

Zurich University
of Applied Sciences




School of Applied Linguistics

Working Papers in Applied Linguistics 9

**Madalina Chitez
Otto Kruse
Montserrat Castelló**

The European Writing Survey (EUWRIT): Background, Structure, Implementation, and Some Results



The ZHAW School of Applied Linguistics is engaged in the study of applied linguistics from a trans-disciplinary perspective. The focus is on real-life problems in which language plays a key role. These problems are identified, analyzed and resolved by applying existing linguistic theories, methods and results, and by developing new theoretical and methodological approaches.

In the series *Working Papers in Applied Linguistics*, the ZHAW School of Applied Linguistics publishes contributions about its own research.

Contact details

ZHAW Zurich University of Applied Sciences
Language Competence Centre
Theaterstrasse 17
Post Office Box
8401 Winterthur
Switzerland
madalina.chitez@zhaw.ch
Tel. +41 58 934 61 39

Madalina Chitez / Otto Kruse / Montserrat Castelló 2015: *The European Writing Survey: Background, Structure, Implementation, and Some Results*. Winterthur: ZHAW Zurich University of Applied Sciences. (Working Papers in Applied Linguistics 9).

ISBN 978-3-905745-79-5

Contents

	Abstract.....	3
1	Introduction	6
2	Structure	7
2.1	Concept	7
2.2	Scales.....	8
2.3	Genres.....	9
2.4	Cultural adaptations	10
3	Background	11
3.1	Assessing writing skills in a degree program of Environmental Sciences at the ETH Zurich (Swiss University of Technology).....	11
3.2	Discipline-specific writing at a Swiss University of Applied Sciences.....	15
3.3	Tracing writing development in Translation Studies	18
3.4	Comparing writing cultures in the French, German and Italian part of Switzerland	19
3.5	Comparing writing cultures in European contexts	23
3.6	Spain	24
3.7	Attitudes towards writing in Eastern Europe	26
3.8	Assessment of a whole university: Constance, Germany	27
4	EUWRIT in writing research	30
4.1	An integrative research model.....	30
4.2	Interviews	30
4.3	Faculty workshops and panel discussions.....	30
4.4	Instructional papers, regulations and syllabi	31
4.5	Corpora of student texts	31
4.6	Cooperation with university writing centre	32
5	Recommendations and conclusions	33
5.1	How to use the questionnaire	33
5.2	How to adapt questionnaires to the national specifics	33
	List of figures and tables	34
	References.....	35
	Appendix	36
	Appendix 1: The European Writing Survey (EUWRIT) – Student Survey	36
	Appendix 2: The European Writing Survey (EUWRIT) – Faculty Survey	41
	The authors.....	46

Abstract

The European Writing Survey (EUWRIT), both the student and faculty versions, reflects the need to systematically gather data on student writing in various institutional and disciplinary contexts. The final version of the survey (status January 2015) includes questions on: personal and demographic data, general questions on writing in the study programme, writing process and feedback, text genres and writing practices, self-evaluation (students) and appreciation (faculty) of the writing skills, conceptions of “good writing”, study competences and writing support. EUWRIT is the result of a long testing and implementation process, which started in 2006. The range of projects in which the survey has been implemented is broad and includes assessment of writing skills in study programmes (Environmental Sciences at ETH Zurich; Economics, Journalism and Health at the Zurich University of Applied Sciences), investigations of different stages of student development (Translation Studies at Zurich University of Applied Sciences); comparisons of writing cultures (universities of teacher education in the French, German, and Italian parts of Switzerland); assessments of writing cultures in certain disciplines at different universities (Spain); studies of the writing cultures of a single university (University of Constance, Germany); and comparisons of the genres in different Eastern Europe countries (Macedonia, Romania, Ukraine). The report gives a synthesis of the construction principles of the EUWRIT questionnaire and presents some of the results from the aforementioned studies.

Das European Writing Survey (EUWRIT), in seinen beiden Versionen für Studierende und Lehrende, ist aus der Notwendigkeit zu einer systematischen Sammlung von Daten über studentisches Schreiben in verschiedenen institutionellen und disziplinären Kontexten entstanden. Die letzte Version (Stand Januar 2015) enthält Fragen zu persönlichen und demographischen Variablen, Schreibpraktiken im Studium, Schreibprozess und Feedback, Textgenres, Selbsteinschätzungen (Studierende) und Bedeutsamkeit (Lehrende) studentischer Schreibkompetenz, Vorstellungen von “gutem Schreiben”, Selbsteinschätzung (Studierende) von und Bedeutung (Lehrende) allgemeiner Studienkompetenzen, und Bedarf an Unterstützung für das Schreiben. EUWRIT ist Resultat eines langen Test- und Implementierungsprozesses, der im Jahr 2006 begann. Die Spannweite der Projekte, in denen EURWRIT implementiert wurde, ist breit und schliesst ein: Untersuchungen zur Entwicklung von Schreibkompetenzen in Studiengängen (Environmental Sciences, ETH Zurich, Übersetzen und Dolmetschen, ZHAW Winterthur), Vergleich von Studiengängen an einer Hochschule (ZHAW, Studiengänge Management and Law, Journalismus und Gesundheitswissenschaften); Vergleich von Schreibkulturen in unterschiedlichen Sprachregionen (Schreibkulturen an Pädagogischen Hochschulen der französischen, deutschen und italienischen Schweiz); Vergleiche von Schreibkulturen an bestimmten Fakultäten in mehreren Universitäten des Landes (Spanien), Totalerhebungen an einzelnen Hochschulen (Universität Konstanz), und Vergleich von Genrekonzeptionen in geisteswissen-

schaftlichen Fakultäten osteuropäische Länder (Mazedonien, Rumänien, Ukraine). Der Bericht gibt eine Synthese der Konstruktionsprinzipien des Fragebogens und präsentiert einige zentrale Ergebnisse aus den angesprochenen Studien.

1 Introduction

Questionnaires are an economical way of systematically gathering data on student writing within its institutional and disciplinary contexts. They have two main functions for the study of writing cultures. First, they are able to inform us about all relevant aspects of writing cultures like values, practices, self-perceived study skills and provide a framework for understanding the kind of writing curriculum running in the background of the official, explicit curriculum. Second, they provide a perfect instrument for communication with academic communities as data are perceived as a reliable source for inferences and faculty usually readily enter a conversation to interpret their meanings. Electronic questionnaires are easy to administer through e-mail address files and data can be processed in a standardized way. We have to be aware, however, that questionnaire data need validation from qualitative sources such as conversations, interviews, panel discussions, text analyses, or corpus evaluations. Questionnaire data usually refer to teaching and learning practices from many different faculty members which are by no means explicit or homogeneous even if they are connected by something like a certain learning culture.

Though several questionnaires have been constructed recently (for instance Delcambre & Donahue, 2012; Anderson et al., 2009; Elbow & Belanoff, 2002) we designed a new questionnaire that is sensitive to making a distinction between writing cultures of different disciplines and languages. The European Writing Survey (EUWRIT) has been developed as a multi-lingual instrument and by now exists in seven language versions. The questionnaire has been used in a shorter version for assessments in different language parts of Switzerland (see Kruse & Chitez, 2012a, b) and was then extended for use in other European countries. Adaptation to new cultural, institutional, linguistic and disciplinary contexts is a constant challenge in implementing the questionnaire and has, in turn, shaped the questionnaire considerably. It is clear, by now, that any new context needs new adaptations even if there are many core features which seem to remain stable across cultures.

We will start our report with a brief history of the questionnaire development to better explain what its aim and scope are. There have been several transformations which shape its current form.

2 Structure

2.1 Concept

The EUWRIT Survey (for the final versions, status January 2015, see the appendices) exists in a student and a faculty version which are constructed in a parallel way, covering mainly the same items but using different question types. Table 1 shows the fields covered by the questionnaires. It is divided into eight parts, each of them focusing on a different topic.

Nr.	Students		Faculty
1	Personal and demographic data: age, gender, native language, degree, years enrollment at the university, current degree, faculty/department, subject (major), subject (minor), already received university degree(s)	1	Personal and demographic data: age, gender, native language, degree, years of teaching experience, academic title, academic area, faculty/department, country
2	General questions on writing in the study program: number of graded papers required in study program, number of papers written in class, number of papers written at home, hours per week dedicated to writing, type of writing methods (individual or collaborative), types of instructions used for writing, the writing experience, writing in English	2	General questions on writing in the study program: what is required/expected from students: number of graded papers in study program, number of papers written in class, number of papers written at home, hours per week dedicated to writing, type of writing methods (individual or collaborative), types of instructions used for writing, the writing experience, writing in English
3	Writing process and feedback : stages of the writing process, type of feedback		–
4	Text genres and writing practices: last paper written, type of text, frequency of used genres, way of paper submissions	3	Text genres and writing practices: most important genre written by students, brief description of genre, frequency of used genres
5	Self-evaluation of the competences in academic writing: three sets of questions on competences in academic writing	4	Importance of the competences in academic writing: three sets of questions on competences in academic writing
6	“Good writing”: assessing “good writing”	5	“Good writing”: assessing “good writing”
7	Study competences: degree of confidence in study competences	6	Study competences: importance of study competences, evaluation of students’ study competences
8	Writing support: improvement of writing support		–

Table 1: Structure of the Writing Survey

In the first part, informants are asked to fill in personal information such as age, year of study, name of study program in which they are currently involved and university degrees obtained. The second part focuses on features related to the writing in the study program, including questions such as: “How many of your courses require writing a paper that is graded?” or “How many hours per week

do you dedicate to writing?”. In this section, also questions concerning the writing in English as a Foreign Language are asked. The process of writing and feedback is the topic of the third part of EUWRIT. In the fourth part the students/faculty are asked about predominant text genres and writing practices in their degree program, whereas the fifth set of questions seeks to identify how competent students see themselves in a number of writing competencies. In the faculty questionnaire, faculty are asked how competent they think their students are in the same competencies. This section, although it is self-evaluative and highly subjective, plays a major role in integrating culture-specific competencies (such as “elegant language”) into models that can shape the profile of a specific writing culture. In the sixth section, the informants’ opinions about “good writing” are explored to get access to some essential beliefs underlying writing cultures like as, for instance, in the questions whether “creative ideas” or “convincing arguments” are desired text qualities. The next section refers to study competencies in general. The purpose of the questions here is to see if the students feel more confident in writing competencies than in other study competences (e. g. discussing in class, note-taking during lessons). The eighth set of questions, finally, asks about the kinds of assistance in writing that students would appreciate (e. g. “more feedback” or “online-support for writing”).

2.2 Scales

The questionnaire uses several types of scales ranging from open questions to 5-point Likert scales. In the case of personal data, the mixture of open questions and close-ended questions covers the spectrum of information needed for a demographic analysis of data. Otherwise, given the multitude of pre-established answers for the majority of the sections in the questionnaire, 5-point Likert scales were the preferred type of scale in the questionnaire.

