the best educators in the country, even in the world.

Just as "Every advantage has its disadvantages", the opponents believe that not all the Le le the public have access to tele-education as to many are needy. Additionally, the students cannot contact lecturers, but interpersonal relatives are important to their study

As far as I am concerned, we should develop tele-education more rapidly to benefit more students. Meanwhile, we can design some programs to help instructors and students to contact each other.

Nov. 4th

Sample2(Academic Writing) :

赵俊 2022402149

The traditional way of study is to sit in the classroom, but now, people can sit at home, or sit at the coffee shop, they can have access to the knowledge. It's convenient and efficient, people can learn if they want.

Due to the impact of the epidemic, online classes have become the way most students attend classes. The teacher starts the live broadcast, and the students enter the live channel and watch the learning. Students can communicate with the teacher by entering their own questions, and can even start a video call to talk directly to the teacher. Since teachers find that students are not concentrating on other things during online lessons, they will ask students to turn on the video and see their faces during viewing so they can supervise them to study better. But there are still some students who are cunning and use their own methods to evade the teacher's inspection. Just like the little boy in the picture, a dummy is sitting in front of the screen wearing his own clothes, but he is sleeping in bed. This reflects a disadvantage of online classes, especially for students who have no willpower, online classes completely give them great opportunities to play rather than learn.

Overcoming this problem requires the joint efforts of students, teachers and parents. Teachers should teach by word and deed, try to make no difference between the upper and lower lines, and encourage students to learn through a variety of effective ways and strict assessment methods such as clocking in and checking in regularly, and checking the post by camera from time to time. Parents should correctly guide students, cultivate students' consciousness of learning, and provide students with a good learning environment. However, the most important thing is that the students themselves, understand their learning purpose, know who to learn for, strive to overcome bad habits, and cherish and make good use of valuable study time.

Let online classes be a powerful help to us, not a pest that ruins us.

Nov. 4th

Sample3(Non-academic Writing) :

袁开豪 24数学本 2024406153

3kai yuan Road
Kaili University, Kaili
P.R.C
October 24.2024

Dear Mr Mike

I am pleased to introduce our school to you, Our school is named Kaili University. Kaili University is Qiandongnan University which is founded in 1958, Our school has undergone multiple name changes and was officially renamed Kaili University in 2006, The school covers an area of 1676 acres.

Our school is a public undergraduate teacher training institution located in Kaili City, Guizhou Province, with a long history. Our campus covers a vast area and has multiple teaching buildings, two laboratories, a library, a sports stadium and other facilities, providing excellent conditions for our learning and growth.

The school also has three canteens, which provide good conditions for students' nutrition, I particularly like to eat the food in the canteens, which is cheap and delicious. Remember to tell me when you come, and I will introduce you to food, entertainment, and, more.

I am very proud to be a member of Kaili University and hope to one day make a contribution to the school. If you have the opportunity to visit our school. I am very willing to be your guide. I believe you will be attracted to our school.

I hope this letter can bring you greetings and help?

Nov. 6th

Yours
Li Hua.

Sample4(Non-academic Writing):

24物理班 徐卫凯

Kaiyuan Road
Weikai' GuiZHOU
P. R. C
October, 18, 2024

Dr. James Miller
5801 South Ellis Avenue
Chicago Illinois
U.S.A

Dear Miller,

I know you want to know about our university. I'm writing to you to introduce our university.

Qiandongnan University is the predecessor of our school. Now the name of our school is Kaili University. Our campus has a beautiful environment. It is known as an ecological university. The motto of our university is to cultivate morality and strive for self-improvement. They carry profound meaning. Our university has a long history and Dong culture prevails. In addition, our university is not only based on the past, but also on the present and future. Symbols of Dong culture can be seen everywhere on our campus. There are 56 osmanthus trees in our campus representing 56 nationalities.

In academic aspect, our university has many achievements, there are many majors in our university. In addition, our university is highly praised in terms of environment.

I hope you can visit to our university. Looking forward to your reply!

Yours,
Wei Kai

上次分数80

Nov 4th

Appendix G

Interview Protocol

Variables	Interview Questions
Metacognitive Knowledge	1. 你知道学术写作和非学术写作的区别吗? Do you know the difference between academic and non-academic writing?
	2. 你认为这两种写作在风格上有什么不一样吗? What do you think are the stylistic differences between academic and non-academic writing?
	3. 你觉得你在写作中优缺点是什么? What do you think your strengths and weaknesses are in writing?
Procedural Knowledge	1. 在学术写作时，你会使用那些步骤? What steps do you follow in academic writing?
	2. 在非学术写作中，你会使用哪些步骤? What steps do you follow in non-academic writing?
	3. 你知道学术写作和非学术写作的要求有什么不同吗? Do you know the differences in requirements between academic and non-academic writing?
Conditional Knowledge	1. 在你写作的时候，你会根据不同的写作的场景来决定使用什么方法吗？请举例说说。 When you write, do you choose different approaches based on different writing contexts? Please give some examples.
	2. 对于熟悉和不熟悉的写作话题，你会怎么应对呢？ How do you handle familiar and unfamiliar writing topics?

Metacognitive Experience	Metacognitive Feeling	1.你在学术写作和非学术写作中有何感受，请举例说说？ How do you feel about in academic and non-academic writing? Please give some examples. 2.这些感受对你的写作有什么影响？ How do these feelings affect your writing?
	Metacognitive Judgements	1.在写作时，你会对任务进行哪些判断？ What judgments do you make about the task while writing? 2.对于自己感兴趣和不感兴趣的题目，你会怎么样？ When facing writing topics you are interested in versus those you are not, how do you approach them?
Metacognitive Strategies	Metacognitive Planning	1.在写作前，你会根据题目做计划吗？具体是用什么方法呢？ Do you plan before writing based on the topic? If so, what specific strategies do you use? 2.你在什么情况下会改变计划呢？ Can you describe a time when you had to change your plan?
	Metacognitive Monitoring	1.写作中，你会对自己进行监督吗？ Do you monitor yourself during the writing process? 2.写作监督会给你的作文带来什么改变吗？ Can you share an instance where monitoring led to changes in your work?
	Metacognitive Evaluating	1. 写作完成后，你怎么评价它的好坏 After completing a writing task, how do you evaluate its success? 2. 你觉得学术写作和非学术写作的评价标准一样吗？ How does this evaluation differ between academic and non-academic writing?
Total	8	18

Appendix H

Sampling Determination Table

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	225	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note. N=population size; S=sample size. Adapted from “Determining sample size for research activities” by R.V. Krejcie & D.W. Morgan. 1970, *Educational and psychological measurement*, 30(3), 607-610. Copyright 1970 by Sage.

Appendix I

Consent Letter for Data Collection



AWANG HAD SALLEH
GRADUATE SCHOOL OF ARTS AND SCIENCES
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel : 604 - 928 5299
Fax : 604 - 928 5297
Website : <http://ahsgs.uum.edu.my>
Email : ahsgsservices@uum.edu.my

Our Ref. : UUM/CAS/AHSGS/906523
Date : 28 Ogos 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION FOR PROJECT PAPER/THESIS

This is to certify that the following student is currently conducting a field study and data collection as partial requirements of the graduate studies.

Name : Huang, Guangrong
Matric No. : 906523
Course : Doctor of Philosophy (Applied Linguistics)
Thesis Title : Study of Malaysia Chinese Vocabulary Contact with Other Languages Based on Sociolinguistics perspective


For further information regarding the research work of the project paper/thesis, you may get in touch with Prof. Madya Dr. Rafizah binti Mohd Rawian, the supervisor at + 6 0123630455 or email to rafizah@uum.edu.my

We sincerely hope your organisation will be able to assist the student for the data collection process.

Thank you

"MALAYSIA MADANI"
"SERVING THE NATION"
"KEDAH SEJAHTERA – NIKMAT UNTUK SEMUA"
"KNOWLEDGE, VIRTUE, SERVICE"

Upholding the principles of trust and integrity


ZOR BIN MAT NOR
Senior Assistant Registrar
p.p. Dean

Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix J

Participant Information Sheet (PIS)

Researcher: Huang Guangrong

Researcher introduction

My name is Huang Guangrong, a PhD candidate at the School of Arts & Sciences, Universiti Utara Malaysia. I am conducting research on metacognition in English as a Foreign Language (EFL) writing.

Project description and invitation

This project attempts to investigate the role of metacognitive knowledge, experiences, and strategies in academic and non-academic writing among Chinese EFL students.

This empirical study is composed of three questionnaires, two writing tests.

You are cordially invited to join my PhD research. I have contacted your faculty and gained the Dean's permission to ask your involvement.

Student involvement

Participants will be asked to:

- Complete three questionnaires that focus on metacognitive knowledge, experiences, and strategies. This will take 25–20 minutes in total.

- Complete two given-topic writing test (one hour) in different period. The result of this writing test is only for research purposes and is not related to your course or

university performance.

Your participation or non-participation will not influence your relationship with the university or your English teacher.

Thank you for taking the time to read this information sheet. If you have any enquiries or questions, please do not hesitate to contact me.

Yours sincerely, Huang Guangrong.

Contact details:



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Appendix K

Consent Form

(Students of Phase One)

This form is intended to seek your permission to participate in tests and answering questionnaires. Please read the following statement and sign your name, indicating your approval.

- I have read the Participant Information Sheet, and understood the nature of the research and why I have been invited to participate.
- I agree to take part in this project.
- I understand that participation is voluntary.
- I understand that I will be asked to complete the three questionnaires
- I agree to take part in given-topic writing test in class (one hour).
- I understand that I have the right to withdraw myself at any time without explanation.
- I understand that the data collected from the research will be used for the researcher's PhD thesis at the Universiti Utara Malaysia, and may be used for academic publications.
- I understand that no identifying information will be disclosed to a third party or the public

Name: _____

Signature: _____

Date: _____

Appendix L

Consent Form

(Students of Phase Two)

This form is intended to seek your permission to participate in an interview. Please read the following statement and sign your name, indicating your approval.

- I have read the Participant Information Sheet, and understood the nature of the research and why I have been invited to participate.
- I agree to take part in this project.
- I understand that participation is voluntary.
- I agree to take part in 50-minute semi-structured interviews. I understand that the interviews will be at the beginning and the end of the terms and will be audio-recorded.
- I understand that I have the right not to answer any specific questions in the interview.
- I understand that I am entitled to have the recorder turned off at any stage without explanation.
- I understand that I will be invited to check the transcription and have the right to make any amendments and/or delete any statements.
- I understand that the data collected from the research will be used for the researcher's PhD thesis at the Universiti Utara Malaysia, and may be used for academic publications.
- I understand that no identifying information will be disclosed to a third party or the public

Name: _____

Signature: _____

Date: _____

Appendix M

Interview Guide

Hello, thank you for agreeing to participate in this interview. My name is Huang Guangrong, a PhD candidate at Universiti Utara Malaysia (UUM), and I am conducting research on the role of metacognitive knowledge, experiences, and strategies in English writing among Chinese EFL students. This interview aims to explore how students approach academic and non-academic writing, including their planning, monitoring, and evaluation strategies, as well as their thoughts and feelings during the writing process.

您好，感谢您同意参加本次采访。我叫黄光荣，是马来西亚北方大学（UUM）的博士生，我正在研究元认知知识、经验和策略在中国英语学生英语写作中的作用。本次访谈旨在探讨学生如何进行学术和非学术写作，包括他们的计划、监控和评估策略，以及他们在写作过程中的想法和感受。

Your responses will be kept confidential and used solely for research purposes. There are no right or wrong answers—please feel free to share your thoughts and experiences openly. The interview will take approximately 50 minutes. If you feel uncomfortable with any question, you can skip it.

您的回答将被保密并仅用于研究目的。答案没有正确或错误之分——请随意公开分享您的想法和经验。面试大约需要 50 分钟。如果您对任何问题感到不舒服，可以跳过它。

Before we begin, do you have any questions?

