

### 评分总体原则:

按照每个题的总体回答质量评分, 重点关注回答每个问题的逻辑和语言两方面。

- 逻辑清楚: 恰当回答问题的主要内容; 如果个体内容包含几个小问题, 回答没有分开两个, 但内容都涉及, 可以酌情扣该题五分之一的分数。
- 语言得体: 答题语言符合学术英语规范, 时态、引用等正确, 总体句子连贯, 表现出一定的学术英语能力。

### 1-4 题参考答案 (卷面满分 60 分)

Read the attached paper and answer the following questions. (60%)

1. What information does the abstract provide about this study? Why are the information elements organized in this particular order? (15%)
  - The abstract provides the information about the research including its theoretical context, research purpose, methodology (i.e. the sample size and procedure of the survey), and findings.
  - The abstract is standard (173 words). The ordering of its information elements reflects the stereotyped IMRaD structure of scientific research papers.
2. Does the article have an effective title? Why or why not? The authors provide four items for the keyword list. Are they effective indexed terms? If yes, why? (15%)
  - The article takes a compound title divided by a colon into two parts: the main part is an *-ing* phrase, and the subtitle an interrogative. The title (with 16 words) is longer than the average but the compound form works effectively because its first part (in a gerund) clearly presents its general purpose on ESL/EFL learning and its second part (in an interrogative) addresses the specific research question about the impact of the self-regulated learning strategies-based instruction in ESL/EFL writing.
  - Each of the four indexed terms consists of three or more words, easier to rank and with lower bounce rate. Such “long-tail” keywords are more descriptive and will clearly provide a framework for the content of the article.



3. How was the study carried out? What are its findings? (15%)
- The researchers collected data from 80 undergraduate students from an academic writing course in a Chinese university. The intervention group received the SRL strategies-based instruction to implement different dimensions of SRL strategies, but both the intervention and the control group received the course for five months. All the participants were requested to complete pre-, post-, and delayed post-writing tests along with self-report questionnaires at the beginning and the end of the intervention.
  - It was reported that the intervention group outperformed the control group in the post- and delayed post-writing tests with a decreased effect size and that the participants in the invention group became more active in using an array of SRL strategies (e.g., metacognitive strategies, social behavior strategies, and motivational regulation strategies). Their finding suggested that the SRL strategies-based instructional model may contribute to the increase of linguistic self-efficacy and performance self-efficacy.
4. What is the purpose of the study? What is the significance? (Give justifications for the study. 15%)
- Self-regulated learning strategies-based instruction has been well established in L1 writing contexts, and the previous achievement in L1 contexts has encouraged the research in L2 writing instruction. Some researchers in L2 learning have reported the positive effect of strategies-based instruction with the integration of SRL, but there is uncertainty about its effectiveness in practice. The present investigation focused on the effects of an SRL strategies-based writing intervention on students' L2 writing proficiency.
  - The data from the investigation of a five-month technical writing course show an increase of the learning outcome among the participants in the intervention group. The researchers report that the SRL strategies-based instruction improved ESL/EFL learners' levels of linguistic self-efficacy and performance self-efficacy.



## 5. Graphic description (15%)

**Instructions:** Figure 1 on page 2 illustrates an instructional model based on the self-regulated learning (SRL) strategies. Write about 150 words to summarize the information by selecting and reporting the main features and describe relationships among parameters where relevant.

第5题评分标准 (卷面满分15分)

级别	得分	内容 (70%)	结构及语言 (30%)
A	14-15	概述简要, 表达准确, 逻辑清楚, 重要信息阐述清晰, 条理清楚。	英文 150 词左右, 语句通顺, 语汇丰富, 基本没有语法和拼写错误。
B	12-13	有概述, 表达准确, 重要信息无遗漏。	基本达到文章字数要求, 结构合理, 语句还通顺, 只有个别严重语言和拼写错误。
C	10-11	重要信息基本都有, 但结构或层次不够清楚。	文章接近字数要求, 但语句欠通顺, 并有少数语言和拼写错误。
D	8-9	重要信息有遗漏, 或者错误理解原有信息。	文章英文 100 词以下, 而且表达不清楚, 有较多语言和拼写错误。
F	0-3	没有完成任务。	文章远没有达到字数要求, 有较多语言和拼写错误。

## A suggestion answer:

As shown in Fig. 1, the instructional model includes six stages: knowledge activation, teacher-led discussion, modeling, memorizing, supporting, and independent performance. In the instructional process, different forms of classroom activities are organized to help students learn and use the targeted strategies in writing tasks. The teacher provides individualized scaffolding based on each student's progress, but the support to the students will gradually reduce until they learn how to use the writing and SRL strategies. During the first three stages of "Teacher-Led Modeled Instruction" and the "Shared Instruction," the teacher takes the most responsibility and acts as a mediator and collaborator. However, such responsibility becomes gradually marginal through guided practice in Stages Four and Five. Finally in Stage Six, the teacher's responsibility is removed after the students are able to apply the SRL strategies independently and able to generalize the strategies actively for new writing tasks and become more confident and motivated in the learning-to-write process.