Question types	Scale characteristics				
	lowest	rather low	neutral	rather high	highest
Quantification: number of papers	none	0–24 %	25–49 %	50–74 %	75–100 %
number of hours writing per week	none	<3	<6	<9	10 and more
Experience: How often have you...?	never	rarely	sometimes	often	always
How often do you...?	never	occasionally	sometimes	often	very often
Opinions: From your own experience, would you agree...?	strongly disagree	disagree	not sure	agree	totally agree
How important is...?	unimportant	rather unimportant	so-so	quite important	very important
	-2 of less importance	-1	0 average importance	+1	+2 of more importance

Self-evaluation: How confident do you feel in...?	not at all confident	not very confident	so-so	rather confident	
---	----------------------	--------------------	-------	------------------	--

Table 2: Scales of the Writing Survey

The faculty questionnaire mirrors, in most situations, the scales used in the student survey. Some minor changes have been made, which include adaptations to the type of question with respect to the teacher's perspective. For example, the close-ended question for students "How many years altogether were you enrolled at university(ies)" (answers: 1/2/3/4/more [no. of years]) has been adapted to "Years of teaching experience" (answers: 0–5/5–9/10–14/+15) in the case of faculty.

2.3 Genres

Section 4 of the survey, in both the student and the faculty versions, deals with genres, which is a key element of writing research. Genres are difficult to assess by questionnaires as the genre terminologies vary within and across cultures and are not very reliable for receiving comparable answers. Additionally, genres are fluent and unstable linguistic entities which may follow certain conventions and expectations but are not clearly defined by the respective communities of users. The questionnaire tries to solve these problems by three different question types each of which serving a different purpose in generating data on genres:

- a. Genre mapping: The general need to map the genres used at a certain department or university was met by an open question in the student questionnaire: "What was the last paper you had to write? Please name the kind of text you had to write." Here, we expect names for genres which are common in the respective culture.
- b. Genre interpretations: To understand what kind of a text a certain genre might be, the questionnaire asks to give a "short description of text" for each of the genres mentioned. These answers allow guesses about the nature of a genre and show how reflected students deal with genres in a certain writing culture.
- c. Genre comparisons: As open questions are not a good basis for comparisons, a list of genre names was given to students and faculty with the request to rate how often these genres were used in their contexts. For this, a list of typical university genres in different cultures had been generated beforehand which had been validated by project members from different cultures. The following genre categories have been chosen as being presumably central to academic writing at the university in any national context: research reports (seminar papers, research papers, proposals, essays), versatile educational genres (essays, summaries), discipline-specific genres (technical reports, narrative or expressive texts), reflective texts (reflections, in-

ternship reports, log books or learning diaries), or other teaching genres (notes during lectures, written in class exams). Open-ended questions (“Other [genres], which?”) were asked for adding genres which were not included in this list.

2.4 Cultural adaptations

The EUWRIT survey has been adapted for use in Spanish universities and it has been translated into both Catalan and Spanish (see section below for details). The project¹, coordinated by Professor Montserrat Castelló, aims at analyzing the status of Spanish research in relation to academic writing in the teaching and learning processes in higher education (Castelló, 2015; Castelló & Mateos, 2015).

To implement the survey in the Spanish context, several changes have been made. Some of them are at the scale level:

- in the English version the options (answers) range from “strongly disagree” to “totally agree”; in some sections of the Spanish and the Catalan versions the options are “never” “almost never” “sometimes” “frequently” “always”;
- in the English version the options (answers) range from “-2” to “+2”; in the Spanish and the Catalan versions the options are “1-Less important”, “2”, “3”, “4” and “5-More important”.

The study performed in Germany, at the university of Constance, in summer 2013 (see section below for details), also required institution-specific adaptations. One of the most significant ones was the change in the range of study programs which students had the choice to select:

- the standard version of the EUWRIT survey included the following faculties: Art, Design and Architecture; Engineering; Humanities; Law; Medicine and Health Sciences; Natural Sciences; Social and Economic Studies; Teacher Education; other;
- the German version offered students the following options: Mathematics and Statistics; Computer Science and Information Science; Physics; Chemistry; Biology; Psychology; Philosophy; History; Sociology, Literature with Art and Media studies; Linguistics; Law; Economics; Political and Administrative Science.

¹ The project was developed by the *Research Network on Academic Writing in the Teaching and Learning processes*, founded in 2012.

3 Background

3.1 Assessing writing skills in a degree program of Environmental Sciences at the ETH Zurich (Swiss University of Technology)

The very first version of the writing survey was created in 2006 as part of a study in Environmental Sciences at the ETH Zurich. The program coordinators had felt that something went wrong with the writing development in the study program and wanted to learn more about the options they had for an improved literacy education. A first version of the questionnaire was developed and distributed to the 270 students of the program from whom 140 responded (making a response rate of 51.8 %). The questionnaire data were backed by interviews of key players of the degree program. The results of the study indicated the following:

- Many writing-to-learn assignments were given (compared to other technical disciplines) in technical as well as in social disciplines
- Few learning-to-write opportunities
- Students did not feel the need to improve in writing during the study program
- Feedback and clear instructions were what students missed most
- Not a lack of opportunities to write seemed to be responsible for the missing self-confidence in writing but a lack of reflection
- The study resulted in an expertise for the degree program suggesting the inclusion of new writing courses, more feedback for student papers and support for those students reporting deficits in writing skills.

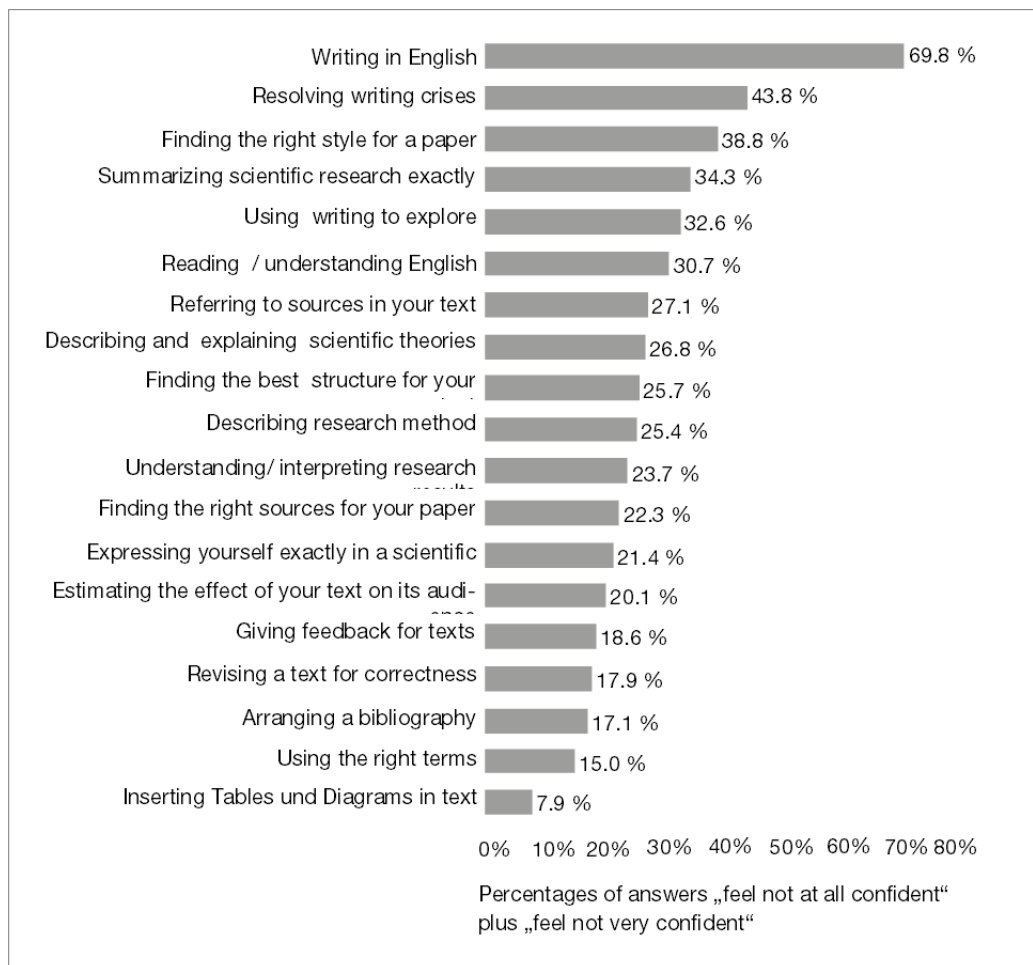


Figure 1: Deficits in writing skills

Alongside the personal and demographic questions, the questionnaire had three parts:

1. A self-evaluation scale for writing competences of 19 items in which they were asked to tell how “confident” they feel in mastering the respective competence
2. A scale comparing writing to other study skills (7 items)
3. A series of questions about how writing might be better supported by the study program (7 items).

The self-reported writing skills of students may be presented in a positive way (as skills) when percentages of answers (“feel rather confident” plus “feel very confident”) or as missing skills or deficits (percentages of “feel not very confident” plus “feel not confident at all”). Figure 1 shows that writing in English is by far the most prominent deficit students feel they have (69.8 % feeling insecure), followed by “resolving writing crises”, and “finding the right style for a paper”. One quarter

of the students feels not very confident in “summarizing scientific research exactly”, a number that is – compared to later studies – rather low.

A factor-analysis of the writing competence questions (Table 3) led to a four-factor structure which we interpreted as:

1. *General writing skills*: containing 7 items of writing skills unspecific to academic writing. Lead item is “Revising for correctness”
2. *Discursive writing skills*: containing 8 items connected with sources, understanding of theories and structuring a paper
3. *Technical writing skills*: four items connected with rather formal aspects like citations, integrating tables into the text
4. *Writing in English*: containing two items asking about English reading and writing skills.

Discursive writing skills were interpreted as specific for academic writing. Technical (or formal) writing skills are typically for research reports and technical writing and obviously were seen as a separate aspect of writing. Writing in English is a clearly separate factor which seems fairly much unconnected to other skills. Clearly distinguishable was a factor which reflects general writing abilities with items related to such aspects as revision for correctness, audience, exact expression, feedback and style.

Factor solutions	1	2	3	4	
Revising a text for correctness	0.825				„General writing skills“
Estimating the effect of your text on its audience	0.693				
Expressing yourself exactly when writing a scientific text	0.636				
Giving feedback to other writers	0.591				
Meeting the style of academic texts	0.538				
Dealing with writing crises	0.428	0.406			
Understanding and discussing research results		0.699			„Discursive writing skills“
Finding the right sources for your paper		0.612			
Describing and explaining scientific theories		0.612			
Using writing to explore a new subject		0.557			
Summarizing scientific research exactly		0.532			
Describing research method		0.504			
Finding the best structure for your own text		0.476			„Formal writing skills“
Arranging a bibliography			0.806		
Inserting Tables und Diagrams in text			0.727		
Referring to sources in your text			0.698		
Using the right terms	0.428		0.450		„English“
Writing academic texts in English				0.881	
Reading and understanding academic texts in English.				0.877	

Note: Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 5 iterations.

Table 3: Factor solutions for writing competence scale (first version of Questionnaire)

A second result from this study concerns the change of competences at different study years. We had expected that students would report more confidence in their writing skills in the course of their studies but found that the values remained at the almost same level.