在我们开始之前，您还有什么问题吗？

Now I'm going to ask you questions about your metacognitive knowledge in academic writing and non-academic writing.

现在我要问你关于学术写作和非学术写作中的元认知知识的问题。

[interview questions]

That concludes our interview. Thank you for sharing your insights and experiences! Your responses will be valuable in understanding EFL students' metacognitive knowledge, experiences, and strategies in writing. If you have any additional thoughts or questions, feel free to share them now. After I have transcribed the interview content, you will need to confirm the interview content again and sign the validation form.

Thanks again for your time and participation!

我们的采访到此结束。感谢您分享您的见解和经验！您的回答对于理解英语学生的元认知知识、经验和写作策略非常有价值。如果您还有任何其他想法或问题，请立即分享。

等我将访谈内容转写后，需要您再次对访谈内容进行确认并签署确认函。

再次感谢您的时间和参与！

Appendix N

Validation Form

This form is intended to verify interview transcriptions. Please read the following statement and sign your name, indicating your approval.

I hereby declare that I have proofread the interview transcription given to me. I have agreed and approved the interview transcription.

Name: _____

Signature: _____

Date: _____



Appendix O

Transcription of the Interviews

11 Sep, 2024 (9: 00am)		Student One (S1)	Location:Kaili University
People	Responses		
Interviewer	<p>你知道学术写作和非学术写作的区别吗？</p> <p>Do you know the difference between academic and non-academic writing?</p>		
Interviewee	<p>我感觉学术写作和非学术写作很不一样，他们的风格和语气上就有很大的区别，就是说学术写作他的写作风格，挺正式客观的，然后他很少用那些缩略语。然后非学术写作比较简单。</p> <p>I feel that academic writing is very different from non-academic writing. That is to say, the writing style of academic writing is quite formal and objective, and he rarely uses abbreviations. And non-academic writing is comparatively easier.</p>		
Interviewer	<p>你认为这两种写作在风格上有什么不一样吗？</p> <p>What do you think are the stylistic differences between academic and non-academic writing?</p>		
Interviewee	<p>我觉得学术写作会用一些比较难的语法，然后对写作水平的要求很高。所使用的句子相当复杂，而且还使用了一些长难句。我认为背范文是一个非常有用的策略。然后非学术写作，主要就是能够表达作者的意思就可以了。</p> <p>I think academic writing requires more complex grammar and has higher writing standards. The sentences used (in academic writing) are quite complex, and some long and difficult sentences are used. I think memorizing some sample essays is a useful strategy. On the other hand, non-academic writing mainly focuses on conveying the authors' ideas.</p>		
Interviewer	<p>你的学校有开设专门的写作课程吗？</p> <p>Does your school offer specialized writing courses?</p>		
Interviewee	<p>我的学校没有开设专门的英语写作课程。我们的英语课程以高考为主，为高考服务。</p> <p>There are no specialized English writing courses. Our English classes mainly focuses on college entrance examination topics and serves the college entrance examination.</p>		

Interviewer	你觉得你在写作中优缺点是什么？ What do you think your strengths and weaknesses are in writing?
Interviewee	我有丰富的英语词汇，也熟悉不同的写作结构。我认为我的优势在于这两点。 I have a rich English vocabulary and am familiar with different writing structures. I think my strengths lie in these two points.
Interviewer	在学术写作时，你会使用那些步骤？ What steps do you follow in academic writing?
Interviewee	我在应对学术写作任务时，我应该会进行大量的文献的查阅和研究，在网上进行一些查阅，然后确定我的论点和论据，然后在写作的时候尽量要注意注重它论证的逻辑性，然后写作时我还会注意它的语法是否正确，用词是否准确，写作后我会反复的去检查我之前以上的步骤是否有错误。在写作过程中，我会结合从教科书或其他地方学到的东西，确保作文的内容和主题与写作要求保持一致。 When tackling academic writing tasks, I conduct extensive literature review and research, often using online resources to support my thesis and arguments. When writing, I try to focus on the logical coherence of the argument. I also pay attention to grammar accuracy and precise word choice. After writing, I meticulously review each step to check for any mistakes. During writing, I incorporate what I've learned from textbooks or other sources, aligning my content with the requirements of the topic.
Interviewer	在非学术写作中，你会使用哪些步骤？ What steps do you follow in non-academic writing?
Interviewee	开始还是先理解一下题目，然后明确一下题目中要求的内容，它会分几个方面。比如说写信写给谁，然后还要注意开头和那些结尾的格式。最后再修改和完善。 I start by understanding the topic and clarifying the requirements outlined in it, which are usually divided into several aspects. For example, when writing a letter, I consider the recipient and pay attention to the format of the opening and closing sections. Finally, I make revisions and improvements.
Interviewer	你知道学术写作和非学术写作的要求有什么不同吗？ Do you know the differences in requirements between academic and non-academic writing?

Interviewee	<p>我感觉在完成学术写作时，写作的语言文字更严谨一点，然后能够多使用点专业术语。</p> <p>I feel that in academic writing, the language is more rigorous, and there's a greater use of specialized terminology.</p>
Interviewer	<p>在你写作的时候，你会根据不同的写作的场景来决定使用什么方法吗？请举例说说。</p> <p>When you write, do you choose different approaches based on different writing contexts? Please give some examples.</p>
Interviewee	<p>在练习学术写作时，我会尽可能多地使用复杂的句子。我认为常规练习是一个试错的过程，它增加了我的知识储备。我练习得越多，考试时我的写作就越流畅。我觉得在英语写作考试中，特别是那些具有学术写作特征的题目，句子的逻辑严谨性有助于考官给我更高的分数。</p> <p>When practicing academic writing, I will using complex sentences as much as possible. I see regular practice as a trial-and-error process that increases my knowledge base. The more I practice, the smoother my writing becomes during exams. I feel that during English writing exams, especially for those tasks with academic writing characteristics where the essay accounts for a significant portion of the score, I write sentences with rigorous logic, which helps the examiners give me higher marks.</p>
Interviewer	<p>对于熟悉和不熟悉的写作话题，你会怎么应对呢？</p> <p>How do you handle familiar and unfamiliar writing topics?</p>
Interviewee	<p>对我来说，熟悉和不熟悉的作文任务没有差别，如果是熟悉的题目的话，我可能会写得比较快。如果是很难的题目，我就只能用我熟悉的方法去写了。</p> <p>For me, there is no difference between familiar and unfamiliar essay tasks; if the topic is familiar, I might write faster. If it is a difficult topic, I will try to use my familiar methods to tackle it.</p>
Interviewer	<p>你在学术写作和非学术写作中有何感受，请举例说说？</p> <p>How do you feel about academic and non-academic writing? Please give some examples.</p>
Interviewee	<p>我更擅长写非学术性的论文。我感觉更自信，写作过程也更流畅，</p>

	<p>通常分数也会更高。在考试中，如果写作任务太困难，它会影响我的心态，让我紧张，很可能忘记关键的词汇和句子，从而影响我的写作表现。</p> <p>I am more proficient at writing non-academic essays. I feel more confident, and the writing process flows smoothly, usually resulting in higher scores. During exams, if the writing task is too difficult, it affects my mindset, making me nervous and likely to forget key vocabulary and sentences, which impacts my writing performance.</p>
Interviewer	<p>这些感受对你的写作有什么影响？</p> <p>How do these feelings affect your writing?</p>
Interviewee	<p>我一般对自己写出的文章都比较满意，如果在下一次碰见类似的题目，我会感觉很熟悉，对自己很有信心。在写完一篇作文之后，如果成绩很好，会让我的自信心更加爆棚，自信心能更加提升，然后能让自己对英语作文上面的信心能够越来越强。积极的情感体验和论文的高分增加了我对写作的兴趣，也提高了我对阅读的兴趣。我觉得这些改进带来了重大的积极的变化。</p> <p>I'm generally satisfied with my essays, and when I encounter similar topics in the future, I feel familiar and confident. After completing an essay, if I receive a high score, it boosts my confidence significantly, strengthening my belief in my English writing abilities. Positive feelings and high scores on essays boost my interest in writing and increase my interest in reading. I feel these improvements bring significant positive changes.</p>
Interviewer	<p>在学术写作和非学术写作时，你会注意哪些方面？</p> <p>What aspects do you focus on in academic and non-academic writing?</p>
Interviewee	<p>学术写作中，我会避免使用冗长模糊的句子，然后更倾向于使用那些逻辑严密的表达。在语法方面我会更加注重时态，确保文章的逻辑结构清晰就行了。在非学术写作中，我会选择那些富有表现力的词汇，然后句子这个方面追求流畅性就行了。</p> <p>In academic writing, I avoid using lengthy or vague sentences and prefer to use logically structured expressions. In terms of grammar, I pay more attention to tenses and focus on maintaining a clear logical structure in the article. In non-academic writing, I choose expressive vocabulary and focus on sentence fluency.</p>
Interviewer	<p>在写作时，你会对任务进行哪些判断？</p> <p>What judgments do you make about the task while writing?</p>

<p>Interviewee</p>	<p>我会评估写作题目的类型。如果是学术写作，我会更加谨慎一些。然后我将判断作文的难度。知道了困难可以帮助我在写作上找到突破点。在学术写作中，我评估哪些学术论点可以支持我的主要观点，在写作过程中我反复问自己问题。</p> <p>I will assess the type of writing prompt. If it's academic writing, I will be more cautious. Then I will judge the difficulty of the composition. Knowing the difficulty can help me find a breakthrough in writing. In academic writing, I assess which academic arguments can support my main points, and I repeatedly question myself during the writing process.</p>
<p>Interviewer</p>	<p>你在写作的时候会用到你之前学过的知识吗？</p> <p>Do you use the knowledge you have learned before when writing?</p>
<p>Interviewee</p>	<p>肯定会。高中学到的语法和积累的词汇，还有大学积累的词汇，以及掌握的写作技巧，然后还有运用了在英语写作中积累的各种经验。</p> <p>Definitely. I use the grammar and vocabulary learned in high school, along with vocabulary accumulated in university, writing techniques I've mastered, and various experiences gained from English writing.</p>
<p>Interviewer</p>	<p>对于自己感兴趣和不感兴趣的题目，你会怎么样？</p> <p>When facing writing topics you are interested in versus those you are not, how do you approach them?</p>
<p>Interviewee</p>	<p>对感兴趣的题目会更有自信，可以更加容易地想出下文，然后对于不感兴趣的题目，会搜一些资料，然后看一下范文。</p> <p>I feel more confident with topics I'm interested in and can more easily come up with the next part of the writing. For topics I'm not interested in, I would search for some information and look at sample essays.</p>
<p>Interviewer</p>	<p>在写作时，你会运用哪些策略或者是方法？</p> <p>What strategies or methods do you use when writing?</p>
<p>Interviewee</p>	<p>在写作前，我会在草稿纸上写一个提纲，就是包括这篇文章大概的内容。然后写完之后也会检查，如果很多错误句子的话，我会选择重写。</p> <p>Before writing, I will draft an outline on a piece of scrap paper, which includes the general content and structure of the essay. After finishing, I also check my work. If there are too many incorrect sentences, I choose to rewrite them.</p>

