ENHANCING ENGLISH WRITING SKILLS THROUGH INTERNET-PLUS TOOLS IN THE PERSPECTIVE OF MEMETICS

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ABSTRACT

This investigation delves into incorporating a hybridized memetic strategy within the framework of English composition pedagogy, leveraging Internet Plus resources. The study aims to provide an in-depth analysis of how this method influences students' writing competence, their perceptions of writing, and their enthusiasm for English acquisition. Employing an explanatory research design that combines qualitative and quantitative methods, the study collects data through surveys, interviews, and observations of students' writing performance before and after the intervention. Findings demonstrate a beneficial impact of integrating the memetic approach alongside Internet Plus tools on the writing aptitude of English as a Foreign Language (EFL) learners. Students reported increased engagement with writing, attributing it to the use of Internet plus tools. They also expressed that the memetic approach facilitated a deeper understanding of cultural and social contexts in writing. Furthermore, the findings highlight a significant improvement in students' writing skills following the intervention. This study provides significant insights into the practical implementation of the memetic approach within English writing education, highlighting the beneficial contribution of Internet Plus tools in enriching students' learning journeys.

KEYWORDS

Memetics; English Writing Teaching; College English; Internet Plus Tools; Exploratory Research

1. INTRODUCTION

Mastering English writing is a crucial skill for EFL learners, pivotal in both academic and professional spheres. Despite its significance, many EFL students grapple with writing challenges, presenting a dilemma for teachers seeking effective teaching methodologies. [1] Teaching English writing has perpetually posed challenges, stemming from issues like student disinterest, limited vocabulary, and grammar proficiency. The conventional approach has traditionally fixated on grammatical structures and vocabulary, yet its efficacy in enhancing writing skills has proven inadequate. [2] Consequently, there arises a necessity to explore novel, engaging, and interactive approaches to teaching writing.

One such innovative approach is the memetic approach, centered on cultivating a shared writing culture within the classroom. This method underscores the formation of a community of writers fostering common ideas, language, and cultural norms. Anchored in the concept of memes—cultural ideas disseminated through imitation and replication—this approach considers memes in writing as shared ideas, phrases, or sentences imitated and replicated by writers. [3] In contemporary English teaching, the prevalence of Internet plus tools has surged. These tools, encompassing social media, online dictionaries, and writing apps, provide EFL learners with an interactive and engaging learning milieu. [4] Concurrently, the memetic approach, focusing on

social and cultural language contexts, has gained traction in language education research. The integration of Internet-plus tools offers an ideal platform for implementing the memetic approach to teaching writing.[5] The internet, teeming with resources such as blogs, online forums, and social media platforms, facilitates the creation of a shared writing culture. Additionally, in China, tools like U-class, I-writing, Pigai.com, We-learn, etc., contribute to skill enhancement and collaborative writing facilitation. [6]

1.1. Research Objectives

English writing stands as a foundational skill for EFL learners, integral in academic and professional contexts. However, challenges persist as many EFL students grapple with writing difficulties, prompting a search for effective teaching methods. The traditional emphasis on grammatical structures and vocabulary has proven less effective. [7] In response, the integration of Internet-plus tools has gained popularity, offering an interactive learning experience. Concurrently, the memetic approach, focusing on social and cultural language contexts, has garnered attention in language education research. This study aims to explore the effectiveness of incorporating a memetic approach in English writing teaching with Internet-plus tools.

Many scholars in China have researched the potential of memetics to enhance students' writing proficiency. [8] Lei emphasized that the combination of memetics and writing teaching encourages varied expressions of ideas based on context, promoting writing proficiency. [9] However, limited attention has been given to implementing the memetic approach in the context of Internet-plus tools. This study seeks to provide theoretical support for college English writing teaching, exploring an innovative teaching model under the Internet plus background. [10] To contribute to more effective writing teaching methods, the research will offer a deeper interpretation of the memetics-based approach through Internet-plus tools.