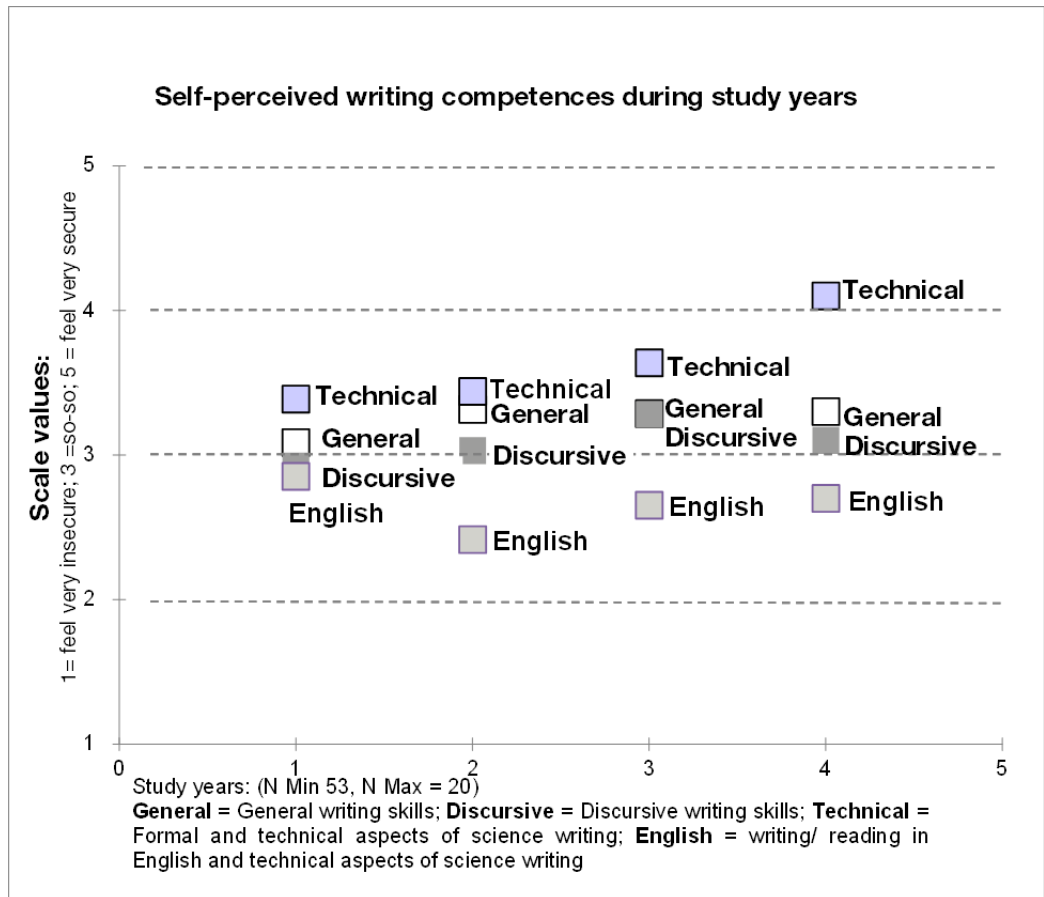


Figure 2: Comparison of writing competences over study years 1–4

3.2 Discipline-specific writing at a Swiss University of Applied Sciences

To expand and validate the questionnaire, a survey was initiated in 2009 aiming at investigating writing cultures in institutions. The student survey was complemented by a faculty version which was constructed widely parallel to that of the students. The data collection in several departments of the Zurich University of Applied Sciences was seen as a pre-test to a larger, Swiss-wide study.

The student questionnaire was sent to the departments of Architecture, Health and Economics and to the Journalism program of the Department of Applied Linguistics. 659 students completed the questionnaire, resulting in a response rate of 17.3 %. Since only a small number of students from the Architecture department participated, they were not considered in the evaluation. The comparison was carried out between the data from Journalism, Health and Economics only.

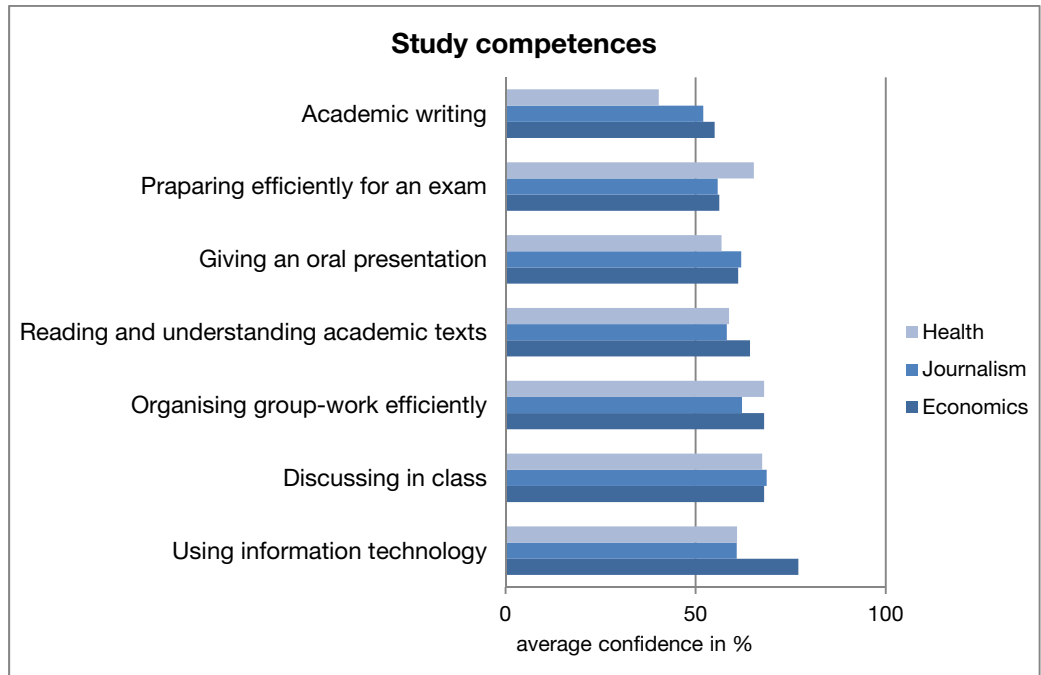


Figure 3: Comparison of writing competences for students of Economy, Health, Journalism

Significant differences between disciplines were found in the case of the writing competence “Prepare efficiently for exams” ($p < .01$), where particularly students in Health Studies felt more secure and the “Use of information technology” ($p < .001$), where the students in Economics feel quite confident. At the opposite end, in “academic writing” ($p < .001$), Health students declare themselves extremely insecure.

A fourth scale was added to the three existing ones assessing the conceptions of “good writing” in their respective disciplines (7 Items).

A factor analysis reproduced the factors from the previous study with fewer items loading on each factor, however. The items on reading/writing in English were not included so that only a 3-factor structure emerged:

1. General writing skills: “expressing yourself precisely”, “understanding the effects of a text on the audience”, “revising a text for linguistic correctness”, and “giving a text linguistic elegance”.
2. Discursive skills: Items “discussing academic theories”, “reflecting on research methods”, “explaining and interpreting research results”.
3. Formal skills: “referring to literature”, “creating a reference list”, “using the right terms”, and “interpreting tables and diagrams”.

The factor analysis was based on 659 cases and was able to explain 61.85 % of the variance. The Cronbach Alpha reliability scores were for factor 1: .835, factor

2: .75, and factor 3: .68. The extraction method was a varimax rotation with Kaiser normalization.

A comparison of the three study programs with regard to the scores on the three factors showed clear differences only on one factor: while students from the three disciplines had similar scores on discursive and formal skills, the students from the health disciplines had much lower scores on general writing skills than both of the other scores.

A faculty version of the questionnaire was used for the first time. It contained, among other scales, a set of bi-polar questions on issues that seemed to us relevant for describing writing cultures like “open time frame” vs. “exact deadlines for submission”.

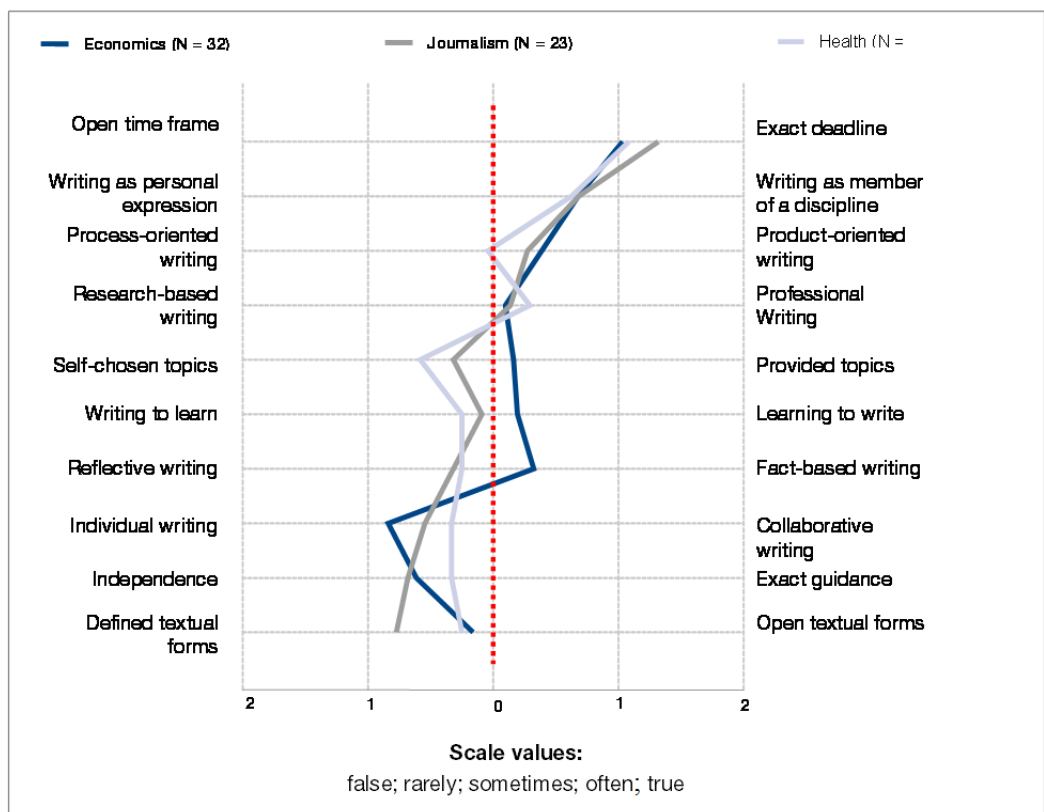


Figure 4: Bipolar questions on writing cultures: faculty statements in comparison for three study programs (Economy, Health, Journalism)

Results showed that scores between faculties were not varying very much between disciplines. Obviously, there was fairly much agreement among them. Although the presentation form of bi-polar items proved to be a good tool for initiating discussion in faculty conferences, we dropped it mainly because the dimensionality of the “bipolar” items is not clear: for example, is “reflective writing” really an opposite to “fact-oriented writing”? Such skepticism is justified for most questions of this scale.

3.3 Tracing writing development in Translation Studies

To learn more about writing at different stages of student development, a study of the 499 students in Translation Studies of the Zurich University of Applied Sciences was carried out in October 2010. The questionnaire was completed by 199 students (response rate of 38.9 %). The study, we hoped, would show us the differences between the study years and give us some insights into the process of competence development in the course of a study program. As it is not a longitudinal but a cross-sectional study, knowledge of the context is important to understand whether changes in student scores may be interpreted as competence gains or should rather be attributed to external factors (like a change in the curriculum or in admission procedures).

