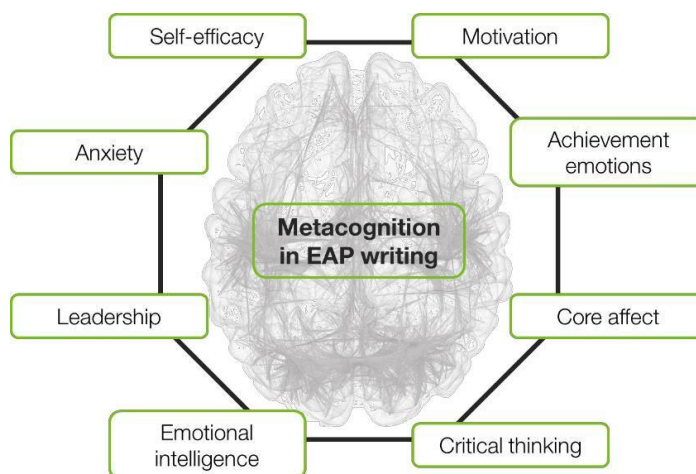


Metacognitive processes and emotional constructs in expert academic writing practices: an exploratory study

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1. Framework of the study without correlation arrows.



2. Bibliographical sources for the questionnaire design:

- **Metacognition:** O'Neil & Abedi (1996) + Stewart et al. (2015)
- **Anxiety:** Cheng's (2004) Second Language Writing Anxiety Inventory (SLWAI)
- **Self-efficacy:** Jones (2008) + Ho's (2016) Research Writing Self-Efficacy Index (RWSI)
- **Motivation:** [questionnaire designed and validated by the author]
- **Achievement emotions:** Pekrun et al.'s (2011) Achievement Emotions Questionnaire (AEQ)
- **Core affect:** Russell (2003)
- **Critical thinking:** Noris & Ennis (1995) + Ennis (2009)
- **Emotional intelligence:** Salovey & Mayer's (1990) Trait-Meta Mood Scale 24 (TMMS-24) [validated for EAP context]
- **Leadership:** Avolio & Bass's (2004) Multifactor Leadership Questionnaire (MLQ)

3. Key importance of:

- **Validation via**
 - Statistics
 - Pretesting
 - Piloting
- **Triangulation via**
 - Interviews
 - Journey plots
 - Think-aloud protocols
- **Implications for practice**
 - Autonomous strategy-based lifelong learning skills
 - Novice researchers' academic writing training

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