This research is dedicated to assessing the efficacy of implementing a memetic approach in English writing education through the integration of Internet-plus tools. The specific objectives are outlined as follows:

1) Explore the Influence on Writing Performance:
Investigate how incorporating a memetic approach within English writing instruction, utilizing Internet-plus tools, impacts students' overall writing performance.

2) Examine Attitudinal Shifts Towards Writing:
Scrutinize the effects of the memetic approach in teaching English writing through the internet plus tools on students' attitudes toward the writing process, exploring any perceptible shifts or changes.
3) Evaluate the Impact on Motivation to Learn English:
Assess the influence of the memetic approach, combined with internet plus tools, on students' motivation levels in the pursuit of learning English writing, aiming to uncover any discernible impact on their enthusiasm and commitment.

1.2. Research Questions

The study aims to investigate the following research inquiries:
1) Influence on Writing Performance:
What discernible impact does the incorporation of a memetic approach in English writing teaching, with the aid of internet plus tools, have on students' writing performance?
2) Attitudinal Changes Towards Writing:

How does the memetic approach, when applied in English writing instruction through internet plus tools, influence students' attitudes and perspectives regarding the writing process?

3) Impact on Motivation to Learn English:

To what degree does the incorporation of the memetic approach into English writing instruction, alongside the utilization of Internet Plus tools, influence students' levels of motivation as they strive to enhance their English writing skills?

2. LITERATURE REVIEW

The memetic approach serves as a framework for comprehending the diffusion of ideas, beliefs, and behaviours within a society or culture. Rooted in the concept of "memes," which represent cultural units transmitted from person to person, this methodology applies to diverse aspects of human expression, including songs, catchphrases, fashion trends, and political ideologies. [3] Linguistic memes, akin to other memes, encompass language-specific elements transmitted through imitation, such as words, phrases, idioms, accents, and entire grammatical structures. From a memetic standpoint, language acquisition is perceived as an ongoing process of replicating and disseminating language memes, a concept highlighted by Lumiere's four-stage life cycle: assimilation, retention, expression, and transmission. [11]

2.1. The Memetic Approach in English Teaching

The memetic approach finds application in various fields, spanning cultural studies, sociology, psychology, and marketing. In recent times, there has been a notable focus on its potential within the domain of language education, particularly in elucidating the cultural, social, and historical factors that shape language dissemination and usage. [12] According to He, the memetic approach in language education aims to unravel the dissemination and evolution of cultural information associated with a language over time. [13] This approach underscores the role of cultural transmission, imitation, and variation in shaping language usage and instructional methods. Memes, acting as cultural carriers, are frequently utilized in this approach, spreading through social networks and online platforms.

One of the merits of employing the memetic approach in language education lies in its capacity to unveil insights into the cultural and social contexts of language use, particularly crucial in second language acquisition. By analyzing the spread and evolution of cultural information related to language, educators can deepen their understanding of the meanings and usage of expressions in various cultural contexts, aiding learners in navigating social and cultural nuances and enhancing language proficiency. [14] Furthermore, the memetic approach can be harnessed to develop dynamic and interactive language learning materials. Educators have the opportunity to fuse memes and cultural allusions into their teaching methodologies, fostering an immersive learning environment reflective of authentic language usage in the real world. By integrating memes into instructional resources, educators can synchronize learning with current language trends, thereby enhancing engagement and relevance in the educational journey for students.

Moreover, the memetic approach extends its influence beyond the classroom, utilizing social media platforms where memes and cultural references abound. Learners can leverage these platforms for more natural and interactive engagement with the language, fostering authentic language skills that align closely with real-world language use. [15]

2.2. The Application of Internet Plus Tools in Education

The realm of education has undergone a profound transformation with the pervasive influence of the Internet and the increasing popularity of Internet plus tools. Internet-plus signifies the integration of the Internet with cutting-edge technologies like cloud computing, big data, and artificial intelligence (AI) [16] This amalgamation has, in recent years, been instrumental in elevating the learning experience, enhancing teaching efficiency, and fostering active engagement and collaboration among learners [17] Within the context of language teaching, Internet plus manifests as the utilization of digital tools, including social media, online forums, and blogs, to enrich language learning experiences [18] This evolution goes beyond traditional pedagogical methods, leveraging technology to create dynamic and interactive language acquisition environments.