The writing sub-skills graduate students (i. e. 4th year of study) of Translation Studies feel confident about seem to vary from the sub-skills of the beginner students (i. e. 1st year of study): for example, they are more familiar with some formal competences (e. g. “Writing a bibliography”) than the students at the beginning of their studies. Even the general writing competence “Writing a stylistically elegant paper” is in the earlier years of study more difficult than for the graduates. The factor solution of the factor analysis proved to be stable across study programs and across educational levels (number of study years). The factor scores showed a constant increase of values with increasing study years with the exception from the first to the second year.

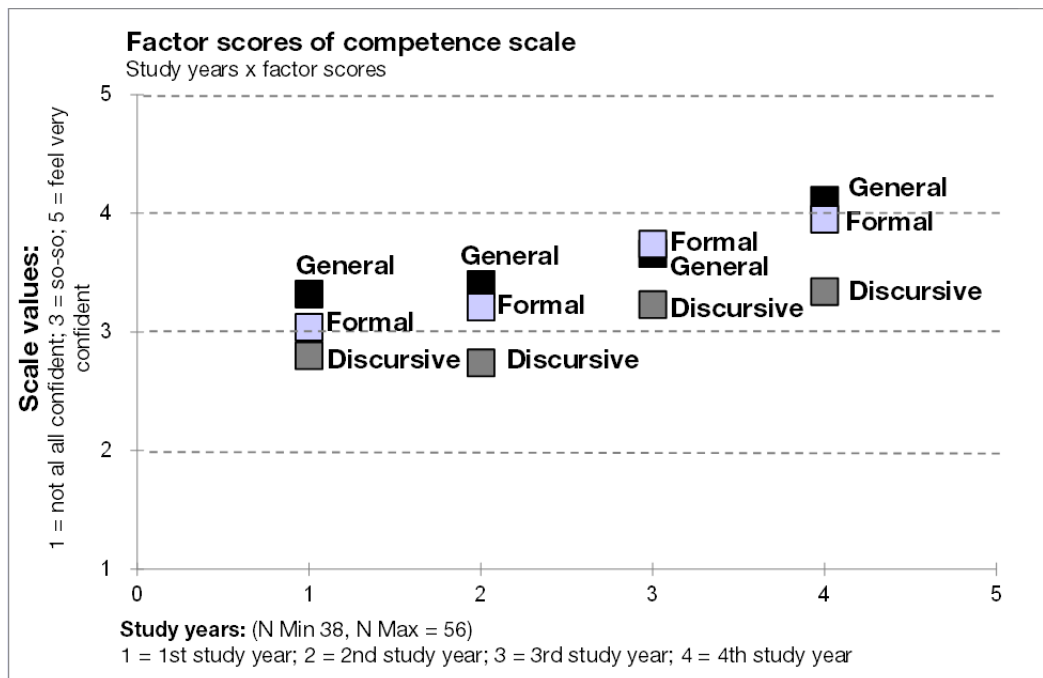


Figure 5: Writing skills factors in four study years

For the first time, a study program showed different scores at different study years (Figure 5). We interpreted this as an effect of a systematic teaching of writing and of linguistic skills in the translation program as compared to the previously studied programs in which no systematic reflection of writing or language competences took place.

3.4 Comparing writing cultures in the French, German and Italian part of Switzerland

A new version of the survey was developed in 2011 in the frame of the “Writing cultures and Academic Mobility”² which aimed to assess the writing challenges and writing support needed in study programs of Teacher Education Universities. For this, the questionnaire was translated into English, and from English into French and Italian. Three comparable Swiss Universities of Teacher Education in Zurich (German), Biel (French) and Locarno (Italian) were compared. The study was connected with the idea of a systematic genre mapping meaning to collect and compare genres used at the three Swiss universities.

Translation of the questionnaires proved to be a sensitive process which did not always lead to satisfying results. Especially terminologies about university contexts (presumably simple terms like “study program”, “number of semesters” or “study years”) proved to be difficult to unify as well as genre terminologies. Questionnaires were translated by professional translators first and then cross-checked by university writing experts from the respective language regions.

Panel discussions and interviews to validate the meanings of genres were carried out with faculty members of the three universities studied. We were able to demonstrate that Universities of Teacher Education show a similar profile of educational genres (or “genre families”) no matter what language is spoken although each university also has its own genres (Chitez & Kruse, 2012).

² The project was funded by COST Switzerland and was part of COST Action IS0703 ERN-LWE, “The European Research Network on Learning to Write Effectively”. For details please go to <http://www.cost-lwe.eu/?lang=en>. Project runtime was from March 2009 to February 2012.

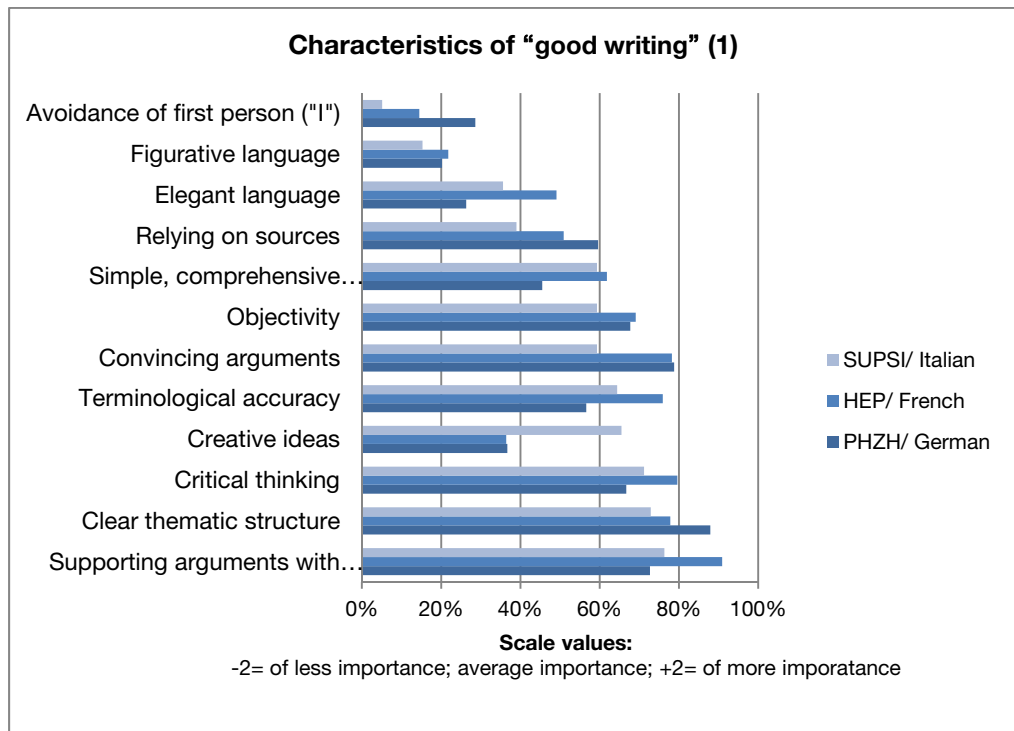


Figure 6: Comparison of three Teacher Education Universities in three language parts of Switzerland

Differences between the three language groups concerned mainly the beliefs on good writing (Figure 6). Here we obviously reproduced some typical national stereotypes on language, such as elegant language as an attribute of French and creative ideas as an attribute of Italian while a clear structure and avoidance of I seemed something we would rather attribute to the German way of writing. While students did, indeed, indicate such preferences the faculty members did not confirm such patterns. In contrast to their students, the French speaking faculty members felt less obliged to elegant language than the other two groups and the German faculty. Obviously, concepts of academic writing among faculty do not follow preferences of the background cultures and are fairly stable across the language borders of Switzerland.

When contrasting the students of the Universities of Teacher Education with the students of one University of Applied Sciences (German only), we found much clearer differences than between the language groups (Figure 7).

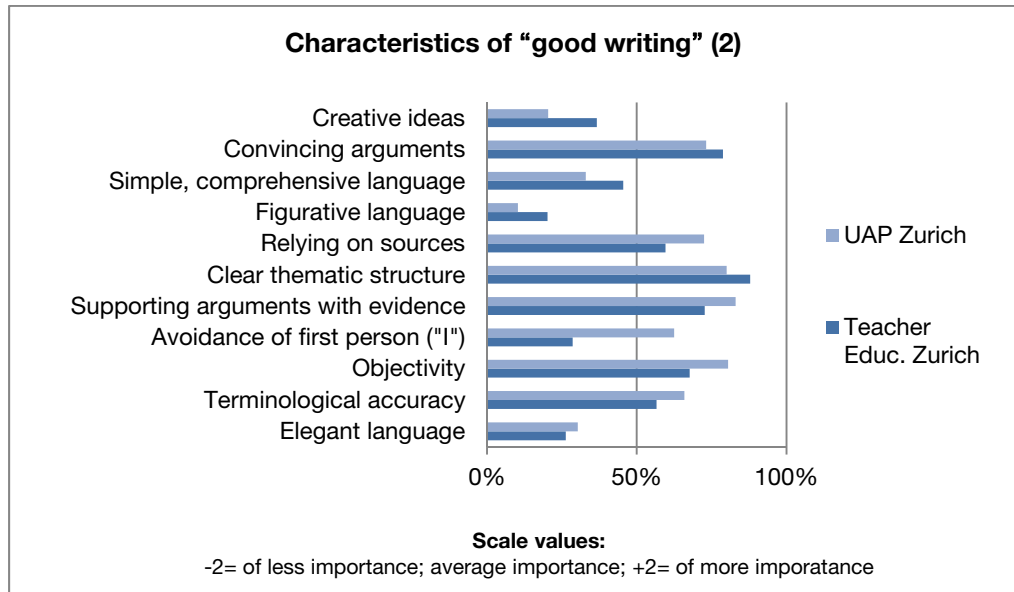


Figure 7: Comparison Teacher Education University vs. University of Applied Sciences (both German)

Factor scores on writing skills could also be reproduced in the data of the three language groups in the factor analyses. Figure 8 shows that students score fairly similar at formal and general factor. A difference was only visible for the Italian speaking students which score lower on discursive but higher on general writing skills.