Interviewer	<p>在写作前，你会根据题目做计划吗？具体是用什么方法呢？</p> <p>Do you plan before writing based on the topic? If so, what specific strategies do you use?</p>
Interviewee	<p>在写作之前，我会创建一个树形图来概述文章的整体结构，计划需要写的内容，并合理安排所要涉及各个模块。有时候我还会和同学讨论一下怎么写，特别是遇到比较复杂的写作任务时，我们会进行头脑风暴。当我不理解写作内容时，我经常上网搜索相关信息。特别是在写学术写作题目时，我就会寻找文献来支撑我的作文。</p> <p>Before writing, I create a tree diagram to outline the overall structure of the essay, plan the content I need to write, and arrange the areas that need further development. Sometimes, I also discuss how to approach the writing task with classmates, especially when facing complex writing tasks. We brainstorm together. When I don't understand the writing content, I often go online to search for relevant information. Especially when working on academic writing tasks, I look for literature to support my writing.</p>
Interviewer	<p>写作中，你会对自己进行监督吗？</p> <p>Do you monitor yourself during the writing process?</p>
Interviewee	<p>我会写一句检查一句，写完这一段再看一下这一段有什么语法错误或者时态错误，我都会进行改正。在学术写作中，我经常调整写作计划，有时会根据我的想法改变论点的呈现顺序。</p> <p>I write a sentence and then check it, and after finishing a paragraph, I review it for any grammatical or tense errors and make corrections. In academic writing, I often adjust my plan, sometimes changing the order of presenting my arguments based on my thoughts.</p>
Interviewer	<p>在完成写作后，你怎么评价它的好坏？</p> <p>After completing your writing, how do you evaluate its quality?</p>
Interviewee	<p>我首先看一下内容，检查一下句子是否连贯，逻辑是否清晰，词汇是否准确。有时，我也会检查某些单词的拼写。当我不能判断我的句子是否准确时，我请老师检查一下，告诉我在哪里可以改进。</p> <p>I first look at the content, check if the sentences are coherent, if the logic is clear, and if the vocabulary is accurate. Sometimes, I also check the spelling of certain words. When I can't judge whether my sentences are precise, I ask the teacher to check, telling me where I can improve.</p>

Interviewer	你觉得机器自动修改的优缺点是什么？ What do you think are the advantages and disadvantages of automated corrections?
Interviewee	机器自动化评价的优点是其方便和速度，但缺点是它不是很科学和权威。非常机械化。 The advantage of machine automated evaluation is its convenience and speed, but the disadvantage is that it is not very scientific or authoritative. It's quite mechanical.

11 Sep, 2024 (2:00pm)		Student Two (S2)	Location:Kaili University
People	Responses		
Interviewer	你知道学术写作和非学术写作的区别吗？ Do you know the difference between academic and non-academic writing?		
Interviewee	我觉得学术写作通常更注重准确性，逻辑性，还有科学性，然后需要一定的数据来支持观点，而非学术写作，它就是更侧重于个人的情感经历或作者的观点，易于理解。 The style of academic writing is more rigorous and formal, and it mainly emphasizes academic standards. Non-academic writing, on the other hand, pays more attention to being easy to understand, and focusing on emotional expression.		
Interviewer	你认为这两种写作在风格上有什么不一样吗？ What do you think are the stylistic differences between academic and non-academic writing?		
Interviewee	我觉得他们俩的风格不太一样，学术写作的风格可能比较严谨，然后比较正式，语法的话都需要比较精确和客观，然后不能使用什么口语和随意表达，但是非学术学科它可以风格比较多样，相比于学术写作来说，它可以更生动更活泼。 I think their styles are quite different. Academic writing tends to be more rigorous and formal, requiring precise and objective grammar. It avoids colloquial and casual expressions. In contrast, non-academic writing allows for more diverse styles and can be more vivid and lively compared to academic writing.		

Interviewer	<p>老师会对这两种写作类型进行区分吗？ Does the teacher distinguish between these two types of writing?</p>
Interviewee	<p>没有，老师没有注重两种写作进行区分，老师只是单独我们给一个题目，然后让我们根据题目来写，并没有说我们教我们如何区分什么是学术写作或什么非学术写作。但我觉得进入大学后，大多数写的论文都有学术写作要求，这要求我们有丰富的知识储备、批判性思维和阅读更多的内容。 No, the teacher didn't emphasize the distinction between the two types of writing. The teacher just gave us a topic and asked us to write based on it without teaching us how to differentiate between academic and non-academic writing. But I think most of the essays written after entering university have academic writing requirements, which require us to have rich knowledge reserves, critical thinking, and read more anyway.</p>
Interviewer	<p>你的学校有开设专门的写作课程吗？ Does your school offer specialized writing courses?</p>
Interviewee	<p>没有专门的英语写作课，只是在英语课堂中进行作文的教学。 There is no specialized English writing course, writing is taught within regular English classes.</p>
Interviewer	<p>你觉得你在写作中优缺点是什么？ What do you think your strengths and weaknesses are in writing?</p>
Interviewee	<p>当我写作的时候，我仍然有一些优势，比如我的词汇量非常丰富，我已经记住了很多单词，这可以有效地提高我的写作水平。 When I write, I still have some advantages, such as my vocabulary is very rich and I have memorized a lot of words, which can effectively improve my writing level.</p>
Interviewer	<p>在学术写作时，你会使用那些步骤？ What steps do you follow in academic writing?</p>
Interviewee	<p>在做学术写作的时候，我会先详细的看一下题目，再想一下之前写过的某些作文有没有和这个类似的，制定一个写作的方案，在写作前打个草稿。在写作的时候会思考运用那些引言，参考一下文献，检查一下结尾，再写完之后还会进行检查和修改。当我有足够的时间写作时，我就会花更多的时间来准备，比如头脑风暴的文章和回</p>

	<p>忆相关的英语词汇。</p> <p>When doing academic writing, I first carefully examine the prompt and think about whether I have written similar essays before. Then, I develop a writing plan and draft an outline before starting. During the writing process, I consider which quotations to use, refer to relevant literature, and check the conclusion. After finishing, I review and revise my work.</p> <p>When I have ample time for writing, I invest more time in preparation, such as brainstorming the essay and recalling relevant English vocabulary.</p>
Interviewer	<p>在非学术写作中，你会使用哪些步骤？</p> <p>What steps do you follow in non-academic writing?</p>
Interviewee	<p>在非学术写作中，通常会使用头脑风暴的方法来确定基本写作要点。如果可能的话，我会起草一个大纲，并使用一个思维导图来扩展我的想法。在写作过程中，我可能会监控我的句子的是否出现语法错误。最后，我会检查单词数量是否它满足写作要求，因为字数不足可能会导致扣分。</p> <p>I typically start by brainstorming the basic writing points in non-academic writing. If possible, I might draft an outline and use a mind map to expand my ideas. During the writing process, I might monitor my sentences for grammatical errors. Finally, I check the word count to ensure it meets the requirement, as falling short might result in a deduction of points.</p>
Interviewer	<p>你知道学术写作和非学术写作的要求有什么不同吗？</p> <p>Do you know the differences in requirements between academic and non-academic writing?</p>
Interviewee	<p>我觉得两者的评分标准可能不一样。</p> <p>I think the grading criteria for academic and non-academic writing might be different.</p>
Interviewer	<p>在你写作的时候，你会根据不同的写作的场景来决定使用什么方法吗？请举例说说。</p> <p>When you write, do you choose different approaches based on different writing contexts? Please give some examples.</p>
Interviewee	<p>在学术写作中，我会尝试新的方法，探索更优雅的句子表达方式。为了提高我的作文质量，我会尝试用一些长难句。我有信心我能得到高分。</p>

	In academic writing, I try out new methods and techniques, exploring more elegant ways to express sentences. In order to make my compositions of higher quality, I will try to use some long and difficult sentences. I am confident that I can get high scores.
Interviewer	对于熟悉和不熟悉的写作话题，你会怎么应对呢？ How do you handle familiar and unfamiliar writing topics?
Interviewee	毫无疑问，熟悉的写作话题会让我更自信。此外，我也花了更少的时间来计划写作。对于不熟悉的话题，我可能会把它们与我自己生活的各个方面联系起来。例如，如果这个主题是关于人工智能的，那么我就不会使用非常技术性的术语，因为我并不精通这个领域。相反，我可能会写一些与我的日常生活相关的东西，比如智能家居设备或机器人带来的便利。 There is no doubt that familiar writing topics make me more confident. Additionally, I spend less time planning my writing. For unfamiliar topics, I might relate them to aspects of my own life. For example, if the topic is about artificial intelligence, I won't use very technical terms because I'm not well-versed in that area. Instead, I might write about something related to my daily life, like the convenience brought by smart home devices or robots.
Interviewer	你在学术写作和非学术写作中有何感受，请举例说说？ How do you feel about academic and non-academic writing? Please give some examples.
Interviewee	总体来说，我对这两类作文（学术写作和非学术写作）都感觉比较自信，我都可以很容易的找到写作的突破口。但是当我突然紧张时，我的思维过程就会扰乱，如果我的思维流中断，我会变得慌乱而不知所措，以至于表达得模糊不清。 ...Overall, I feel confident in both types of essays (academic and non-academic writing), and I can easily find a breakthrough point for my writing. When I become too nervous or suddenly tense, it disrupts my thinking process, and if my flow of thought breaks, I might become flustered and unsure how to transition smoothly, leading to disorganized and unclear writing.
Interviewer	这些感受对你的写作有什么影响？ How do these feelings affect your writing?
Interviewee	在高中考试中，我的写作分数很高，我的同学们认为我的作文很好，这是影响我信心的一个因素。但是如果我一点也不紧张，我就会对

	<p>任务感到冷漠，缺乏积极、积极主动的态度。</p> <p>In high school exams, my writing scores were high, and my classmates think my composition is very good, which is a factor that contributes to my confidence. If I'm not nervous at all, I feel indifferent towards the task and lack a positive, proactive attitude.</p>
Interviewer	<p>在学术写作和非学术写作时，你会注意哪些方面？</p> <p>What aspects do you focus on in academic and non-academic writing?</p>
Interviewee	<p>在学术写作时，我会特别注意词汇的准确性，句子的复杂性，还有文章的逻辑性一定比较严密。而非学术写作的话，我会更加注重它的生动性，然后句子的简洁性和情感的表达。</p> <p>In academic writing, I pay special attention to the accuracy of vocabulary, sentence complexity, and ensuring the logical structure of the article is rigorous. In non-academic writing, I focus more on vividness, sentence simplicity, and expressing emotions.</p>
Interviewer	<p>在写作时，你会对任务进行哪些判断？</p> <p>What judgments do you make about the task while writing?</p>
Interviewee	<p>Because the requirements for these two types of writing prompts differ, I will decide which language style to use for my essay, which will definitely affect my score.</p> <p>比如遇到比较复杂的题目时，我会评估自己对于相关知识的掌握程度，看自己是否熟悉这个题目，有没有与题目相关的知识储备。</p>
Interviewer	<p>你在写作的时候会用到你之前学过的知识吗？</p> <p>Do you use the knowledge you have learned before when writing?</p>
Interviewee	<p>当然，知识储备在写作中非常重要的。如果你想写一篇好的作文，你必须有足够的知识储备。我会写作我会判断我的能力，这让我知道我的优点和缺点。</p> <p>Of course, knowledge reserve is very important in writing. If you want to write a good composition, you must have sufficient knowledge reserve. I will judge my ability before writing, which allows me to know where my strengths and weaknesses are.</p>
Interviewer	<p>对于自己感兴趣和不感兴趣的题目，你会怎么样？</p> <p>When facing writing topics you are interested in versus those you are not, how do you approach them?</p>