The integration of Internet plus tools has revolutionized the conventional classroom model, introducing novel opportunities for both educators and learners. Immersive technologies such as virtual and augmented reality have opened avenues for interactive learning experiences previously unimaginable [19] Concurrently, online platforms and digital learning tools have emerged to provide flexible and personalized learning journeys, reshaping the landscape of education (Li, Q., & Chen, Z., 2021).[20] Social media platforms such as YouTube, Twitter, and Facebook function as channels for the dissemination of language-centric memes, enriching comprehension of cultural and social subtleties inherent in language usage. [21] This interconnectedness transcends geographical boundaries, facilitating a global exchange of linguistic and cultural perspectives.The incorporation of big data and analytics into education has gained prominence, offering valuable insights into student learning and performance. [22] By analyzing student behavior and performance data, educators can customize teaching methodologies to accommodate individual needs and preferences effectively. Predictive analytics further enable the identification of at-risk students, enabling targeted interventions to improve learning outcomes. [23] Online dictionaries and writing apps leverage big data to aid English as a Foreign Language (EFL) students in enhancing vocabulary and writing skills.[24] This integration aligns with the evolving landscape of language education, providing personalized support and resources tailored to individual proficiency levels. Cloud-based platforms have revolutionized collaboration in education, granting teachers and students access to resources and project collaboration from any location at any time (Liu, L., & Zhou, Y., 2019). [25] Online learning platforms and digital portfolios have thrived, enabling students to effortlessly exhibit their work and monitor their advancement. The integration of artificial intelligence (AI) into Internet Plus tools has further facilitated personalized learning and assessment opportunities. [26] AI analyzes student data to offer adaptive feedback, crafting personalized learning plans catering to individual needs and styles. AI-powered assessment tools provide objective and standardized evaluations, exemplified by Intelligent writing assistant software, which offers real-time feedback on writing quality. [27] Intelligent writing assistant software proves particularly beneficial in language education, providing learners with instant, personalized feedback to identify and correct errors efficiently [28] This tool not only aids students in honing their writing skills but also streamlines the grading process for educators, allowing for a more comprehensive focus on language instruction.

In conclusion, the integration of Internet plus tools in education signifies a paradigm shift, offering transformative opportunities for learning and teaching. The convergence of virtual and augmented reality technologies, coupled with online platforms, big data analytics, cloud computing, and artificial intelligence, cultivates immersive, interactive, and tailored learning experiences. Internet plus tools have the potential to elevate educational quality, enhance teaching efficiency, and foster active engagement and collaboration among learners, heralding a new era in education (Li, Z., & Xu, D., 2020).[29]

2.3. English Writing Teaching with Internet Plus Tools

In a study conducted by Li and Zhang (2019), the integration of Massive Open Online Courses (MOOCs) was explored within the realm of English writing instruction for Chinese college students. [30] The study illuminated that MOOCs serve as a valuable resource, granting students access to high-quality learning materials, ultimately contributing to the enhancement of their writing skills and fostering heightened motivation to learn. The outcomes underscored the positive impact of MOOCs on students' writing proficiency and their intrinsic motivation to engage in the learning process.

In a parallel inquiry by Wang and Liu, the focus shifted to the exploration of WeChat, a widely-used Chinese social media platform, as a tool for teaching writing to English as a Foreign Language (EFL) learners. [31] The findings echoed the efficacy of WeChat in improving students' writing skills, attributing its success to the platform's facilitation of collaborative writing, peer feedback mechanisms, and interactive teacher-student communication. The research illuminated WeChat's potential as an effective instrument for enhancing writing abilities and fostering a collaborative learning environment.