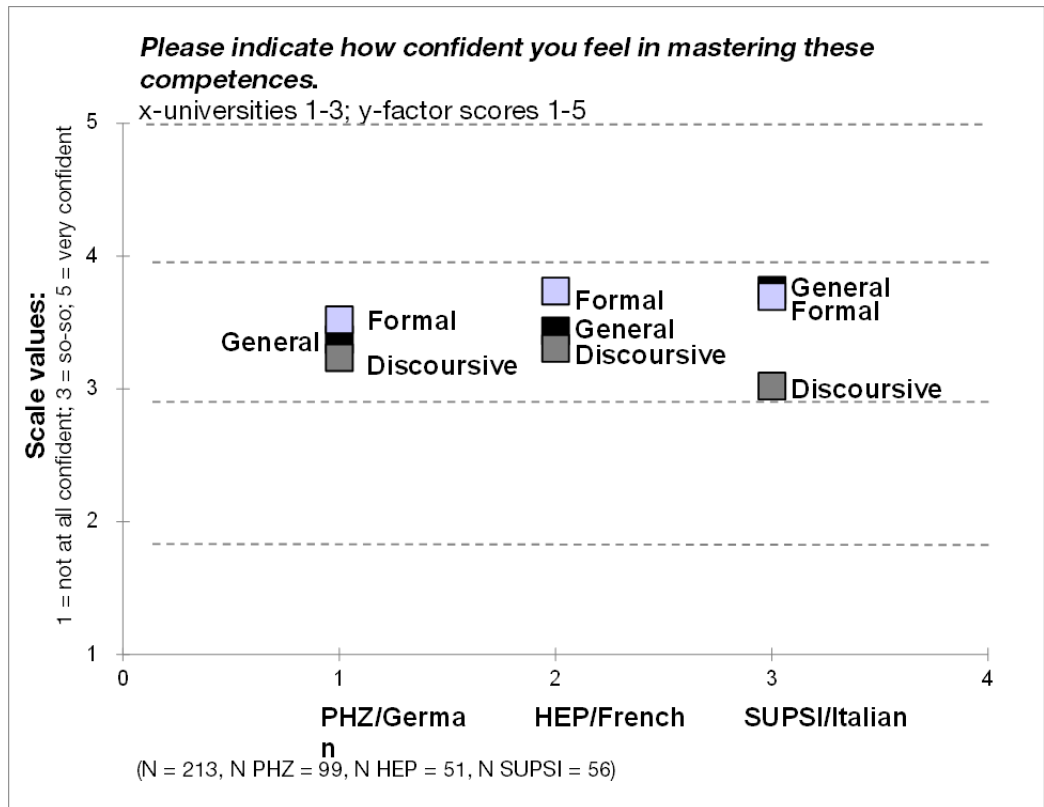


Figure 8: Comparison of means of factor values of students from universities in the French, German and Italian speaking part of Switzerland

The opinions of faculty members on the importance of student writing skills were fairly homogeneous and “critical thinking” emerged as the number one value, followed by “clear and precise language”, “text comprehensibility”, and “appropriate research question” (Figure 9).

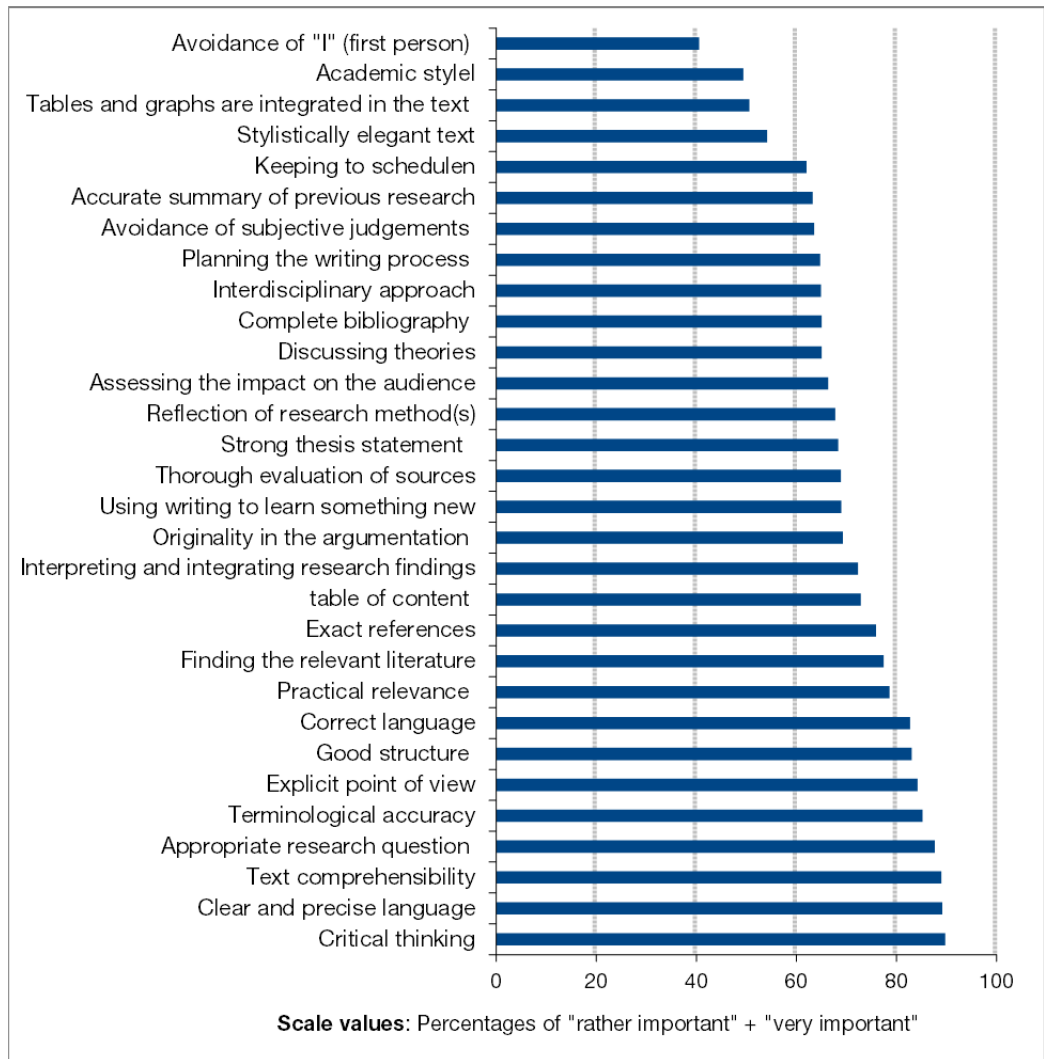


Figure 9: Importance of student writing skills seen from faculty in three Swiss universities of different language (French, German, Italian)

3.5 Comparing writing cultures in European contexts

Another version of the survey was created in the frame of the COST Action “European Research Network on Learning to Write effectively” in which over 120 researchers from 23 countries participated. Working Group³ leaders Montserrat Castelló (Barcelona) and Otto Kruse (Zurich) organized several conferences, working group meetings and research training schools on the topic of genre use and intercultural genre studies at the research schools in Prague (Czech Republic

³ Subprogram 2.2, “Comparative Analysis of Genre and Genre learning in L1 and L2” of the COST Action IS0703 “The European Research Network on Learning to Write Effectively” (funded by the ERC), running from 2008 to 2012.

2010), Skopje (Republic of Macedonia 2011) and Lodz (Poland) in 2012, all organized in the framework of the COST Action. During this work, the survey was expanded and adapted to more European languages. Three additional scales on writing process, writing practices, and feedback were added. Also, a list of genres (“How often do you write these text genres?”) was added to the open question (what was the last graded paper you had to write?) with answer category ranging from “never” to “very often”.

The resulting questionnaire, now labeled European Writing Survey (EUWRIT), was then adapted and processed for application at universities in the Ukraine, Germany and Spain.

3.6 Spain

The EUWRIT survey has been adapted for use in Spanish universities and it has been therefore translated in both Catalan and Spanish. The project, coordinated by Professor Montserrat Castelló, aims at establishing the state of the art regarding teaching and learning academic writing at Spanish Universities. Moreover, the project allowed to create a stable network to share, disseminate and create knowledge regarding research on the teaching and learning of academic writing in Spain. This network is currently shaped by around thirty senior and junior researchers that come from eight representative Spanish universities, which include public funded (n=5) and private non-profit institutions (n=2) and are located in different Spanish regions (three in Catalonia, two in Madrid, one in the Basque Country and one in Murcia).

The project is the first initiative in Spain that is centered round the research on teaching and learning of academic writing. There are several other initiatives and networks related to academic writing, especially from a linguistic perspective, that focus on the study of genres and on analyzing text characteristics. But, to our knowledge, none of them has exclusively focused on the research of academic writing in the teaching and learning processes, that is learning to write and writing to learn at higher education.

After a pilot study⁴, the EUWRIT has been translated into Spanish, adapted and validated for Spanish population. Data collected came from 1.044 students and 279 faculty from 9 Spanish Universities (UAM, UB, UD, URL, UM, UC, UA, ULL, UPF). Moreover, the theoretical structure and reliability of each of the Scales of the Spanish version of the two questionnaires were analyzed (see Castelló & Mateos, 2015 for reliability of the scales).

⁴ Castelló / Mateos / Castells / Iñesta / Martin / Solé & Miras, 2012.

Results can be summarized taking into account four different aspects:

a. Differences between disciplines and levels (bachelor and Master⁵)

Results regarding participants' representations indicate that they differ in relation to the disciplinary field more than the other variables analysed (gender, native language and level of experience). Both faculty and students in the Arts and Humanities and the Social Sciences believe that they write more, are more process-oriented, and receive or give more feedback than their counterparts in the other areas of knowledge. Moreover, results pointed out opposite representations of both groups – students and teachers – across disciplines regarding feedback and time devoted to writing.

b. Students' writing conceptions and competence:

Two different profiles were identified regarding students' self-perceived competence as writers and their conceptions about writing as an activity: one concerned students who were confident about their ability as writers and who attributed considerable importance to writing, while the other set of students were less confident about their writing skills and ascribed less importance to writing as an activity. Moreover, results suggest that these two profiles are independent of the students' area of study, the number of years of university experience and students' gender. In other words, neither profile was especially prevalent in a given academic field or among particular year groups (i.e. students in later or earlier years of their course). The two identified profiles had a certain influence on participants' responses to the questionnaire scales that deal with the characteristics of the writing process⁶.

c. Relationship between students and Faculty perceptions⁷:

There was great consistency between students and Faculty's perceptions regarding writing practices, values and competences. Students and faculty attributed a similar value to the modification of ideas in the course of the composition process as well as to the revision and feedback processes, although the students claimed to be involved in more planning and previous reading activities than it was perceived by their teachers.

⁵ Castelló & Mateos, 2015; Alvarez & Yañiz, 2015.

⁶ Castells / Mateo / Martin / Sole & Miras, 2015.

⁷ Marin / López & Roca de Larios, 2015

d. Genres knowledge and purposes⁸:

Results indicated that students and faculty found great difficulties to differentiate and define the genres they mostly use for learning and teaching. Two main conclusions can be drawn from data: first, the lack of adequacy of the writing practices referred to by teachers and students to the current needs of the knowledge society; and second, the plastic and situated nature of the genres written within an academic context evidenced by the variety of labels that teachers and students assigned to the same family of genres, as well as its flexible, and often polysemic and superimposed, use.

3.7 Attitudes towards writing in Eastern Europe

In a cooperation project⁹ between Switzerland and Eastern Europe with partners from Ukraine, Republic of Macedonia and Romania, conducted between 2011 and 2013, the EUWRIT survey was translated into additional languages (Ukrainian, Macedonian and Romanian). As a focus for a comparative study, Humanities Departments from three universities were chosen as a target and data was collected from 381 students (151 Macedonian, 117 Romanian and 113 Ukrainian, at BA, MA and PhD level). Translation again posed some difficulties as many genres (and the respective labels for them) did not exist in some of these countries. On the other hand, some very prominent educational genres in these countries could not be translated into English (like the term “referat”, a term paper genre with its own history and structure).

Another important modification of the survey was the complete parallelization of the two questionnaires. If the initial version of the survey had only partially duplicate the questions from the student questionnaire into the faculty questionnaire, the final form built the questions in parallel. For example, if students were asked “Please indicate how confident you feel in mastering these competences: (a) Understanding and reflecting on research methods”, the faculty question was: “When your students write a paper or a thesis in your discipline, what is particularly important to you: (a) Understanding and reflecting on research methods”.

⁸ Corcelles / Oliva / Castelló & Milian, 2015.