Interviewee	<p>对于感兴趣的作文题目，我会更有热情，更有动力去收集相关的资料；对于我不太感兴趣的题目，我可能会缺乏灵感，虽然也会去努力完成，但是意愿不是很强烈。</p> <p>For writing topics I'm interested in, I feel more passionate and motivated to gather relevant information. For topics I'm less interested in, I may lack inspiration. While I still try to complete the task, my willingness is not as strong.</p>
Interviewer	<p>在写作时，你会运用哪些策略或者是方法？</p> <p>What strategies or methods do you use when writing?</p>
Interviewee	<p>我会用打草稿的方法，就是先在草稿纸上进行一个大概的写作。</p> <p>I use the method of drafting, where I first write a rough version on draft paper.</p>
Interviewer	<p>在写作前，你会根据题目做计划吗？具体是用什么方法呢？</p> <p>Do you plan before writing based on the topic? If so, what specific strategies do you use?</p>
Interviewee	<p>我会根据题目做计划的，比如列出提纲，然后去确定每个段落的主题和要点。然后要去先查阅自己不会的词汇，比如去网上进行查询，这是把生词转化为熟词一个过程。我感觉制定计划挺重要的，我学习的时候，写作计划能够指导我的写作过程，能够避免盲目写，避免浪费时间，以提高我的写作技能。</p> <p>First, I draft based on the tree diagram, thinking about how to connect the ideas with linking sentences to enhance the overall structure of the essay. I look up unfamiliar words online, transforming new vocabulary into familiar terms. Having a plan allows me to clearly define my direction and goals, avoid writing aimlessly, and helps manage time and resources more effectively, thereby improving my writing skills.</p>
Interviewer	<p>写作中，你会对自己进行监督吗？</p> <p>Do you monitor yourself during the writing process?</p>
Interviewee	<p>逻辑关系在学术写作中至关重要。与非学术写作相比，我更关注学术写作任务中的逻辑过渡。我还考虑某些论据是否能充分支持我的论点，我认为这非常重要。在写作的时候，如果我觉得有了新的想法，我有时会改变我的写作计划。</p> <p>Logical relationships are crucial in academic writing. Compared to non-academic writing, I pay more attention to transitions in academic writing tasks. I also consider whether certain evidence sufficiently</p>

	supports my arguments, which I found very important. When writing, if I find new ideas in my mind, I will change my writing plan sometimes.
Interviewer	你会监控写作的时间吗? Do you monitor your writing time?
Interviewee	我觉得时间对我来说真的挺够用的，我觉得每次英语作文的时间的话，我都有充足的时间，我不会太担心时间的问题。 I feel that the time given for the English essay is quite enough for me. I don't worry much about the time issue.
Interviewer	在完成写作后，你怎么评价它的好坏？ After completing your writing, how do you evaluate its quality?
Interviewee	我觉得我应该会从我写作文的语言表达，句子的语言表达的好坏，然后从我写的内容的充实度，还有它的逻辑结构等方面对我的论文进行评价。 I evaluate my essay based on the quality of language expression in my sentences, the richness of my content, and the logical structure.
Interviewer	你觉得机器自动修改的优缺点是什么？ What do you think are the advantages and disadvantages of automated corrections?
Interviewee	我觉得自动评估很有用，因为它可以给我提供了快速的反馈，但我更相信老师的反馈。 I find automated evaluation useful because it provides quick feedback, but I don't trust it as much as a teacher's feedback.

12 Sep, 2024 (9:00am)		Student Three (S3)	Location:Kaili University
People	Responses		
Interviewer	<p>你知道学术写作和非学术写作的区别吗？ Do you know the difference between academic and non-academic writing?</p>		
Interviewee	<p>我觉得学术写作会用到一些很难的语法，并且有非常高的写作标准。而非学术性的写作主要是要能够表达作者的观点。 I feel that academic writing uses some difficult grammar and requires very high writing standards. Then it is non-academic writing, the main thing is to be able to express the author's ideas.</p>		
Interviewer	<p>你认为这两种写作在风格上有什么不一样吗？ What do you think are the stylistic differences between academic and non-academic writing?</p>		
Interviewee	<p>在学术写作时，我认为必须要有一些证据来支持你的论点。非学术性写作更为主观，也不是很死板。 When writing (for academic purpose), I think there should be some evidence to support the argument. Non-academic writing is more subjective, and it is not very rigid.</p>		
Interviewer	<p>你的老师会对这两种写作形式进行教学吗？ Does the teacher teach academic and non-academic writing?</p>		
Interviewee	<p>老师没有特别区分这两种类型的写作。他只是给了我们一个话题，然后让我们根据这个话题来写作。 The teacher did not pay attention to distinguishing the two types of writing. The teacher just gave us a topic and then asked us to write according to the topic.</p>		
Interviewer	<p>你觉得你在写作中优缺点是什么？ What do you think your strengths and weaknesses are in writing?</p>		
Interviewee	<p>有时我找不到合适的语言形式来表达我的想法，很难找到精确的词汇表和句子结构。Sometimes I can't find the appropriate language forms to express my ideas. I often struggle to find the precise vocabulary and sentence structures.</p>		
Interviewer	<p>在学术写作时，你会使用那些步骤？</p>		

	What steps do you follow in academic writing?
Interviewee	<p>在开始学术写作之前，我制定了一个写作计划，并起草了一个大纲。然后选一个具有学术价值的可行性的主题，然后再查文献，还要明确研究方法，再收集一些数据，最后再检查一下自己内容的完整性。在完成写作后，我也会阅读并修改作文。</p> <p>I develop a writing plan and draft an outline before starting the academic writing. Then, I will conduct a literature review, clarify the research methodology, collect relevant data, and check the completeness of the content. After completing the writing, I also review and revise my work.</p>
Interviewer	<p>在非学术写作中，你会使用哪些步骤？</p> <p>What steps do you follow in non-academic writing?</p>
Interviewee	<p>如果是非学术写作的话，我在写作时更加注重语言的流畅和情感的传递。我还会检查自己是否在轨道的时间内完成了写作。写完之后，我还是要检查能够在文中表达了自己的想法。</p> <p>During the writing process, I focus more on the fluency of the language and the emotional expression. I will check whether I complete the task on time. After completing the writing, I review it to ensure that I have effectively communicated my ideas.</p>
Interviewer	<p>你知道学术写作和非学术写作的要求有什么不同吗？</p> <p>Do you know the differences in requirements between academic and non-academic writing?</p>
Interviewee	<p>学术写作就尽量避免用口语化，然后尽量用正式精确一点的语言，要引用那种比较权威的学术资料。非学术写作的语言可以比较随意一点，就比较自然。</p> <p>In academic writing, I try to avoid colloquial expressions and use more formal and precise language. It is also important to cite authoritative academic sources. In non-academic writing, the language can be more casual and natural.</p>
Interviewer	<p>在你写作的时候，你会根据不同的写作的场景来决定使用什么方法吗？请举例说说。</p> <p>When you write, do you choose different approaches based on different writing contexts? Please give some examples.</p>
Interviewee	<p>在平时练习时，我会起草了一个大纲，计划第一段写什么，在第二段写什么。还会在文中使用一些高级词汇来提高作文的质量。如果</p>

	<p>遇到熟悉的话题，我会尽量尝试使用。</p> <p>I draft an outline, planning what to write in the first paragraph and what to write in the second paragraph. Some difficult vocabulary can improve the quality of the composition. If it is a familiar topic, I will try to use it.</p>
	<p>对于熟悉和不熟悉的写作话题，你会怎么应对呢？</p> <p>How do you handle familiar and unfamiliar writing topics?</p>
	<p>如果我遇到一个熟悉的英语写作题目，我可以立即知道该写什么，因为我有相关的词汇储备。对于不熟悉的论文题目，我通常会先看范文或例子句子，看看别人是如何写的。</p> <p>If I encounter a familiar English writing topic, I can immediately know what to write about because I have the relevant vocabulary. For unfamiliar essay tasks, I usually start by looking at model essays or example sentences to see how others have written.</p>
Interviewer	<p>你在学术写作和非学术写作中有何感受，请举例说说？</p> <p>How do you feel about academic and non-academic writing? Please give some examples.</p>
Interviewee	<p>在做学术写作时，我更容易感到紧张和焦虑。</p> <p>I feel more nervous and anxious when doing academic writing.</p>
Interviewer	<p>这些感受对你的写作有什么影响？</p> <p>How do these feelings affect your writing?</p>
Interviewee	<p>当我发现写作任务很容易或感到很自信时，我的写作表现往往会更好。有时我会感到非常焦虑，但这种焦虑也驱使我更多地学习写作。</p> <p>When I found the writing task easy or feel confident, my writing performance tends to be better. Sometimes I feel very anxious, but this anxiety also drives me to learn more about writing.</p>
Interviewer	<p>在学术写作和非学术写作时，你会注意哪些方面？</p> <p>What aspects do you focus on in academic and non-academic writing?</p>
Interviewee	<p>学术写作在词汇方面都会用更加精确专业的术语，然后避免它语义含糊不清，然后句子会构造更比较完整，尽量选复杂的句子。语法要遵循学术方面要更加严格地遵循语法的规则，避免语法错误和逻辑关系方面的错误。</p> <p>In academic writing, more precise and professional terminology is used, avoiding vague meanings. Sentences are more structurally complete,</p>

	with a preference for complex sentence structures. Grammar must strictly follow academic conventions, avoiding grammatical errors and logical inconsistencies.
Interviewer	在写作时，你会对任务进行哪些判断？ What judgments do you make about the task while writing?
Interviewee	首先，我会先对写作题目的难度进行初步判断，如果难的话，我的思考时间也会久一点。在完成一段后，我会判断是否有中心句，文章的结构是否符合英语写作惯例，因为它和中文的写作惯例很不一样。 First, I will make an initial assessment of the writing prompt's difficulty. If it seems difficult, I will spend more time thinking about it. After finishing a paragraph, I estimate whether it contains a topic sentence and if the structure adheres to English writing conventions, as these differ from Chinese writing conventions.
Interviewer	对于自己感兴趣和不感兴趣的题目，你会怎么样？ When facing writing topics you are interested in versus those you are not, how do you approach them?
Interviewee	对自己感兴趣的题目会更加热情，更加积极，而在写作过程中会更加的流畅表达自己的观点，我更加享受写作的过程，会更主动的去找那些资料，尽量做到完美。然后自己不感兴趣的就要求他合格就行了。 For topics I'm interested in, I feel more passionate and engaged. My writing flows more smoothly as I express my ideas, and I enjoy the process more. I also take the initiative to research information and strive for perfection. However, for topics I'm not interested in, I just aim to meet the basic requirements.
Interviewer	在写作时，你会运用哪些策略或者是方法？ What strategies or methods do you use when writing?
Interviewee	我会先对题目分析理解，明确题目的内容和它的涉及的范围，然后想出相关的观点和例子，从而构建一个框架。在构建框架时，我还会考虑一下框架内容的逻辑性和每个观点的呈现的先后顺序。 I analyze and understand the topic, clarify its content and scope, and then search online for information related to my writing theme to construct a framework. When constructing the framework, I also consider the logical flow of the content and the sequence in which each point is presented.