Another investigation spearheaded by Zhang and Li (Zhang, H., & Li, L., 2022) scrutinized the application of WeChat in college English writing teaching, with a specific emphasis on its impact on students' writing proficiency and motivation. [32] The study underscored WeChat's efficacy in enhancing both writing proficiency and student motivation, underscoring its versatility as a valuable tool for English language education. The research underscored the positive correlation between WeChat usage and heightened motivation to learn and communicate in English.

A case study orchestrated by Chen and Wang (Chen, X., & Wang, Z., 2021) delved into the realm of online collaborative writing tools, such as Google Docs and Trello, in the context of EFL writing teaching. The outcomes accentuated the facilitative role of these tools in collaborative writing endeavors, underscoring improvements in feedback quality and heightened engagement and participation levels among students in the writing process. [33]

Collectively, these research endeavors substantiate the premise that Internet plus tools, encompassing MOOCs, social media platforms, and online collaborative writing tools, emerge as effective catalysts in fostering EFL writing proficiency. These tools, with their diverse functionalities, contribute to collaboration, feedback enhancement, and the overall improvement of students' motivation to learn. Author names are to be written in 13 pt. Times New Roman format, centred and followed by a 12pt. paragraph spacing. If necessary, use superscripts to link individual authors with institutions as shown above. Author affiliations are to be written in 12 pt. Times New Roman, centred, with email addresses, in 10 pt. Courier New, on the line following. The last email address will have an 18 pt. (paragraph) spacing following.

2.4. Internet Plus Tool used in Writing Teaching Through Memetic Approach

The linguistic memetics approach is a novel way of teaching writing using internet plus tools. According to this perspective, writing is conceptualized as a process involving the creation and dissemination of linguistic memes, which are cultural units of information capable of being replicated, altered, and disseminated through language. Some studies have applied this approach to writing teaching using different internet plus tools, such as online forums and blogs. For instance, Zhang showed that online forums facilitated collaborative writing and enhanced students' writing skills through the linguistic memetics approach. [34] Similarly, Yang (2018) demonstrated that blogs supported reflective writing and peer feedback and improved students' writing skills through the linguistic memetics approach. These studies suggest that internet plus

tools can be effective in teaching writing through the linguistic memetics approach. [35] Nonetheless, many studies suffer from a deficiency in presenting a unified and cohesive teaching model, particularly concerning the application of the linguistic memetics approach to the writing process. Therefore, more research is needed to explore the impact of different internet plus tools and the linguistic memetics approach on language learning outcomes.

3. METHODOLOGY

This study employed an explanatory research design, a methodology aimed at elucidating causal relationships between variables. It utilized a combination of qualitative and quantitative research methods to achieve its objectives. This study employed a mixed-methods research design, which consisted of a questionnaire survey and a writing task of implementing pre- and post-tests and applying a memetic approach in teaching English writing with internet plus tools. The questionnaire survey was distributed to 100 EFL students to gather their views on the use of a memetic approach and internet plus tools in their writing courses. The survey contained 15 items that measured the students' attitudes towards the intervention. The writing task was carried out to evaluate the students' writing competence before and after the intervention. The writing task involved a narrative writing task, and the students were asked to write a paragraph narrating their most memorable experience.