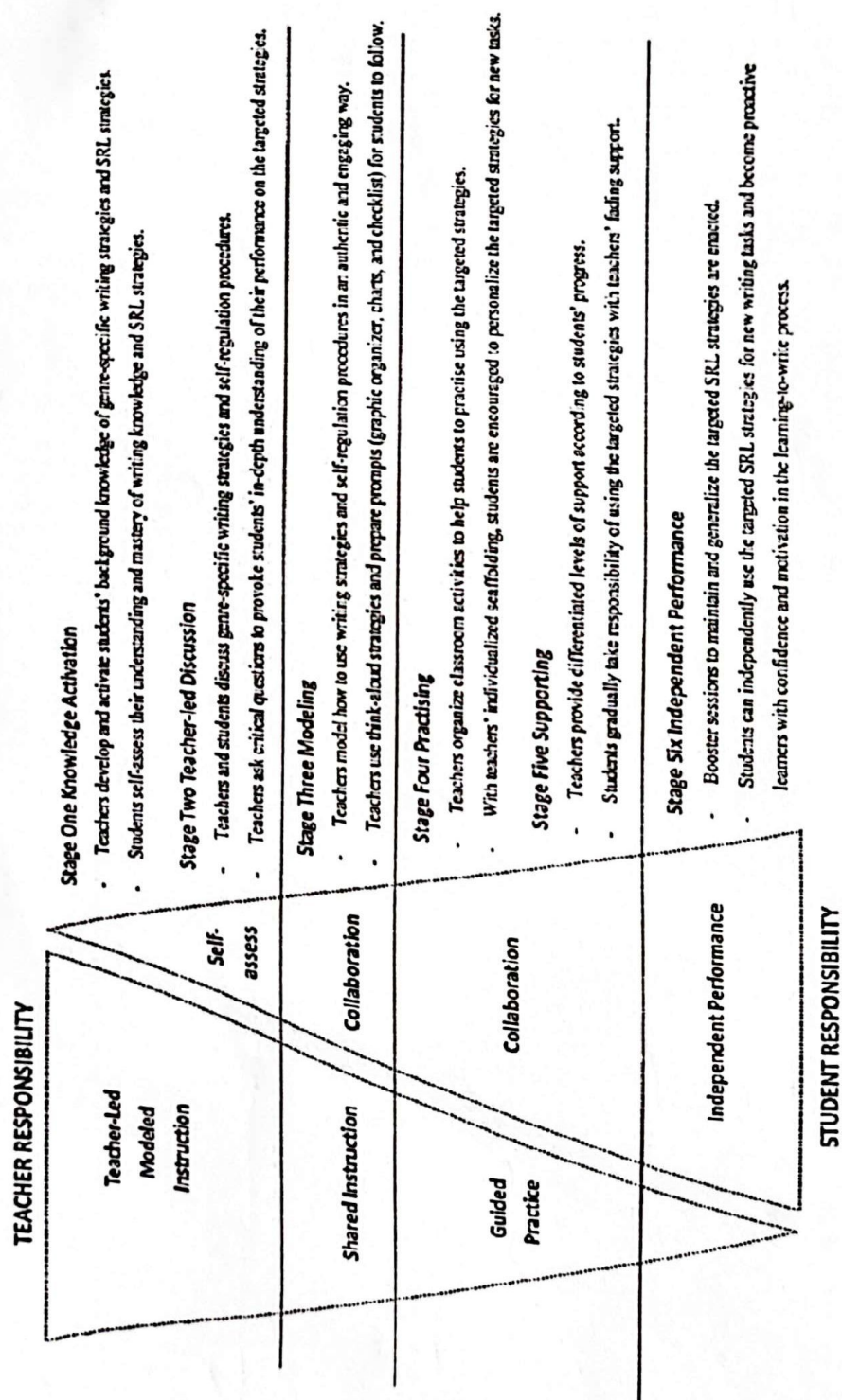


Fig.1. Self-regulated Learning (SRL) Strategies-Based Instruction Model.  
(Adapted from Harris et al., 2008)



6. Guided Writing (25%). Instructions: Complete the outlined section (indicated by the marks "{ }") of "2.3 SRL strategies-based instructions in L2 writing contexts" on page 6. The excerpt of the article (pp. 3-8) provides the abstract, the introduction, and its theoretical review of SRL theory in L2 context, but part of the theoretical section is represented in an outline form. Using the information in the outlines, write 300 words in one passage to complete the review of literature on the SRL approach in L2 writing. Refer to the list of references at the end of the excerpt for your in-text citations.