Interviewer	<p>在写作前，你会根据题目做计划吗？具体是用什么方法呢？</p> <p>Do you plan before writing based on the topic? If so, what specific strategies do you use?</p>
Interviewee	<p>我基于写作主题来制定计划，如列出大纲，确定每一段的主题和要点。我主动去问老师，老师给我解释题目后，我自己加深对题目的理解，我还会把相关的语言材料背下来或者把它记下来，然后转化为自己的东西。当我有足够的时间时，我就会上网阅读学术文章，因为我对学习新知识很感兴趣。</p> <p>I plan based on the writing topic, such as listing the outline and determining the theme and key points of each paragraph. I actively ask the teacher for help. After the teacher explains the writing topic, I deepen my understanding and memorize or jot down relevant language materials, then internalize them. When I have ample time, I go online to read academic articles, as I am interested in learning new knowledge.</p>
Interviewer	<p>写作中，你会对自己进行监督吗？</p> <p>Do you monitor yourself during the writing process?</p>
Interviewee	<p>我会监控着我的写作内容。当我发现我的内容有问题时，我就会立即纠正他们。完成写作后，我还会通读了整篇文章，检查是否有错误。我在写作时经常注意到上下文之间的逻辑关系，特别是段落的开头和结尾，我会进行反复检查。</p> <p>I will monitor my writing content. When I find issues with my content, I correct them promptly. After finishing, I read through the entire piece again to check for any mistakes. I pay a lot of attention to the logical relationships between contexts while writing, particularly the beginnings and endings of paragraphs, which I check repeatedly.</p>
Interviewer	<p>在完成写作后，你怎么评价它的好坏？</p> <p>After completing your writing, how do you evaluate its quality?</p>
Interviewee	<p>我会先进行自我评。例如，有些句子可以表达得更复杂，但我没有使用高级结构。在自我评估的过程中，我意识到我在哪里做得不好。有时，我也会读模范文章，因为这有助于我理解我的写作和标准答案之间的差距。</p> <p>I will start by evaluating my own work. For example, some sentences could be expressed more sophisticatedly, but I didn't use advanced structures. During self-evaluation, I realize where I didn't do well. Sometimes, I also read model essays because this helps me</p>

	understand the gap between my writing and the standard answers.
Interviewer	你觉得老师的反馈重要吗? Do you think feedback from teachers is important?
Interviewee	老师的评价会更清楚，然后修改意见也更明确，然后给我带来的作用很大，老师给我讲的时候会很认真的听，这让我记忆更加时刻。当老师忙的时候，我让我的同学先检查我的作文，在他们改正之后再给老师看。 Teacher feedback is clearer, and the suggestions for revision are more specific. It has a significant impact on me. When the teacher explains, I listen attentively, which helps me remember better. When the teacher is busy, I ask my classmates to check my work first, and then I show it to the teacher after they have made their corrections.
Interviewer	你觉得机器自动修改的优缺点是什么? What do you think are the advantages and disadvantages of automated corrections?
Interviewee	批改网给我的感觉就是比较快，你一提交就能知道成绩，但是它不会跟你讲错在哪里，不会那么清晰，有时候给出的建议还是挺模糊的。 My impression of online correction tools is that they are fast; you get your results immediately after submission. However, they don't clearly explain where the mistakes are, and sometimes the suggestions are quite vague.

12 Sep, 2024 (2:00pm)	Student Four (S4)	Location:Kaili University
People	Responses	
Interviewer	你知道学术写作和非学术写作的区别吗? Do you know the difference between academic and non-academic writing?	
Interviewee	我认为学术写作更注重准确性、逻辑性和科学性，然后需要一定的数据来支持其观点。而非学术写作，它更多地关注个人情感体验或作者的观点。 I think academic writing usually pays more attention to its accuracy,	

	<p>logic, and scientific nature, and then requires certain data to support the point of view. Rather than academic writing, it focuses more on personal emotional experience or the author's point of view.</p>
Interviewer	<p>你认为这两种写作在风格上有什么不一样吗? What do you think are the stylistic differences between academic and non-academic writing?</p>
Interviewee	<p>因为在学术写作方面，读者大多是学者，或者是涉及这个领域的人，我们在写作时必须要有非常专业的写作愿景和策略。然后非学术学术的话更适用于大众，受众人群也比较多，也比较简单，大家看得懂。 Because when it comes to academic writing, its readers are mostly scholars, or people involved in this field, we should have a very professional writing vision and strategy when writing. Non-academic writing is more suitable for the general public, has a wider audience, and is relatively simpler and easier to understand.</p>
Interviewer	<p>你觉得你在写作中优缺点是什么? What do you think your strengths and weaknesses are in writing?</p>
Interviewee	<p>我觉得我的语法很好，我在写作中会使用一些长难句。但我总是喜欢用翻译的方法来写作，这让我的句子很像中文，不能反映英语的思维。 I think my grammar is very good, and then I can use some long and difficult sentences or something. But I always like to use translation methods for writing, which makes my sentences very Chinese-like and doesn't reflect English thinking.</p>
Interviewer	<p>在学术写作时，你会使用那些步骤? What steps do you follow in academic writing?</p>
Interviewee	<p>学术写作的话，关于一个学术问题，写作前我需要去阅读相关的一些资料，去提升自己的一些学术储备，然后写作时，我会结合自己所学的，可能是课本上也可能是课外的，然后根据主题的要求去写。写完了过后再检查一遍，比如词语有没有拼写错误，检查我写的句子有没有语法问题。我会确保了作文论点的逻辑一致性，并注意是否使用了正确的语法和精确的词汇。 For academic writing on a specific issue, I begin by reading related materials to enhance my academic knowledge base. When writing, I incorporate what I have learned, whether from textbooks or extracurricular sources, and write according to the requirements of the topic. After completing the writing, I review it to check for spelling</p>

	errors and grammatical issues in my sentences. I ensure the logical coherence of my arguments and pay attention to correct grammar and precise word choice.
Interviewer	在非学术写作中，你会使用哪些步骤？ What steps do you follow in non-academic writing?
Interviewee	在应对非学术写作任务时，我会先拟一个大纲，先理一下先写什么，中间再写什么，最后再写什么，写好之后再检查一下自己的语法错误，都使文章更加清晰流畅。 When handling non-academic writing tasks, I start by drafting an outline to organize what to write first, what to write in the middle, and what to write at the end.
Interviewer	你知道学术写作和非学术写作的要求有什么不同吗？ Do you know the differences in requirements between academic and non-academic writing?
Interviewee	对于学术写作的话，写作要求比较严格，句子的使用也比较严谨的，需要有点论据去支撑的我买的观点，不能学术造假。非学术写作，它更多的是从你的主观上情感去写，要求不是很严谨，主要考察你对一个事物的理解或者你的个人观点。 For academic writing, the requirements are stricter, and sentence usage needs to be more precise. Arguments must be supported with evidence, and academic dishonesty is not acceptable. In non-academic writing, it is more about expressing subjective emotions. The requirements are not as rigid, and the focus is mainly on your understanding of a topic or your personal opinions.
Interviewer	在你写作的时候，你会根据不同的写作的场景来决定使用什么方法吗？请举例说说。 When you write, do you choose different approaches based on different writing contexts? Please give some examples.
Interviewee	在学术写作时，我会更加注重写作的速度和准确性，确保单词的选择准确，语言标准，速度快。如果我平时练习中使用的复杂句子是正确的，我在考试中就会更有信心。 I would pay more attention to the speed and accuracy of writing, ensuring that the word choice is precise, the language is standard, and the speed is quick. If the information I gather and the complex sentences I use in practice are correct, I feel more confident using them in exams.

Interviewer	对于熟悉和不熟悉的写作话题，你会怎么应对呢？ How do you handle familiar and unfamiliar writing topics?
	<p>我更喜欢熟悉的话题，因为我不紧张，而且可以很好地利用我在写作之前学到的知识。我遇到那种自己不太了解的，然后就会感到在组织语言方面会更加困难一点。</p> <p>I like familiar topics, I am not nervous, and can make good use of the knowledge I have learned before when writing. When I encounter topics I'm not familiar with, I find it more difficult to organize my language.</p>
Interviewer	你在学术写作和非学术写作中有何感受，请举例说说？ How do you feel about academic and non-academic writing? Please give some examples.
Interviewee	<p>在学术写作中，我感到困难和压力，因为它需要严格的论证和准确的引用。我的知识基础可能不足以达到学术写作的标准。而非学术写作相对比较容易，让我更有信心。</p> <p>In academic writing, I feel difficulty and pressure because it requires rigorous argumentation and accurate citations. My knowledge base might not be sufficient to meet the academic writing standards. Non-academic writing is relatively easier, which gives me more confidence.</p>
Interviewer	这些感受对你的写作有什么影响？ How do these feelings affect your writing?
Interviewee	<p>当然，完成一篇文章会给我一种很大的成就感。因为我在日常生活中通常喜欢阅读英语杂志，所以我经常总结一些好的句子。这种语言的积累会使我在写作时更加自信。</p> <p>Of course, completing an essay gives me a great sense of accomplishment. Because I usually like to read English magazines in daily life, I often summarize some good sentences. This accumulation of language will make me more confident when writing.</p>
Interviewer	在学术写作和非学术写作时，你会注意哪些方面？ What aspects do you focus on in academic and non-academic writing?
Interviewee	学术写作要求对知识的掌握要精确，要深入的了解，然后每个观点都要有充分的依据，或者每一个引用都要确保它要减少失误。在非学术写作中更多的是自由发挥和更多的创造，然后更加灵活的运用

	<p>语言发挥自己的想象力。</p> <p>Academic writing requires precise knowledge and a deep understanding of the subject. Every argument must be well-supported, and every citation must be accurate to minimize errors. In non-academic writing, there is more freedom for creativity and expression. Language can be used more flexibly, allowing for greater imagination.</p>
Interviewer	<p>在写作时，你会对任务进行哪些判断？</p> <p>What judgments do you make about the task while writing?</p>
Interviewee	<p>我首先肯定要去看看它是关于哪一类型的写作，如果是学术写作，就要去判断我的知识储备够不够，然后如果是非学术写作的话，我就还是要去想那些句子、模板能不能套。当面对复杂的话题时，我会判断我对相关知识的理解，以及对这个话题的熟悉程度，并确定我是否有足够的知识储备。这些判断对我很有帮助，在写作的时候给了我指明方向，让我知道如何继续写作。</p> <p>Firstly, I need to determine the type of writing. If it's an academic essay, I will evaluate whether my knowledge base is sufficient. If it's a non-academic essay, I will consider the theme and see if I can use any templates I have memorized. When faced with complex topics, I estimate my understanding of the relevant knowledge, check my familiarity with the topic, and determine if I have sufficient knowledge related to it. These judgments are somewhat useful; at the very least, they give me a direction when writing, so I know how to proceed.</p>
Interviewer	<p>对于自己感兴趣和不感兴趣的题目，你会怎么样？</p> <p>When facing writing topics you are interested in versus those you are not, how do you approach them?</p>
Interviewee	<p>对于自己感兴趣的话题，我肯定会时不时的去了解一下，在平时生活中会很关注这些话题。因为对于我自己感兴趣的话题，我对它的了解和掌握要更加多一点，如果是我不感兴趣的话，我只能说特定的时间，比如说写作前去了解一下。</p> <p>For topics I'm interested in, I tend to learn about them from time to time and pay attention to them in daily life. Since I have a deeper understanding of these topics, I feel more confident when writing about them. However, for topics I'm not interested in, I usually only research them right before writing.</p>
Interviewer	<p>在写作时，你会运用哪些策略或者是方法？</p> <p>What strategies or methods do you use when writing?</p>

<p>Interviewee</p>	<p>我会先打一遍草稿，把文章的大体结构写出来，做一个写作内容的树状图，确定文章的框架结构，然后再去想一些连接句，把文章衔接起来。写作前的计划非常有用，我写作的时候会更加的快，不会毫无头绪，根据自己设计的框架或者计划来写，想到的句子也会更多。</p> <p>I first write a draft to outline the general structure of the essay, create a tree diagram for the content, and determine the framework. Then, I think of some linking sentences to connect the parts of the essay. Planning before writing is very useful for me; it helps me write faster and stay focused. Following my designed framework or plan, I can come up with more sentences.</p>
<p>Interviewer</p>	<p>在写作前，你会根据题目做计划吗？具体是用什么方法呢？</p> <p>Do you plan before writing based on the topic? If so, what specific strategies do you use?</p>
<p>Interviewee</p>	<p>我在写作前会做一个思维导图，主要是为了避免遗漏重要的点。在考试中，如果你没有涵盖关键点，你可能会失去分数。我觉得制定计划很重要。当我学习的时候，写作计划可以指导我的写作过程，帮助我避免漫无目的地写作和浪费时间。</p> <p>I start with a mind map and then proceed to write, mainly to avoid missing important points. During exams, if you fail to cover key points, you might lose marks. I feel that planning is quite important. When I study, a writing plan guides my writing process, helping me avoid writing aimlessly and wasting time.</p>
<p>Interviewer</p>	<p>写作中，你会对自己进行监督吗？</p> <p>Do you monitor yourself during the writing process?</p>
<p>Interviewee</p>	<p>我会阅读每一个句子来检查我的写作情况，以避免语法错误，正确使用短语，保持时态一致。因为练习得多了，我对写作的时间比较有把握感觉，就有一种对于时间的观念的感觉了。就在写作文的时候不太会在意时间。</p> <p>I check my writing by reading each sentence to ensure there are no grammatical errors, that phrases are used correctly, and that the tenses are consistent with the preceding text. Since I've practiced a lot, I have a good grasp of the time needed for writing. I don't pay much attention to the time while writing.</p>
<p>Interviewer</p>	<p>在完成写作后，你怎么评价它的好坏？</p>