The memetics-based approach posits that writing entails the creation and dissemination of linguistic memes, which serve as units of cultural information capable of being replicated, modified, and transmitted through language. The memetics-based approach consists of four stages, which correspond to the life cycle of a meme, namely, assimilation, retention, expression and transmission. In the assimilation stage, teachers provide students with sample essays and language memes for sufficient input. The language memes are presented gradually, from words, phrases, sentences, paragraphs to texts, to help students comprehend the teaching material. During the retention stage, students are tasked with memorizing the language memes, as per memetics theory, positing that the longer a language meme remains within its hosts, the higher the likelihood of its dissemination. Therefore, teachers design various exercises to reinforce students' memory. By doing this, the strong memes can be internalized by the students, which facilitates the replication of memes. In the expression stage, students are asked to write compositions based on the given task. The language memes acquired in the first stage should be used to convey their different ideas. In the transmission stage, students are grouped and encouraged to review their group members' compositions. In this way, some grammatical errors and inappropriate language expressions can be identified. Moreover, teachers are expected to give some feedback and suggestions for students. Then, the revised drafts should be submitted.
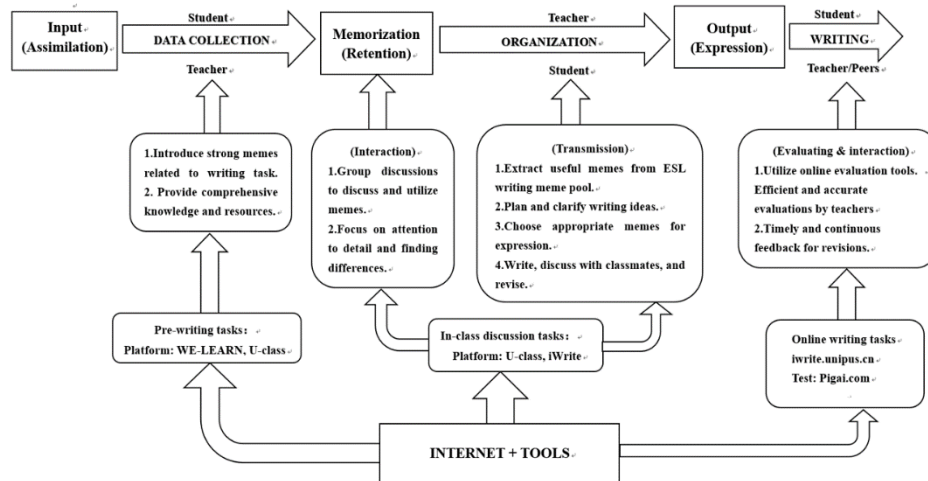
Figure 1. Memetics Approach in ESL Writing Teaching Process with Internet Plus Tools

Table 1. Quasi-experimental Design

	Experimental group (N=50)	Control group (N=50)
Intervention	Memetic writing teaching with internet plus tools	Traditional writing teaching

3.1. Population and Sampling

The sample for this study will be drawn from the population of English language learners at Geely University, a research applied university characterized by a diverse student body numbering over 20 thousand. [36] The sample size will be approximately 100 students. The inclusion criteria for the sample will encompass:(a) Students currently enrolled in an English language course as Non-English majors, (b) Students in their sophomore and junior years, and (c) Students with access to a computer and the Internet.

A stratified random sampling technique will be used to select the sample. The population will be stratified based on grade level and English language proficiency. A random sample of students will be chosen from each stratum to ensure the sample's representativeness. [37] Overall, the sampling and survey design aim to capture data representative of the population, providing a comprehensive insight into students' attitudes toward the intervention. The use of a survey allowed for the collection of quantitative data, which was complemented by the qualitative data collected through the writing task.

3.2. Data Collection

The data is collected through surveys, interviews, and writing tests of students' writing performances before and after the intervention. The surveys and interviews are used to collect data on students' attitudes towards writing and motivation to learn English. Observations of students' writing performances are utilized to assess their writing skills and to evaluate the intervention's impact on their writing proficiency.

The data is analyzed employing both descriptive and inferential statistics. Descriptive statistics summarize data collected via surveys and interviews, while inferential statistics analyze data

obtained from observing students' writing performances. The paired-sample t-test is utilized to compare pre-test and post-test scores between the experimental and control groups.