⁹ The project “Literacy Development in the Humanities: Creating Competence Centres for the Enhancement of Reading and Writing Skills as Part of University Teaching”/LIDHUM was conducted between 2011 and 2013 (coordinators: Prof. Otto Kruse and Dr. Madalina Chitez) in the frame of the SCOPES program funded by the Swiss National Science Foundation (IP: IZ74Z0_137428).

3.8 Assessment of a whole university: Constance, Germany

In 2012, all students and all faculty of the University of Constance, Germany have been assessed with the EUWRIT questionnaire. From 10.429 students we received 853 answers which equals a response rate of 8.15 %. From 1.097 permanent faculty members we received 148 answers which equal a response rate of 13.49 %. This study allowed comparing students from the undergraduate programs of three different groups of disciplines (Mathematics, Sciences, and Architecture, Humanities, and Social Sciences). As the degree program of the law school is different from the MA/BA program and longer (9 semesters vs. 6 semesters of the undergraduate program) we calculated another comparison between the law students and the social science students. Results showed clear distinctive profiles between the disciplinary groups indicating that both the discipline-specific writing culture and the extended education left its traces on the self-perceived writing competences the students reported. Also, comparisons between faculty and students were calculated showing that perceptions of competences differed from the view the faculty had on the students. Students evaluated their writing skills much more generously than the faculty did. Clear distinction between the Science, Mathematics, and Technology disciplines on the one hand and the Humanities and Social Sciences on the other hand became visible.

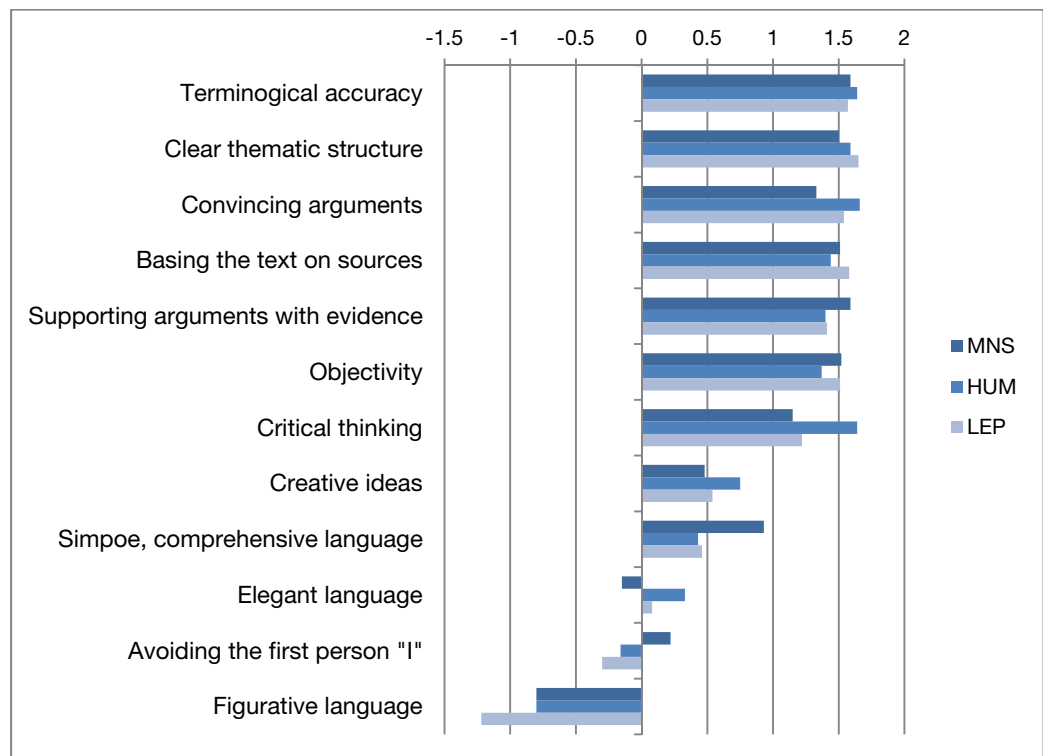


Figure 10: What students think matters in academic writing (conceptions of writing); LEP Law, Economics and Politics; HUM : Humanities; MNS Mathematics, Sciences, and Technology)

Figure 10 shows that students from the Mathematics/Sciences/Technology (MNS) were less inclined to consider critical thinking a top value in writing but felt objectivity and relying on facts the most important goal.

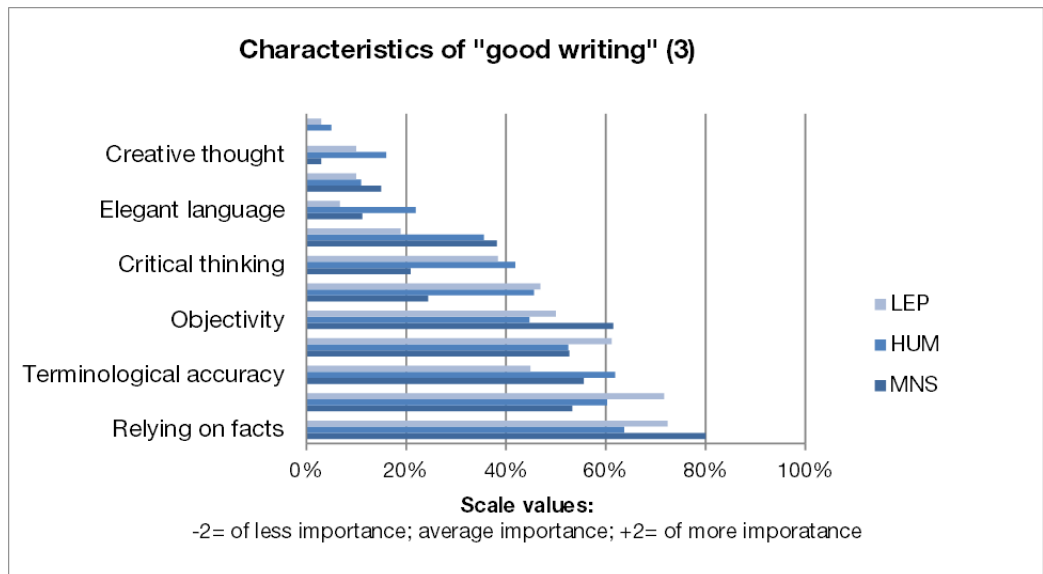


Figure 11: What students think matters in academic writing (conceptions of writing); LEP Law, Economics and Politics; HUM : Humanities; MNS Mathematics, Sciences, and Technology)

We included a set of questions on the writing process, asking how important the respective writing activities were for their overall writing process. Answers show that reading is the most frequent activity (Figure 12) but 7 students seem to be aware of all parts of the writing process.

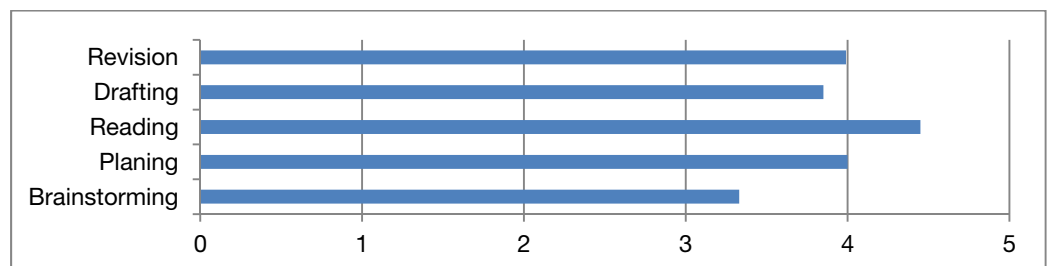


Figure 12: Writing process activities of the Constance students

A comparison of first and the third year students shows large differences, especially in the "academic writing" answers (Figure 13), but also in reading, presentation and information technology skills. It seems as if, in this university, students learn more about writing than anywhere else. But we have to be careful with this assumption as such an amazing result may also come from the reduction of the number school years in school education in Germany from 13 to 12 year which happened exactly the years before our data were gathered. Third year students were not affected from this, only the first year students. We might incidentally have measured the effect of one school year on writing and language skills.

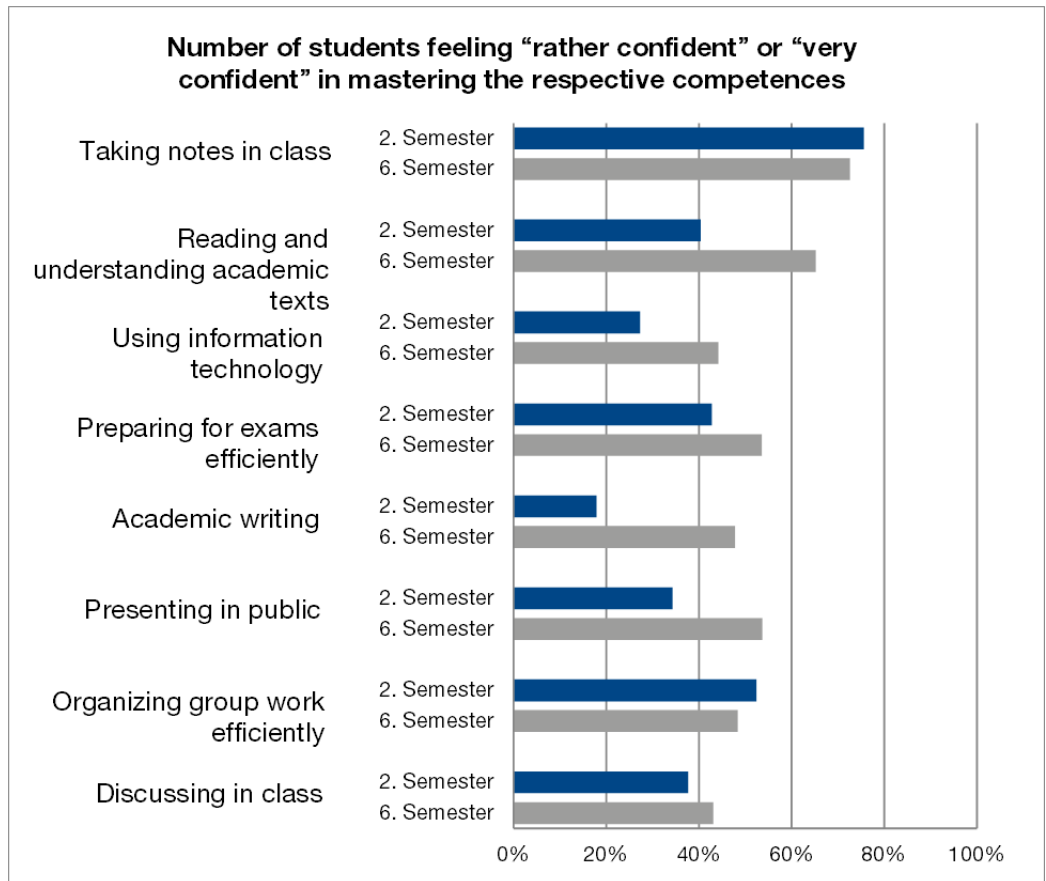


Figure 13: Comparison of general study skills between 1st- and 3rd-year students, all disciplines, University of Constance

4 EUWRIT in writing research

4.1 An integrative research model

During various research projects (see Section 3), the EUWRIT survey was part of continuously adapted research strategies. The adaptations were applied on the basis of the research foci within the project: inventory of genres, evaluation of writing competences, inter-cultural academic writing situation analysis etc. Thus most survey versions have been included into an integrative research model in which results have been compared with and completed by additional approaches. The data triangulation was performed by combining percentages from the questionnaire versions with information retrieved through information-collection sessions consisting of interviews, workshop and panel discussions or webpage material download. More details about the mixed-method applied for our various studies in the sections below:

4.2 Interviews

When data are already available from questionnaires, it is more appropriate to ask questions helping to understand the data. Interviews may be used to get first information on writing in an institution or they may also function as additional sources to explore results of questionnaires. As interviews are the basic source of information in making inferences on writing cultures (see Chitez & Kruse 2012), it is useful to ask about writing practices and collect examples of writing assignments, genres and text formats.