	After completing your writing, how do you evaluate its quality?
Interviewee	<p>完成写作后，我会通读我的作文，看看逻辑、结构或语法是否有任何问题。我主动向我的老师询问评分规则，然后相应地修改我的工作，尽管我有时不完全理解一些规则的描述。当然，老师的表扬能够增加我的信心，我喜欢别人一针见血的把问题给我指出来，然后我再去改。对，我觉得这样的方式对我的帮助比较大一些。</p> <p>After finishing, I read my essay to see if there are any problems with logic, structure, or grammar. I take the initiative to ask my teacher for the scoring rubrics and then revise my work accordingly, although I sometimes don't fully understand some of the rubric descriptions. Of course, the teacher's praise boosts my confidence, but I prefer when someone points out my problems directly, so I can make the changes. I find this method more helpful.</p>
Interviewer	<p>你还会使用其他的评价方式吗？</p> <p>Do you use any other evaluation methods?</p>
Interviewee	<p>如果是回到高中的话，可能同学之间得相互评价可能也要多一点，因为老师不是很有空，我会跟同学讨论了。同学跟我讲懂了的话，我就不会去麻烦老师。</p> <p>If we go back to high school, peer feedback might be more common because the teachers are not very available. I would discuss it with my classmates. If my classmates understand, I wouldn't bother the teacher.</p>
Interviewer	<p>你觉得机器自动修改的优缺点是什么？</p> <p>What do you think are the advantages and disadvantages of automated corrections?</p>
Interviewee	<p>对于批改网这个软件，它会给我指出有哪些句子可以再升级，或者是可以单词替换，我感觉还是挺有用的。可以教我怎么样从低分作文一步一步的变成高分作文。</p> <p>As for the correction tool I use, it points out which sentences can be improved or which words can be replaced. I find it quite useful because it teaches me how to transform a low-scoring essay into a high-scoring one step by step.</p>

13 Sep, 2024 (9:00am)		Student Five (S5)	Location:Kaili University
People	Responses		
Interviewer	你知道学术写作和非学术写作的区别吗? Do you know the difference between academic and non-academic writing?		
Interviewee	我认为学术写作比较严谨，但非学术写作则相对自由。 I think academic writing is more rigorous, but non-academic writing is relatively free.		
Interviewer	你认为这两种写作在风格上有什么不一样吗? What do you think are the stylistic differences between academic and non-academic writing?		
Interviewee	根据我的经验，非学术写作更接地气，语言更加生动和平易近人，使用的语言相对容易理解。 Based on my experience, non-academic writing is more down-to-earth, more lively and approachable, and the language used is relatively easy to understand.		
Interviewer	你觉得你在写作中优缺点是什么? What do you think your strengths and weaknesses are in writing?		
Interviewee	我觉得我的缺点是，有时当我遇到问题时，我不知道问题中的一些单词，我也不知道该怎么写它们。 I feel that my shortcoming is that sometimes when I encounter writing tasks, I don't know some words in the questions and I don't know how to write them.		
Interviewer	在学术写作时，你会使用那些步骤? What steps do you follow in academic writing?		
Interviewee	在（学术）写作时，我会引用一些文章，参考相关文献，检查结论是否正确。但是我不知道我在写作中应该使用什么策略，我只是根据老师的要求来写作。有时效果很好，有时就不行。 While writing (for academic purpose), I contemplate the use of quotations, refer to relevant literature, and check the conclusion. But I don't know what strategies I should used in writing, it's just writing according to the teacher's requirements. Sometimes it works well, sometimes it doesn't.		
Interviewer	在非学术写作中，你会使用哪些步骤? What steps do you follow in non-academic writing?		
Interviewee	对于非学术写作，我首先勾画出一个粗略的框架，并列我想要传达的主要内容。完成写作后，我会检查语法错误，使文章更清晰、		

	<p>更流畅。</p> <p>For non-academic writing, I start by sketching a rough framework and outlining the main content I want to convey. After completing the writing, I check for grammatical errors to make the essay clearer and more fluent.</p>
Interviewer	<p>你知道学术写作和非学术写作的要求有什么不同吗？</p> <p>Do you know the differences in requirements between academic and non-academic writing?</p>
Interviewee	<p>不是很清楚，老师也没有特别讲过。</p> <p>I don't know, and the teacher hasn't specifically explained it for us.</p>
Interviewer	<p>在你写作的时候，你会根据不同的写作的场景来决定使用什么方法吗？请举例说说。</p> <p>When you write, do you choose different approaches based on different writing contexts? Please give some examples.</p>
Interviewee	<p>通常情况下，我会阅读不同类型的文章来理解他们的写作风格。但是，在写作的时候，我可能会很紧张，总是时间不够。所以，我会用更直接和简单的句子来表达我的观点，写完了再检查一遍。</p> <p>On regular days, I read different types of essays to understand their writing styles. Then, when writing, I might be quite nervous, and the time might not be sufficient. So, I would use more direct and simple sentences to express my views and check my essay at the end.</p>
Interviewer	<p>你在学术写作和非学术写作中有何感受，请举例说说？</p> <p>How do you feel about academic and non-academic writing? Please give some examples.</p>
Interviewee	<p>对我而言，我总觉得写作是一件很有挑战性的事情，特别是在完成学术写作论文时，我很害怕犯错。</p> <p>I often find it challenging, especially when completing academic writing essays, as I fear making mistakes.</p>
Interviewer	<p>这些感受对你的写作有什么影响？</p> <p>How do these feelings affect your writing?</p>
Interviewee	<p>因为英语词汇积累不多，又害怕犯语法错误，所以我一般不会主动去写作，通常只是为了完成老师布置的作业，以至于我的作文成绩不太好。</p> <p>Because I don't have a large vocabulary in English and I'm afraid of making grammar mistakes, I usually don't take the initiative to write. I</p>

	only write to complete assignments given by the teacher, which has resulted in my writing scores not being very good.
Interviewer	在学术写作和非学术写作时，你会注意哪些方面？ What aspects do you focus on in academic and non-academic writing?
Interviewee	我更多的是关注词汇和语法。 I focus more on vocabulary and grammar.
Interviewer	在写作时，你会对任务进行哪些判断？ What judgments do you make about the task while writing?
Interviewee	首先，我会评估写作题目的难度。基于此评估，我将确定我的写作速度，并相应地分配我的时间。当面对复杂的话题时，我会估计我对相关知识的理解，检查我对这个话题的熟悉程度，并评估是否有足够的相关知识储备。 Initially, I will evaluate the difficulty of the writing prompt. Based on this assessment, I will determine my writing speed and allocate my time accordingly. When faced with complex topics, I estimate my understanding of the relevant knowledge, check my familiarity with the topic, and determine if I have sufficient knowledge related to it.
Interviewer	对于自己感兴趣和不感兴趣的题目，你会怎么样？ When facing writing topics you are interested in versus those you are not, how do you approach them?
Interviewee	当然，对感兴趣的题目我会更有自信。 Of course, with topics I'm interested in, I feel more confident. How does that confidence affect your writing process?
Interviewer	在写作时，你会运用哪些策略或者是方法？ What strategies or methods do you use when writing?
Interviewee	对于那些我不能完全理解或不确定的写作任务，我需要寻求老师的帮助，并征求他们的意见。另外，阅读模范论文可以帮助我更好地构建我的论文，一些精心制作的句子可以帮助我写作。 For writing tasks that I can't fully understand or am unsure about, I seek the teacher's help and ask for their opinion. Furthermore, reading model essays helps me better structure my essays, and some well-crafted sentences assist me during writing.

Interviewer	<p>在写作前，你会根据题目做计划吗？具体是用什么方法呢？</p> <p>Do you plan before writing based on the topic? If so, what specific strategies do you use?</p>
Interviewee	<p>（在写作之前），我首先理解写作的主题，明确基本要求和要点，然后大概地列出文章的段落和结论。其实在学术写作中，我会更加频繁地使用计划策略。在这个过程中，我不断地修改我的写作计划，这使我的文章更有逻辑和科学。</p> <p>(Before writing), I first understand the topic, clarify the basic requirements and main points, then list the paragraphs and conclusion of the essay. In academic writing, I use planning strategies more frequently, and sometimes I continuously modify my writing plan during the process, which makes my essay more logical and scientific.</p>
Interviewer	<p>写作中，你会对自己进行监督吗？</p> <p>Do you monitor yourself during the writing process?</p>
Interviewee	<p>在写作时，我会检查自己是否根据事先准备的大纲来写作。如果我偏离了话题，我会立即进行纠正。</p> <p>I check if I am writing according to the outline I prepared beforehand. If I notice I'm deviating from the topic, I correct it promptly.</p>
Interviewer	<p>在完成写作后，你怎么评价它的好坏？</p> <p>After completing your writing, how do you evaluate its quality?</p>
Interviewee	<p>我通常会先自己检查和修改作文，有时我会请英语比较好的同学来帮我修改，让他们反馈它的优缺点。因为有时候当我试图修改作文时，我常常不知道哪里错了。</p> <p>I usually check and revise my work first, and sometimes I show it to my better English classmates for their feedback on how it looks. Because I often don't know where I went wrong when I try to revise my work.</p>
Interviewer	<p>你觉得老师的反馈重要吗？</p> <p>Do you think feedback from teachers is important?</p>
Interviewee	<p>一方面，我觉得老师的反馈很有用，我的心态很好，我可以接受老师的批评。另一方面，我觉得理解写作评价标准对我来说非常重要，因为它为我的努力提供了明确的方向。</p> <p>On the one hand, I feel my mindset is pretty good. I can accept the teacher's criticism. On the other hand, I believe that understanding the</p>

	writing evaluation criteria is very important for me as it provides clear direction for my efforts.
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13 Sep, 2024 (2:00pm)	Student Six (S6)	Location:Kaili University
People	Responses	
Interviewer	你知道学术写作和非学术写作的区别吗? Do you know the difference between academic and non-academic writing?	
Interviewee	我觉得这两种写作很相似。我在写作的时候没有区分它们，我只会关注到了写作题目的要求。 I think the two kinds of writing are similar. I didn't distinguish them when I was writing. I paid attention to the requirements of the writing topic.	
Interviewer	你认为这两种写作在风格上有什么不一样吗? What do you think are the stylistic differences between academic and non-academic writing?	
Interviewee	我不知道。 I don't know.	
Interviewer	你觉得你在写作中优缺点是什么? What do you think your strengths and weaknesses are in writing?	
Interviewee	我的英语词汇储备太少了，所以我经常在写作的时候想不出来单词，不知道该用哪个单词。此外，如果我了解这两种写作的特点，可能我能够有所进步。 My vocabulary reserve is too limited, so I often run out of words while writing and don't know which word to use. If I knew more about the characteristics of these two kinds of writing, I think I should be able to write better.	
Interviewer	在学术写作时，你会使用那些步骤? What steps do you follow in academic writing?	
Interviewee	我可能会去读一些文献，明确使用什么样的研究方法。然后再收集相关数据，最后检查写作内容是否完整。	