第6题评分标准 (卷面满分 25 分)

级别	得分	内容 (70%)	结构及语言 (30%)
A	23-25	信息无一遗漏, 逻辑清晰, 层次清楚; 文中引用信息完整、格式正确。	英文 300 词以上, 分段合理, 结构严谨, 语句通顺, 表达准确, 语汇丰富; 基本没有语法和拼写错误。
B	20-22	信息无遗漏, 逻辑清晰, 层次清楚; 文中引用信息基本完整, 格式基本正确。	英文 300 词以上, 材料组织合理, 语句通顺, 只有个别严重语言和拼写错误。
C	17-19	重要信息无遗漏, 基本遵照提纲原有结构和逻辑; 引用基本完整, 但格式有错误。	基本达到文章字数要求, 层次基本清楚, 但语句不够连贯通顺, 并有少数语言和拼写错误。
D	15-18	重要信息遗漏, 改变原有结构和逻辑; 引用有遗漏, 格式有错误。	作文接近字数要求, 但结构松散, 有较多语言和拼写错误。
F	< 15	没有完成任务。	文章远没有达到字数要求, 结构松散, 有较多语言和拼写错误。



### The original text of the outlined passage:

#### 2.3 SRL strategies-based instruction in L2 writing contexts

Previous achievement in L1 contexts shows promise for L2 writing instruction.

- 1) The positive effect of strategies-based instruction has been highlighted in a rich body of the L2 literature focusing on different aspects of writing strategies (De Silva & Graham, 2015; Nguyen & Gu, 2013; Roca de Larios, Manchón, Murphy, & Marín, 2008).
- 2) Meanwhile, there is growing interest in applying self-regulation theory to L2 strategies-based instruction for consolidating the conceptual framework of the instruction, maximizing learning outcomes, and promoting learners' active engagement (Ching, 2002; Lam, 2014; Oxford, 2017; Zhang et al., 2016).
  - a) Ching (2002), for example, administered a seven-week strategy and self-regulation instruction to engineering students who were enrolled in a Technical English course in a Malaysian university. The instruction included pre-writing planning, revising, peer-evaluation, explicit reflection on the writing process, and strategy use. Ching's study suggested that the integration of self-regulation into L2 strategy instruction was useful to foster sufficient self-awareness of students' own learning processes, which in turn contributed to their active use of strategies and positive academic outcomes.
  - b) Lam (2014) investigated how explicit strategy instruction shaped the students' metacognitive knowledge and facilitated their development of SRL in EFL writing. A 15-week process-oriented writing course was implemented with a focus on specific composing strategies (i.e., prewriting, planning, redrafting, evaluating, revising, and editing) in a cyclic writing process. Results showed that participants improved their metacognitive knowledge of using planning, reorganizing, and problem-solving strategies and became more motivated and confident in the writing process.
- 3) Although an array of empirical studies has shown the positive effect of strategies-based instruction with the integration of SRL, a number of issues still remain. Prominent concerns include the methodological shortcomings (e.g., small sample sizes, non-random group assignment, or exclusion of control groups); the complexity of variables that affect L2 strategy use; a lack of valid and reliable instruments; and the absence of a comprehensive theory, as pointed out by a number of scholars (Cohen & Griffiths, 2015; Manchón, Roca de Larios, & Murphy, 2007; Plonsky, 2011).
- 4) Manchón et al. (2007) argued for exploring strategy training in socially-situated approaches to understanding learners' actions and called for longitudinal intervention (at least 10–15 weeks) which would help resolve the uncertainty of the effect of strategy instruction on language development. In addition, they also suggested that researchers "take a stance regarding which theoretical framework is going to inform their enquiry and exploit it in full" (p. 248). Plonsky (2011) also argued for selecting learning strategies based on the pre-treatment measures of strategy use to design individualized strategies-based writing instruction.

Informed by these suggestions, we conducted a longitudinal investigation into SRL strategies-based instruction with a solid theoretical framework and reliable measures designed for specific L2 writing contexts.