Interviews may be conducted either with faculty members or students, depending on the variables and topics of interest. Interviews may last between 30 and 60 minutes and should be recorded.

4.3 Faculty workshops and panel discussions

Faculty workshops are probably the best way of obtaining useful comments and insider information on student writing, in a short amount of time. They also require more organizational effort, since both faculty members and the workshop organizers have to agree on a proposed workshop date. On the other hand, they may already mark the beginning of an institutional change process and may be used to transfer knowledge on writing cultures.

Topics discussed may be similar to the ones used for the interviews but the conversation initiated gives – similar to focus groups – the discussions a particular dynamic resulting from the interaction.

Panel discussions are similar communicative arrangements which lead to interactions between the researcher or consultant and the participants. Panel discussions are possible when the number of the participants is low (i. e. less than five persons) and when the aim of the data collection is more related to research than to organizational change.

4.4 Instructional papers, regulations and syllabi

Alongside information obtained through questionnaires and interviews, a large number of written documents like instructional papers, regulations on paper writing, student guides and course descriptions can be used as sources. Many of them are available online and can be obtained in advance of any data collection. Others, however, like syllabi, have to be asked for. Sometimes such materials contain no more than a list of quotation rules while in other cases they demonstrate a deep understanding of writing pedagogy and give insights to well-designed writing instructions like the following guideline for written materials from the PH Zurich (own translation):

A portfolio is a reflectively compiled and annotated collection of selected materials of various kinds, which documents the work and progress of the author in different contexts and over a longer period of time.

Documents that may also refer to expectations on text qualities and learning outcomes may prove to be a good resource for an estimation of student writing values.

4.5 Corpora of student texts

In order to be able to support arguments about writing cultures, writing consultants need text-related analyses. That is to say, if the questionnaires indicate highly statistically significant self-perceived rates on “elegant language”, it seems necessary to look into the students texts and try to identify the characteristics of “elegance” in writing.

A small sample of student texts may be easy to obtain and can be of great help in getting access to the peculiarities of disciplinary literacies, especially when they are unknown the consultant. Such a corpus would also serve illustrative purposes and may provide examples for little known, discipline-specific genres. The collection of a larger corpus of student texts is more time consuming and usually needs extra funding. Corpus analyses can either focus on frequencies (use of collocations, parts of speech, clusters etc.), which can be extracted automatically or on discursive factors, which implies manual annotation of the corpus.

In consulting projects, faculty often seem to be hesitant in offering seminar papers from their classes and often the question of securing confidentiality is raised. Faculty often feel that they are being graded themselves when the quality of their students' seminar papers are analyzed.

4.6 Cooperation with university writing centre

The study of the University of Constance was carried out in cooperation with the writing centre of the University (Kruse / Meyer & Everke Buchanan 2015). Writing centres usually are under pressure of justifying their work towards the administration and other university groups in need of funding. An assessment of university writing with the EUWRIT is a perfect way not only to justify certain offers for students and faculty but also to get into a discussion with institutes and university management. After the questionnaire data were evaluated, the results were presented in a university meeting with more than 50 faculty attending and discussing the meaning of the data.

Another opportunity the questionnaire offers is the discussion of the genre descriptions from the faculty questionnaires. All descriptions in the Constance study are documented in the final report and can be used by all university members and by the writing centre. The genre descriptions show how much common ground there is in the descriptions of, for instance, seminar papers and essays.

5 Recommendations and conclusions

5.1 How to use the questionnaire

The questionnaire is intended to be used as a diagnosis instrument assessing the overall situation of the perceptions on academic writing in the study programme(s) of a certain university. It can be best employed in two ways: (a) before any policy making decisions are made regarding the implementation of academic-writing support; (b) at the beginning and at the end of a research project in which the initial and after-intervention status of the perceptions on academic writing are analysed. By intervention, reference is made to special didactic approaches where academic writing is offered to students in form of regular (compulsory) courses, thematic workshops, personal counselling and feedback, online counselling and feedback, elearning modules on Academic Writing, depending on the types of support needs retrieved from the first round/initial of survey implementation.

5.2 How to adapt questionnaires to the national specifics

As it was emphasized in previous sections, the questionnaire has been conceived and multiply modified in order to be adaptable to as many higher education contexts as possible. Most of the sections of the questionnaire can be taken over in the original form and only need careful translation so that the meanings on the questions are well preserved. For example, some challenges have been posed by the translation of the question “How many of your courses require writing in class (for reflection, assessment or other purposes)?” since “reflection” can be translated differently with specific meaning variations in particular languages. Some other questions (see Section 2.4 on cultural adaptations), on the other hand, have to be carefully adapted when implemented in a different context.

6 List of figures and tables

Fig. 1:	Deficits in writing skills	12
Fig. 2:	Comparison of writing competences over study years 1–4	15
Fig. 3:	Comparison of writing competences for students of Economy, Health, Journalism...	16
Fig. 4:	Bipolar questions on writing cultures: faculty statements in comparison for three study programs (Economy, Health, Journalism)	17
Fig. 5:	Writing skills factors in four study years	18
Fig. 6:	Comparison of three Teacher Education Universities in three language parts of Switzerland	20
Fig. 7:	Comparison Teacher Education University vs. University of Applied Sciences (both German)	21
Fig. 8:	Comparison of means of factor values of students from universities in the French, German and Italian speaking part of Switzerland	22
Fig. 9:	Importance of student writing skills seen from faculty in three Swiss universities of different language (French, German, Italian)	23
Fig. 10:	What students think matters in academic writing (conceptions of writing); LEP Law, Economics and Politics; HUM : Humanities; MNS Mathematics, Sciences, and Technology)	27
Fig. 11:	What students think matters in academic writing (conceptions of writing); LEP Law, Economics and Politics; HUM : Humanities; MNS Mathematics, Sciences, and Technology)	28
Fig. 12:	Writing process activities of the Constance students	28
Fig. 13:	Comparison of general study skills between 1st- and 3rd-year students, all disciplines University of Constance	29
Table 1:	Structure of the Writing Survey	7
Table 2:	Scales of the Writing Survey	8
Table 3:	Factor solutions for writing competence scale (first version of Questionnaire)	14

7 References

- Álvarez, M. & Yañiz, C. (2015):** Writing practices in Spanish universities / Las prácticas escritas en la universidad española. *Cultura & Educacion*, 27 (3)
- Anderson, P., Anson, C., Gonyea, B., and Paine, C. (2009):** Using Results from the Consortium for the Study of Writing in College. National Survey of Student Engagement, URL: http://nsse.iub.edu/webinars/TuesdayswithNSSE/2009_09_22_UsingResultsCSWC/Webinar%20Handout%20from%20WPA%202009.pdf
- Castelló, M. (2015):** (Coord.). Monográfico. Writing at University. Analyzing Faculty's and Students' Conceptions, Ideas and Beliefs. Special Issue / Escribir en la Universidad. Análisis de las concepciones, ideas y creencias de estudiantes y profesores. *Cultura & Educación*, 27, 3. DOI: 10.1080/11356405.2015.1072362. Available at: <http://dx.doi.org/10.1080/11356405.2015.1072362>
- Castelló, M. & Mateos, M. (2015):** Faculty and student representations of academic writing at Spanish universities / Las representaciones de profesores y estudiantes sobre la escritura académica en las universidades españolas. *Cultura & Educación*, 27, 3. DOI: 10.1080/11356405.2015.1072357. Available at: <http://dx.doi.org/10.1080/11356405.2015.1072357>
- Castelló, M.; Mateos, M.; Castells, N.; Iñesta, A.; Cuevas, I.; Solé, I. (2012):** Prácticas de redacción académica en las universidades españolas. *Electronic Journal of Research in Educational Psychology* 10(2), 569–590.
- Castells, N., Mateos, M., Martín, E., Solé, I., & Miras, M. (2015):** Profiles of Self-perceived Competencies and Conceptions of Academic Writing in University Students / Perfiles de Competencias y Concepciones sobre la Escritura Académica en Estudiantes Universitarios. *Cultura & Educación*, 27 (3)
- Chitez, M. & Kruse, O. (2012):** Writing cultures and genres across Europe. In Montserrat Castelló, & Christiane Donahue (Eds.), *University Writing: Selves and Texts in Academic Societies* [Studies in Writing, Volume 24], Bradford, UK: Emerald Group, pp.33–51.
- Corcelles, M., Oliva, A., Castelló, M. & Milian, M. (2015):** Writing at university: Are we on the same page? *Escribir en la Universidad: ¿nos entendemos?*. *Cultura & Educación*, 27 (3)
- Delcambre, I. & Donahue, C. (2012):** Academic writing activity: Student writing in transition. In: M. Castelló & C. Donahue (Eds.), *University writing: Selves and texts in academic societies* (pp. 129–150). Bingley, UK: Emerald
- Elbow, P. & Belanoff, P. (2002):** *Being a Writer: A Community of Writers Revisited*. McGraw Hill
- Kruse, Otto, Meyer, Heike & Everke Buchanan, Stefanie (2015):** *Schreiben an der Universität Konstanz. Eine Befragung von Studierenden und Lehrenden*. Zurich University of Applied Sciences: Working Papers in Applied Linguistics [Online Publication], URL: <http://pd.zhaw.ch/hop/1103182395.pdf>
- Kruse, O. & Chitez, M. (2012):** Contrastive Genre Mapping in Academic Contexts: an Intercultural Approach. *Journal of Academic Writing*, Vol 2 Nr. 1. URL: <http://e-learning.coventry.ac.uk/ojs/index.php/joaw/article/view/79>.
- Kruse, O. & Chitez, M (2012):** Kontrastives Genre-Mapping: Didaktische Genres an Pädagogischen Hochschulen des französisch-, deutsch- und italienischsprachigen Teils der Schweiz. In: Knorr, Dagmar/ Verhein-Jarren, Annette (Hrsg.): *Schreiben unter den Bedingungen von Mehrsprachigkeit* [Textproduktion und Medium]. Frankfurt/Main: Peter Lang.
- Marín, J., López, S. & Roca de Larios, J. (2015):** The academic writing process in Spanish universities: Perceptions of students and faculty / El proceso de escritura académica en la universidad española: percepciones de estudiantes y profesores. *Cultura & Educación*, 27 (3)

8 Appendix

8.1 Appendix 1: The European Writing Survey (EUWRIT) – Student Survey

Thank you very much for participating in this survey!

Your responses will help us to learn more about a topic which concerns all students: writing better papers.

All responses to this questionnaire will be handled anonymously and will not be passed on to the others. It will take you about 15 minutes to complete the questionnaire.

When you are ready, please press “next”.

1. Personal data

Age:

Gender:

M	W
<input type="checkbox"/>	<input type="checkbox"/>

Native language:

English	French	German	Italian	Spanish	Other (which language?)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Degree you are currently enrolled in?