	I conduct a literature review and clarify the research methods. I gather relevant data and finally review the completeness of my content.
Interviewer	在非学术写作中，你会使用哪些步骤？ What steps do you follow in non-academic writing?
Interviewee	不太清楚，可能就是看题目要求吧。 I'm not quite sure, maybe just checking the prompt requirements.
Interviewer	你知道学术写作和非学术写作的要求有什么不同吗？ Do you know the differences in requirements between academic and non-academic writing?
Interviewee	我不知道。 I don't know.
Interviewer	在你写作的时候，你会根据不同的写作的场景来决定使用什么方法吗？请举例说说。 When you write, do you choose different approaches based on different writing contexts? Please give some examples.
Interviewee	有时，当老师布置一个我不太熟悉的写作题目时，我会在上网搜索一些信息，看看其他人是如何写的，以及他们是从哪个角度来写的，以避免写得太差。除了在网上查找信息，我还会问我周围的人，比如有很强写作能力的朋友或同学。 Sometimes, when the teacher assigns a topic that I'm not very familiar with, I always search online for some information, see how others have written about it, and from which angles they have approached it, in an attempt to avoid writing poorly. Besides looking up information online, I ask people around me, such as friends or classmates who have a strong writing background.
Interviewer	你在学术写作和非学术写作中有何感受，请举例说说？ How do you feel about academic and non-academic writing? Please give some examples.
Interviewee	我总是在写作时感到紧张，特别是再学术写作中，让我觉得很有挫败感。而非学术性的写作让我感到更加自信和满意，因为它允许我自由地表达思想。 I always feel nervous when writing, especially in academic writing, which makes me feel very frustrated. Non-academic writing makes me feel more confident and satisfied because it allows for the free expression

	of ideas.
Interviewer	这些感受对你的写作有什么影响？ How do these feelings affect your writing?
Interviewee	消极的情绪会影响我的思维过程，有时会让忘记我以前学到的知识。我在写作时感到了一定程度的紧张。 Negative emotions can affect my thought process, sometimes causing me to forget knowledge I've previously learned. I experience a degree of nervousness while writing.
Interviewer	在学术写作和非学术写作时，你会注意哪些方面？ What aspects do you focus on in academic and non-academic writing?
Interviewee	我会注意自己的知识储备是否足够。 I will pay attention to whether my knowledge reserve is sufficient.
Interviewer	在写作时，你会对任务进行哪些判断？ What judgments do you make about the task while writing?
Interviewee	对于这个问题，我认为在一开始判断写作任务的难度是非常重要的，然后我还会评估我的知识基础是否足够，是否有足够的时间来完成写作。 For this question, I think it's important to judge the writing task's difficulty in the beginning, then assess whether my knowledge base is sufficient and whether I have enough time.
Interviewer	对于自己感兴趣和不感兴趣的题目，你会怎么样？ When facing writing topics you are interested in versus those you are not, how do you approach them?
Interviewee	其实我对写作不太感兴趣。我不擅长写作。 Actually, I'm not very interested in writing. I'm not good at it.
Interviewer	在写作时，你会运用哪些策略或者是方法？ What strategies or methods do you use when writing?
Interviewee	让我想一想，平时在阅读文章时，我常常将一些好词好句摘抄下来，现在我也会在电子设备上标注出一些好词好句，我觉得模仿别人的写作应该会对我的作文有所帮助。此外，我最常用的是用手机进行拍照修改，因为它很方便，然后他修改的准确性也比较高，老师和

	<p>同学他不可能一直在你身边，但是手机话，只要有网络就可以直接用了。</p> <p>Let me think about it. Specifically, when reading articles, I highlight and copy down good words and sentences, although nowadays I use electronic devices for this purpose. I think imitating others' essays should help improve my writing performance. I often use my phone to take pictures and correct my writing because it's convenient and accurate. Unlike teachers and classmates who can't always be by your side, a phone can be used anytime as long as you have internet access.</p>
Interviewer	<p>在写作前，你会根据题目做计划吗？具体是用什么方法呢？</p> <p>Do you plan before writing based on the topic? If so, what specific strategies do you use?</p>
Interviewee	<p>我知道我的写作水平不是很高，所以如果有一个老师能指导我创建一个大纲，理清我的写作思路，这会让我更有信心。另外，在开始写作之前，我喜欢和同学们进行头脑风暴，并画出一个树形图。一般来说，我在写作时会遵循我的计划。思维导图提醒我需要包含的内容，给我提供帮助。</p> <p>I know my writing level isn't very high, so if a teacher can guide me in creating an outline and clarifying my writing ideas, it gives me more confidence. Furthermore, I need to brainstorm my writing ideas and draw a tree diagram before start to writing. Generally, I follow my plan when writing. The mind map helps me a lot by reminding me of the content I need to include.</p>
Interviewer	<p>写作中，你会对自己进行监督吗？</p> <p>Do you monitor yourself during the writing process?</p>
Interviewee	<p>是的，我会监控我的写作情况，因为现在我有了一部手机，这样更方便了。我会使用相关的软件来拍照，检查语法错误。当我读到我在写作的后面部分，如果发现前面的语法、句子或逻辑关系是错误的时，我也会回去进行修正。</p> <p>Yes, I will monitor my writing, because it is more convenient now that I have a mobile phone. I just use the software that checks for grammatical errors, take pictures, and then check it. When I get to the later parts of my writing and realize that the grammar, sentences, or logical relationships in the earlier parts are off, I'll go back and make corrections.</p>
Interviewer	<p>在完成写作后，你怎么评价它的好坏？</p>

	After completing your writing, how do you evaluate its quality?
Interviewee	<p>我自己肯定会看一遍的，然后看没有什么大的错误之后会让别人检查。但我不认为自我评价有那么重要，因为一个人很难找到自己的错误。俗话说，“当局者迷，旁观者清”。所以，其他人很可能会发现你的错误。</p> <p>I definitely read through it myself first. After ensuring there are no major errors, I ask someone else to check it. But I don't think self-evaluation is that important because it's hard for one to find their own mistakes. As the saying goes, 'The person involved is often blinded, but the outsider sees clearly.' So, others are likely to spot your mistakes.</p>
Interviewer	<p>你觉得老师的反馈重要吗？</p> <p>Do you think feedback from teachers is important?</p>
Interviewee	<p>我认为老师的反馈对我来说是最有用的。当老师的评价直接的，能给我留下更深刻的印象，因为我的同学通常根据他们的理解来解释，我可能无法理解他们的观点。只有当老师没空时，我可能会和我的小组同学交换论文，来进行互评。</p> <p>I think teachers' feedback is the most useful evaluating strategy for me. When the teacher is direct, I remember better and the feedback leaves a deep impression because my classmates usually explain things based on their understanding, which I might not grasp. When essays are returned and the teacher is unavailable, I might exchange essays with my desk mate or classmates in the group to review and assess each other's work.</p>
Interviewer	<p>这些策略对你的写作有什么影响？</p> <p>How do these strategies affect your writing?</p>
Interviewee	<p>阅读模范文章和记忆好的句子可以提高我的信心，因为我知道如何正确地写作，有可能我在以后得学习中还会遇到这样得话题。老师的正面反馈会增加我的学习信心和兴趣，激发我的写作的动机。</p> <p>Reading model essays and memorizing good sentences can boost my confidence when I encounter similar topics in the future, because I know how to write correctly. Positive feedback from teachers increases my confidence, interest in writing, and motivation to learn more about it.</p>

Appendix P
Summary of Previous Literatures on the Relationship between Metacognition and EFL Writing Performance

No.	Author	Title of Article	Type of research	Participants and location of the study	Methodology	Findings	Strengths/Weaknesses
1	Qin Limina, Zhang Lawrence Jun (2019)	English as a foreign language writers' metacognitive strategy knowledge of writing and their writing performance in multimedia environments	Quantitative	286 university students Location: China.	Learners' metacognitive writing strategies measure: Questionnaire based on Zhang and Qin's (2018) writing achievement measure: a given-topic argumentative writing test selected from the College English Test (CET) bank 4.	1) Planning has always been regarded as a fundamental skill of high-achieving student writers. 2) High-EFL writing proficiency students tended to regulate and manage their thoughts and actions on a more global level of the written text when dealing with writing tasks. 3) High-EFL writing proficiency students tended to continue practicing using more efficient strategies to revise the writing draft.	The lack of options for some other factors (e.g. students' aptitudes and attitudes towards EFL writing) might not fully elucidate the students' writing performance. Therefore, it is hoped that futures studies might need to consider conducting in-depth analyses using multiple methods for data collection.
2	Qiyu Sun , Lawrence Jun Zhang (2022)	Understanding learners' metacognitive experiences in	Quantitative	760 undergraduates Location: China.	EFL learners' metacognitive experiences measure: Pre-Writing Metacognitive Experiences	1) Based on the empirical evidence, we propose a model of metacognitive experiences in EFL writing 2) There are four subcategories of EFL	This study only adopted questionnaires to assess learners' metacognitive experiences in writing.

		learning to write in English as a foreign language: A structural equation modeling approach			Questionnaire (PWMEQ) and the During-Writing Metacognitive Experiences Questionnaire (DWMEQ) EFL Learners' Writing Metacognitive Experiences Questionnaire (EFLWMEQ)	learners' metacognitive experiences in writing: metacognitive feeling, metacognitive judgments/estimates, online task-specific metacognitive knowledge, and online task-specific metacognitive strategies	self-report instruments cannot capture the dynamic nature of metacognitive components of the complex L2 writing process. Future research is needed to employ multiple methods. For example, researchers can employ interviews and think aloud protocols.
3	Qiyu Sun, Lawrence Jun Zhang (2022)	Examining the effects of English as a foreign language student-writers' metacognitive experiences on their writing performance	Quantitative	435 EFL student at university Location: China.	student-writers' metacognitive experiences Measure: Questionnaire developed by Sun et al. (2021) writing performance measure: finish two argumentative writing tasks (at least 150 words each) in 60 min in the classroom setting (Schoonen et al., 2011).	1) EFL student-writers' metacognitive estimates had a significant, positive effect on their lexical complexity and writing fluency. 2) Metacognitive estimates of EFL writing had a negative effect on writing accuracy. 3) Metacognitive feelings of EFL writing were positively related to syntactic complexity, and online metacognitive strategies of EFL writing also positively contributed to writing accuracy.	Learning contexts and language proficiency, are not taken into account in the quantitative study. Future studies might need to capture the factors that may affect learners' linguistic performance. Further studies could be conducted by recruiting students with different language proficiency levels.
4	(Mark) Feng Teng (2019)	The role of metacognitive	Quantitative	882 first-year EFL learners from	Metacognitive writing strategies	1) Six parameters of metacognition (declarative knowledge, procedural	The output was based solely on participants' self-reported

		knowledge and regulation in mediating university EFL learners' writing performance		eight universities Location: China.	measure: Questionnaire was developed through a multi-method technique. writing performance measure: writing test was modeled after the academic writing test component of IELTS.	knowledge, conditional knowledge, planning, monitoring, and evaluating) were positively correlated with EFL writing performance. 2) Parameters of procedural knowledge, planning, monitoring, and evaluating were more highly correlated with writing compared with other parameters. 3) Metacognitive regulation can play unique roles in predicting writing proficiency over and above prediction based on scores on metacognitive knowledge.	academic writing routine. Future studies should triangulate data through a qualitative approach of observing learners' behaviors longitudinally to obtain a full picture of learners' metacognition. In addition, the scale of metacognition should cover more parameters (eg. Metacognitive experiences).
5	Zhoulin Ruan (2014)	Metacognitive awareness of EFL student writers in a Chinese ELT context	Qualitative	51 English-major Students Location: China.	Data were collected by means of semi-structured small-group interviews with 51 English-major students prior to an English writing course. Qualitative data analysis: computer program ATLAS/ti (Version 5.0).	1) Chinese EFL student writers did not have positive self-perceptions about English writing, and appropriate task and strategy awareness that characterises skilled L2 writing. 2) motivation, self efficacy, and writing anxiety constitute students' awareness of person variables influencing their EFL writing, whereas their task awareness involves task purposes, task constraints, and cross-language task interference. 3) The paper proposes an interactional	There exist some limitations regarding the interpretation and generalisability of the findings. The adoption of self-reflective group interviews as the sole source of data could be supplemented with think-aloud protocols, which could provide multiple perspectives on students' metacognitive awareness in

					model of EFL student writers' metacognitive awareness that intends to describe and explain the intertwining nature of the complex process underlying their EFL writing.	online composing process.	
6	Sa'adiyah Kummin Saemah Rahman (2010)	The Relationship between the Use of Metacognitive Strategies and Achievement in English	Quantitative	50 undergraduate students Location: Malaysia	metacognitive strategies measure: the Motivated Strategies for Learning Questionnaire (MSLQ) instrument (Pintrich, P. R. & Smith, D. A., 1993)	1) There are no differences in the use of metacognitive strategies based on gender and ethnic groups. 2) Rehearsal strategy is the most frequently used strategy. 3) There are differences in the use of metacognitive strategies among proficient and less proficient English language learners.	There were too few participants in this study
7	Mania Nosratinia, Shirin Adibifar (2014)	The Effect of Teaching Metacognitive Strategies on Field dependent and Independent Learners' Writing	Quantitative	62 male and female intermediate EFL learners with the age range of 18-35. Location: Iran	Participants' writing performance measure: The Cambridge Preliminary English Test (PET), Writing pre-test, Writing post-test. The rating based on the Weir's writing rating scale (Cushing Weigle, 2002).	1) the experimental group did statistically better in their post-test. Moreover field-independent learners outperformed field-dependent ones in their post-test. 2) After receiving metacognitive strategies, field-dependent students showed a significant improvement in their writings.	The data from this empirical study proves that metacognitive strategy instruction is fruitful, but there were too few participants in this study.

