**Appendix** The Socio-cultural Writing Strategy Use among English Majors Questionnaire

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| **No.** | **Item**  |
| 1 | I list my ideas in an outline to help me organize ideas and think more clearly when preparing for the task.  |
| 2 | To make my outline more effective, I include not only ideas but difficult words that I brainstormed and expected to use for writing the drafts.  |
| 3 | Throughout the writing process, I review the text to generate more ideas, correct the mistakes and polish the text.  |
| 4 | I use the internet to find samples of the essay/paragraph I want to write about. |
| 5 | I use the Internet for searching the relevant information about the assigned topic. |
| 6 | I use the Internet to consult online dictionaries and to find out new words and expressions to use in writing. |
| 7 | I use English reading materials to improve my understanding of the English speaking world and the knowledge of English language. |
| 8 | I use the words and expressions learnt from English reading materials to express my ideas in writing. |
| 9 | English reading materials that I use provide me with convincing evidence and examples to support my argument and content in writing.  |
| 10 | I use English reading materials to gain guidance for good writing (e.g., examples to follow in writing).  |
| 11 | I use notebooks to practice writing and I keep a daily English diary/journal to improve my writing. |
| 12 | I practice writing through various channels in my daily life such as assignments, preparation for exams, emails and learning blogs.  |
| 13 | I engage in regular writing practice because it is necessary for the enhancement of my writing. |
| 14 | During writing practice, I can make links between what I learn about the English language and my writing activities. |
| 15 | I acquire new words and expressions in order to express myself better in English. |
| 16 | I have learned and used a variety of sentence-patterns in English to create special rhetorical effect. |
| 17 | I have learnt about cohesiveness, coherence and logic to write more effective paragraphs/essays. |
| 18 | I make meticulous efforts in manipulating words, expressions and syntax to accurately and precisely convey meanings and to compose good paragraphs/essays. |
| 19 | After years of learning, I have gained a sophisticated understanding of English language and I use its features effectively in my writing. |
| 20 | By learning English grammar and mechanics, I try to be alert to the challenging points of language such as structure of the sentences and use of punctuation.  |
| 21 | My use of Chinese can enrich my knowledge of English speaking community and English language. |
| 22 | I use Chinese during the writing process to regulate my thinking and writing.  |
| 23 | I use Chinese to probe deeper in my thoughts, capture accurate meaning and decide what to write next. |
| 24 | When writing, if I don’t know a word in English, I try to find the Chinese equivalent and then translate it into English. |
| 25 | Through the writing practice in the assignments, I try to prepare myself for the real exam and seek satisfactory grades. |
| 26 | I pay attention to the criteria of good writing such as logical and accurate sentences while writing paragraphs/essays. |
| 27 | When writing the assignments, I review the teachers’ instruction with regard to ideas and time limit. |
| 28 | I try to follow the rules established for exams and assignments in writing. |
| 29 | I am aware of differences in genre and text types and I can produce a variety of sentence types based on the style.  |
| 30 | I use various rhetorical skills and features like metaphorical language, personification, parallelism, etc. to create special effect in my writing. |
| 31 | Teachers contributed to the development of our writing ability by assigning us writing tasks and giving feedback/comments on our performance. |
| 32 | My teachers’ instruction had been effective in my learning of how to write. |
| 33 | Teachers offer us a variety of sources to improve our writing. |
| 34 | Our teachers make us interested in learning writing and encourage us to write in English. |
| 35 | Teachers’ positive comments and evaluations encourage me to work more diligently and enthusiastically.  |
| 36 | Before doing the writing assignment, I discuss the topic with my peers. |
| 37 | After finishing my paragraph/essay, I give it to my friends for comments. |
| 38 | I interact with my peers to learn from them about English language and writing. |
| 39 | I find my peers more helpful to my questions about language and writing than teachers because I can comprehend their answers better. |
| 40 | I listen to English programs, speak English and share English novels and movies with my peers. |
| 41 | I learn some writing strategies and techniques from my peers. |
| 42 | I seek advice from my peers and read their essays/paragraphs. |
| 43 | I seek advice from other people who have the knowledge of English writing to improve my performance. |
| 44 | I use other resources and courses in my major to improve my writing. |
| 45 | I use my writing ability to learn and perform better in other subject areas and courses. |
| 46 | While writing, I am aware of my English major identity and its implications/interpretations. |
| 47 | When I work on the assignments, I preserve myself as a student who has an obligation to finish the task in accordance with the requirements of the teacher and the course. |
| 48 | As a student, I want to demonstrate my ability in writing and gain others’ recognition. |
| 49 | I do writing assignments mainly to pass the course and get a job which may or may not be related or require English writing.  |