Bachelor	Master	PhD	Post Doc	Other (which?)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

How many years altogether were you enrolled at university(ies)?

1	2	3	4	More (no. of years)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Academic Area of your current degree:

Art, Design, Architecture	Engineering	Humanities	Law	Medicine and Health Sciences	Sciences	Social Sciences/ Economics	Teacher Training	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty or Department:

Subject (major):

Subject (minor):

What university degree(s) have you received so far?

2. General questions on writing in your study programme

How many of your courses require writing a paper that is graded?

None	0–24 %	25–49 %	50–74 %	75–100 %
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many hours per week do you dedicate to writing?

None	<3	<6	<9	10 and more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many graded papers have you written in your current study program?

None	<3	<6	<9	10 and more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your study program, is individual writing or collaborative writing more dominant?

exclusively individual	more individual	half half	more collaborative	exclusively collaborative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the last academic year, how frequently:

	never	rarely	sometimes	often	always
Have you received written instructions for a writing task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you received oral instructions for a writing task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you engaged in discussion(s) with you university teacher(s) on your written work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you engaged in discussion with your classmate(s) on your written work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you participated in online chats, discussions, forums, wikis etc., at your university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you taken notes during classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been informed about plagiarism rules?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

From your own writing experience, would you rather agree or disagree with the following statements?

	strongly disagree	disagree	not sure	agree	totally agree
I always plan before writing a paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I always start writing right away and see where I get at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do all the reading before I start writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ideas change while I work on a paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I reserve a considerable part of my time budget for revision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I always ask someone for feedback to improve my paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive sufficient feedback for my texts/ papers from my instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that my university supports my writing development well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing is a well discussed matter at my university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoiding plagiarism is an important aspect of my writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have to write in English as a foreign language?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If yes, please indicate whether you would rather agree or disagree with the following statements:

	strongly disagree	disagree	not sure	agree	totally agree
The course for which I have to write is held in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the choice to write in my own language or in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My university offers courses in English for Academic Purposes or similar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel competent in writing in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. The process of writing and feedback

How important is for your writing:

	unimportant	rather unimportant	so-so	quite important	very important
Writing an outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First draft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What kind of feedback do you usually receive?

	never	rarely	sometimes	often	always
Oral comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written comments: general comments at the end of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written comments: specific comments in the margins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ratings: points on a scale grading different aspects of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Text genres and writing practices

What was the last paper you had to write? Please name the kind of text you had to write:

Short description of text:

Which of these genres do you write in your classes?

	never	occasionally	sometimes	often	very often
Notes during lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar papers (on theoretical or empirical topics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research papers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflections (on personal experiences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protocols (minutes of lessons)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internship reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proposals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrative or expressive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Log books or learning diaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written in-class exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (which?):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How do you usually submit papers? (several answers possible)

	never	occasionally	sometimes	often	very often
Paper version	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part of a portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (which?):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Self-evaluation of the competences in academic writing

Please indicate how confident you feel in mastering these competences:

	not at all confident	not very confident	so-so	rather confident	very confident
Understanding and reflecting on research methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding the relevant literature about a topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revising a text to make it linguistically correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the right terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizing research sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning the writing process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structuring a paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how confident you feel in mastering these competences:

	not at all confident	not very confident	so-so	rather confident	very confident
Supporting one's own point of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting and integrating research findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referring to sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing critically with a subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing yourself precisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding the right style for academic texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inserting and integrating tables and graphs in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how confident you feel in mastering these competences:

	not at all confident	not very confident	so-so	rather confident	very confident
Discussing theories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a bibliography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a stylistically elegant paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using writing to learn something new	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeping to schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing the impact of a text on the reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling writing problems and writing crises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. "Good writing"

What are the characteristics of „good writing“ in your major/subject? Please indicate how important you consider the following characteristics.

	-2 of less importance	-1	0 average importance	+1	+2 of more importance
Elegant language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terminological accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoiding of the first person "I"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting arguments with evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear thematic structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basing the text on sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Figurative language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple, comprehensive language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convincing arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Study competences

Below you will find a list of study competences. Please indicate how confident you feel in each of them:

	not at all confident	not very confident	so-so	rather confident	very confident
Discussing in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organising group-work efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving an oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing efficiently for an exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading and understanding academic texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note-taking during lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Writing support

How could instructions for writing during your studies be improved? Please indicate to what extent you consider the following suggestions helpful:

	not at all helpful	rather helpful	undecided	rather helpful	very helpful
More courses in which writing is used as a means of learning (like seminars)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More feedback on my texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better instructions for my writing in existing courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional tutoring for my writing (e. g. from a writing centre)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online-support for my writing (providing materials, instructions, models of good papers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in writing to improve my powers of expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

That was the last question. Thank you for helping us!

8.2 Appendix 2: The European Writing Survey (EUWRIT) – Faculty Survey

Dear colleague,

Thank you very much for participating in this survey!

Your responses will help us to learn more about a topic which concerns academics in all disciplines: guiding students to write better papers.

All responses to this questionnaire will be handled anonymously and will not be passed on to the others. It will take you about 15 minutes to complete the questionnaire.

When you are ready, please press “next”.

1. Personal data

Age:

20–29	30–39	40–49	50–59	+60
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gender:

M	W
<input type="checkbox"/>	<input type="checkbox"/>

Native language:

English	French	German	Italian	Spanish	Other (which language?)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Years of teaching experience:

0–5	5–9	10–14	+15
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your academic title? (Please give the equivalent in English in between brackets, if possible)

The name of the academic area in which you mainly teach:

Art, Design, Architecture	Engineering	Humanities	Law	Medicine and Health Sciences	Sciences	Social Scienc- es/Economics	Teacher Training	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The name of your university:

The name of the study programme(s) in which you currently teach:

The country you work in:

2. General questions on writing in your study programme

In how many of your classes do you require students to write a paper that is graded?

None	0–24 %	25–49 %	50–74 %	75–100 %
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many hours per week do you expect your students to dedicate to writing?

None	<3	<6	<9	10 and more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many papers, would you guess, students write during a Bachelor study program in your field?

None	<3	<6	<9	10 and more	I don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the study program where you teach, is individual writing or collaborative writing more dominant?

exclusively individual	more individual	half half	more collaborative	exclusively collaborative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you make your students write a paper:

	never	rarely	sometimes	often	always
Do you give written instructions for a writing task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you give oral instructions for a writing task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you engage in discussion(s) with your students on their written work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you engage in discussion(s) with your colleagues on the students' written work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you use online chats, discussions, forums, wikis, etc. for giving writing instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do your students take notes during classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you inform your students about plagiarism rules?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

From your own writing experience, would you rather agree or disagree with the following statements about writing at your institution?

	false	rarely	sometimes	often	true
Students should always plan before writing an outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students should always start writing right away and see where they get at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students should do all the reading before they start writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students should allow ideas to change while they work on a paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revision should be an essential part of students' writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students should always ask someone for feedback to improve their paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My university supports the students' writing development well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing is a well discussed matter at my university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoiding plagiarism is an important aspect of students' writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do your students have to write in English as a foreign language?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If yes, please indicate whether you would rather agree or disagree with the following statements:

	never	rarely	sometimes	often	always
The course for which they have to write is held in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have the choice to write in their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

language or in English					
My university offers courses in English for Academic Purposes or similar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They feel competent in writing in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Text genres

If students have to write papers in your classes, which kinds of texts (genres) do they write? Please specify two of the most important genres and give a short description:

Genre 1:

Short description of genre 1:

Genre 2:

Short description of genre 2:

Which of these genres do students write in your classes?

	never	occasionally	sometimes	often	very often
Notes during lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar papers (on theoretical or empirical topics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research papers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflections (on personal experiences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protocols (minutes of lessons)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internship reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proposals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrative or expressive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Log books or learning diaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written in-class exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (which?):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Importance of the competences in academic writing

When your students write a paper or a thesis in your discipline, what is particularly important to you:

	-2 of less im- portance	-1	0 average im- portance	+1	+2 of more im- portance
Understanding and reflecting on research methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding the relevant literature about a topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revising a text to make it linguistically correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the right terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizing research sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning the writing process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structuring a paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how confident you feel in mastering these competences:

	-2 of less im- portance	-1	0 average im- portance	+1	+2 of more im- portance
Supporting one's own point of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting and integrating research findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referring to sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing critically with a subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing yourself precisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding the right style for academic texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inserting and integrating tables and graphs in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how confident you feel in mastering these competences:

	-2 of less im- portance	-1	0 average im- portance	+1	+2 of more im- portance
Discussing theories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a bibliography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a stylistically elegant paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using writing to learn something new	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeping to schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing the impact of a text on the reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling writing problems and writing crises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. "Good writing"

What are the characteristics of „good writing“ in your view? Please indicate how important you consider the following characteristics.

	-2 of less im- portance	-1	0 average im- portance	+1	+2 of more im- portance
Elegant language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terminological accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoiding of the first person "I"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting arguments with evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear thematic structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basing the text on sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Figurative language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple, comprehensive language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convincing arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Study competences

How important do you consider the following didactic elements for the teaching and learning in your classes? Please rank the elements according to their importance (1=most important, 8=least important):

Discussing in class	<input type="checkbox"/>
Organising group-work efficiently	<input type="checkbox"/>
Giving an oral presentation	<input type="checkbox"/>
Academic writing	<input type="checkbox"/>
Preparing efficiently for an exam	<input type="checkbox"/>
Using information technology	<input type="checkbox"/>
Reading and understanding academic texts	<input type="checkbox"/>
Note-taking during lessons	<input type="checkbox"/>

From your experience, how competent are your students in the above mentioned study competences? Please rank the elements according to their importance (1=most important, 8=least important):

Discussing in class	[]
Organising group-work efficiently	[]
Giving an oral presentation	[]
Academic writing	[]
Preparing efficiently for an exam	[]
Using information technology	[]
Reading and understanding academic texts	[]
Note-taking during lessons	[]

That was the last question. Thank you for helping us!

9 The authors



Madalina Chitez has received her doctoral degree in Corpus Linguistics from the University of Freiburg, Germany in 2011. Previously, she had received a MA degree in European Linguistics from the same German university (2006) and a BA degree in English and French language and literature (2000) from the University Transilvania of Brasov, Romania. Since 2010, she has been a Senior Researcher at the Department of Applied Linguistics at the Zurich University of Applied Sciences. She has experience in coordinating and conducting research in Swiss and international research projects in the areas of academic writing, corpus linguistics and intercultural rhetoric.



Otto Kruse has received his doctoral degree in Psychology at the Technical University Berlin, Germany and worked at several universities in Psychology, Social Work, and Applied Linguistics. In 2003, he founded the Centre for Academic Writing at the Zurich University of Applied Sciences and is currently carrying out research projects at the same institution in the fields of intercultural writing studies, process research, and educational technologies for the teaching of writing.



Montserrat Castelló has received her doctoral degree in Psychology at the Universitat Autònoma de Barcelona in 1993. Currently, she is senior professor and director of the *Research Institute of Psychology, Learning and Development* at the Universitat Ramon Llull in Barcelona. Her research activity and publications focus on academic and research writing and learning, writing regulation, and identity.