8	Nur Ania Fitrianti, Arik Susanti (2021)	EFL students' metacognitive strategies in online-based learning: in relation to their writing quality	Quantitative	35 English-major universities' students 4 male and 31 female Location:Indonesia a	students' metacognitive strategies measure: questionnaire students' argumentative essay results measure: writing rubric.	1) Among the three kinds of metacognitive strategies, evaluating strategies are the most strategy used by students, followed by monitoring strategies and planning strategies sequentially. 2) the more students apply metacognitive strategies, the better writing quality they have.	This study has a limited sample.
9	Qiyu Sun, Haiying Pan, Ju Zhan (2023)	Untangling the relationship between English as a foreign language learners' metacognitive experiences and writing proficiency: A mixed-methods approach	mixed-methods	Quantitative phase : 449 second-year undergraduates Qualitative phase: 10 students participate in semi-structured interviews. Location: China.	EFL learners' perceived metacognitive experiences measure:Questionnaire developed by Sun et al. (2021) Participants' writing proficiency measure: Writing test , the written production was evaluated based on Jacob et al.'s (1981) ESL Composition Profile.	1)EFL learners with different writing proficiency levels differ in terms of the richness of their metacognitive experiences. 2)EFL learners' metacognitive judgments are a significant predictor of their writing performance. 3)EFL learners' motivation and writing instruction could affect the richness of their metacognitive experiences. 4)The qualitative data were analyzed to examine the contributing factors affecting the richness of EFL learners' metacognitive experiences in writing.	The data were collected from a self-report questionnaire, semi-structured interviews, and a writing task in the cross-sectional study.
10	Feng Teng(2016)	Immediate and delayed effects of	mixed-methods	Quantitative phase :120 Chinese	The development of metacognition measure:A	1)the cooperative learning condition with embedded metacognitive instructions	This exploratory study was limited only to 120 tertiary

		embedded metacognitive instruction on Chinese EFL students' English writing and regulation of cognition	university students with age 18–20 years). Qualitative phase:30 participants Location: China.	self-reporting Metacognitive Awareness Instrument (MAI), designed by Schraw and Dennison (1994) Participants' writing development measure: pre- and post-essay tests	(COOP + META) condition yielded the highest mean scores in writing and regulation of cognition, followed by the cooperative learning condition(COOP) condition and the control group. 2) The metacognitive instruction did not exert positive effects on learners' knowledge of cognition 3) The structured cooperative learning setting is beneficial for students' writing performance 4) Cooperative work also seemed to be a factor that has contributed toward achievement in writing and regulation of cognition.	level students from the same ethnic group at a university. Moreover, performance due to gender difference was not analyzed. Female learners may outperform male learners in the use and choice of strategies and skills.
11	Carol Sue Englert, Taffy E. Raphael, Kathleen L. Fear, Linda M. Anderson (2014)	Students' Metacognitive Knowledge about How to Write Informational Texts	mixed-methods 30 students Location: America n.	Writing ability measure: writing assessment and writing interview.	1) Discrepancies between learning disabled and lowachieving writers also emerged in the metacognitive interview in terms of ability to (a) control and regulate the writing process, (b) use organizational strategies or text structures to generate or group ideas, and (c) monitor the quality of texts. 2) The strongest relationship existed between writing performance and the	Further research must be conducted to determine the precise nature of the relationship between LD students' metacognitive knowledge and their writing performance, and whether instruction that impacts students' knowledge about the

						following metacognitive variables: students' awareness of modeled writing strategies, students' knowledge of processes related to monitoring the completeness of text, and students' categorizing abilities.	organization of ideas in text affects their reading and writing performance
12	Loretta F. Kasper(1997)	Assessing the Metacognitive Growth of ESL Student Writers	Mixed-methods	120 ESL students Location: American.	Students' metacognitive models evaluate : cognitive style questionnaires (Devine et al., 1993.) writing proficiency measure:writing assessment	1) Personal and task knowledge did not significantly change as students progressed from the intermediate to the advanced level. 2) Students' knowledge of effective writing strategies did increase significantly as students became more proficient in the English language. 3)The strategy knowledge at the intermediate level was related to all three types of metacognitive knowledge at the advanced level.	The analyses of students' written responses to pre- and post-course writing autobiographies and cognitive style questionnaires confirmed the statistical results and provided valuable qualitative data that offer important insights into students' own perceptions of the experience of writing.
13	Raffaella Negretti (2012)	Metacognition in Student Academic Writing: A Longitudinal Study of Metacognitive Awareness and Its Relation to Task Perception,	Qualitative	17 students in North American university Location: American.	The study was piloted over a semester, and feedback from colleagues and fellow educational psychologists ensured that data collection, analysis, Data collection tool: journals	1) The data suggest a link between task perception and students' conditional metacognitive awareness —their understanding of how to adapt writing strategies to specific rhetorical requirements of the task and why—and performance evaluation. 2) Metacognitive awareness also seems to	This study has a limited sample

		Self-Regulation, and Evaluation of Performance				have a reciprocal relationship with self-regulation and students' development of individual writing approaches.	
14	Majid Farahian (2017)	Developing and validating a metacognitive writing questionnaire for EFL learners	Quantitative	524 Iranian university EFL students majoring in English Location: Iran	Metacognition measure: Metacognitive Awareness Writing Questionnaire (MAWQ)	1) the findings supported the 36 item questionnaire which can measure metacognitive awareness of Iranian EFL learners. 2) Three sub-components of metacognitive knowledge - declarative, procedural, and conditional well suit Iranian EFL learners	This research generates a new outlook to metacognition in EFL learning and provides new perspectives for the research on EFL writing. However, it should not be forgotten that despite its psychometric properties
15	Qiyu Sun, Lawrence Jun Zhang and Susan Carter (2021)	Investigating Students' Metacognitive Experiences: Insights From the English as a Foreign Language Learners' Writing Metacognitive Experiences Questionnaire (EFLWMEQ)	Quantitative	880 students from a national university in Northeast China Location: China	EFL Learners' metacognitive experiences measure: EFL Learners' Writing Metacognitive Experiences Questionnaire (EFLWMEQ) EFL students' writing performance measure: Writing Test (complete a writing task of at least 150 words on a given topic in 30 min)	1) Students' metacognitive experiences had positive correlations with their EFL writing test scores. 2) the CFA results from the sample of 540 students supported the four-factor correlated model with the best model fit, confirming the validity and reliability of the EFLWMEQ. 3) This study has theoretical and pedagogical implications for how learners' metacognitive experiences can be managed in learning to write, particularly in EFL classrooms.	This study did not examine the dynamic nature of the construct, metacognitive experiences. Multiple methods for data collection, for example, interviews and reflective journals, are recommended for better understanding of EFL learners' metacognitive experiences in learning to write.

16	Mark Teng (2020)	Feng	The effectiveness of incorporating metacognitive prompts in collaborative writing on academic English writing skills	Quantitative	160 EFL students 64 males and 96 females Location: China	Experimental study	<p>1) The study revealed the improvement from pre-test to post-test, supporting the main effects of each learning condition on the four academic writing skills.</p> <p>2) The study also showed that the COLL+META students demonstrated significantly higher scores in the four academic writing skills than students in the other conditions.</p> <p>3) This study underlines the importance of incorporating metacognitive strategies for collaborative writing in developing academic writing skills for university EFL students.</p>	This study was limited to 160 tertiary-level students from the same ethnic group at a single university. Data collected from the 160 participants may apply only to certain groups or in certain circumstances. Future studies should involve more participants from different backgrounds
17	Muhammad Mukhtar Aliyu, Yong Mei Fung, Mardziah H. Abdullah (2016)		Developing Undergraduates' Awareness of Metacognitive Knowledge in Writing Through Problem-based Learning	Mixed-methods	18 second-year undergraduates Location: North-Eastern Nigeria	participants' awareness of metacognitive knowledge measure: metacognitive questionnaire adapted from Kim (2013), semi-structured interview	<p>1) The results showed significant effects of the PBL approach on the participants' awareness of metacognitive knowledge of task requirements, personal learning process, strategy use, text and accuracy, problem solving and discourse features.</p> <p>2) the interactions during the PBL process increased the participants' awareness of metacognitive knowledge.</p> <p>3) PBL approach could be adopted by ESL</p>	The study is limited to a small number of participants and was conducted in a short period. To address the limitations of short time frame and small number of participants, further studies can be conducted with larger number of students for a longer period.

						instructors and teachers to increase students' awareness of metacognitive knowledge which in turn can enhance their writing proficiency.	
18	Fatima Mahmoud Basaffar, Syeda Saima Ferheen Bukhari (2023)	Saudi University Learners' Metacognitive Abilities and Writing Performance	Quantitative	190 female university learners Location: Saudi	University learners' metacognition measure: The Metacognitive Components of Planning Writing Self-inventory (MCPW-I)	1) Findings indicate a positive significant correlation between the learners' metacognitive conditional knowledge and writing performance. 2) the "years of studying English" highly correlate with the learners' metacognitive abilities, unlike learners' educational background.	Limitations of this study may lie in the tool used. The survey adopted for this study may have measured learners' actual metacognitive abilities in limited manners or might have not covered all areas of the metacognitive knowledge. A more detailed survey along with additional tests, interviews, and observations can reveal detailed aspects of the learners' metacognitive abilities.
19	Basim Alamri (2019)	Exploring Metacognitive Strategies Employed by ESL Writers: Uses and Awareness	Quantitative	61 undergraduate ESL international students 23 males and 38 females	ESL students' writing strategies measure: questionnaire	1) The findings indicated that students frequently employed the three components of metacognitive strategies. 2) Students had a relatively high awareness of the effectiveness of the strategies which consequently affected students' uses of	Due to the sample size, the results of the study cannot be generalized to the wider population. Also, the study explored the uses of metacognitive strategies



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				Location: United States		these strategies during a writing task. 3) There was a positive correlation between students' proficiency levels and the frequency of the use of strategies.	without a given instruction about these strategies in the ESL context.
20	Sarah Suci Hartina, Machdalena Vianty, Rita Inderawati (2018)	Correlation between students' metacognitive strategy used in writing process and essay writing performance	Quantitative	83 university students Location: Indonesia	students' metacognitive strategies measure: metacognitive awareness of writing strategy questionnaire writing performance measure: essay writing test	1) The finding showed that there was a significant correlation between the students' use of metacognitive strategy and their essay writing performance. 2) There was also a significant contribution of the metacognitive strategy used to the students' essay writing performance.	This study has a limited sample