3.3. Measurement

To measure students' attitudes and motivation towards English writing under memetic writing teaching through internet plus tools, two major tools were used include the Attitudes towards Writing Scale (AWS) and the Motivated Strategies for Learning Questionnaire (MSLQ). The first was a 9-item scale modified from Daly-Miller Writing Apprehension Questionnaire followed by a five point Likart scale descending from (5) as strongly agree to (1) as strongly disagree. The Motivated Strategies for Learning Questionnaire (MSLQ), developed by Pintrich and De Groot in 1990, was customized to gauge college students' motivation within the context of memetic writing instruction utilizing Internet Plus tools. It has 21 items with three sections: motivational beliefs, self-efficacy and learning strategies.

In addition to the questionnaire, semi-structured interviews will be conducted with a subset of the sample to delve deeper into students' experiences and perceptions regarding the memetic approach to English teaching and the utilization of Internet Plus tools in their learning. The focus group interviews will be audio-recorded and transcribed for analysis.

These questions are based on TPACK because they aim to explore how students perceive the integration of technology (internet-plus tools), pedagogy (memetic teaching approach), and content (English writing skills) in their learning outcomes. They also aim to explore how students' attitude and motivation towards learning English writing skills are influenced by the memetic teaching approach with internet-plus tools.

4. RESULTS AND DISCUSSION

The data collected from the pre-test and post-test writing prompts were scored using a rubric that evaluated grammar, vocabulary, organization, and content. The scores were converted into percentages, and the mean percentage scores for each group were compared using a paired-samples t-test to ascertain whether there was a significant enhancement in the students' writing proficiency.

Table 2. Mean Pre-Test and Post-Test Writing Scores

Group	Pre-Test	Post-Test
EG	65.4	82.7
CG	64.8	69.2

Note: EG = Experimental group; CG = Control group.

Table 1 shows the mean pre-test and post-test writing scores for the experimental and control groups. The results indicate that there was a significant improvement in the experimental group's writing scores, while the control group's scores remained relatively unchanged.

Table 3. Descriptive Statistics for Survey Questions

Question	Experimental Group		Control Group	
	Mean	SD	Mean	SD
1	3.8	0.9	2.5	0.7
2	4.2	0.8	2.7	0.9
3	4.5	0.6	2.3	0.8
4	4.3	0.7	2.6	1
5	4.4	0.6	2.7	0.9
6	4.6	0.5	2.4	0.8
7	4.1	0.8	2.8	1.1
8	4.5	0.7	2.5	0.9
9	4.3	0.6	2.6	1
10	4.2	0.8	2.8	1.1
11	4.4	0.7	2.6	0.9
12	4.3	0.8	2.7	1
13	4.6	0.6	2.5	0.8
14	4.2	0.7	2.9	1.1
15	4.5	0.6	2.4	0.9
16	4.1	0.9	2.7	1
17	4.3	0.7	2.6	0.8
18	4.5	0.8	2.8	1.1
19	4.2	0.6	2.5	0.9
20	4.4	0.7	2.7	1
21	4.6	0.6	2.8	1
22	4.3	0.8	2.6	0.9
23	4.1	0.7	2.7	1.1
24	4.5	0.6	2.9	0.8
25	4.2	0.9	2.5	1
26	4.4	0.8	2.6	0.9
27	4.3	0.7	2.7	1.1
28	4.6	0.6	2.8	0.8
29	4.2	0.8	2.9	1
30	4.5	0.7	2.7	1.1

Note: n=50

Table 2 shows the descriptive statistics for each survey question in the experimental and control groups. The findings reveal that the experimental group exhibited higher means for each

question, signifying their perception of the internet plus tools and the memetic approach as more beneficial and motivating compared to the control group. The standard deviations indicate less variability in the experimental group's responses in contrast to those of the control group.

The survey data were analyzed using descriptive statistics, including means and standard deviations, to summarize the responses to each question. The data were also analyzed using thematic analysis to identify common themes and patterns in the qualitative responses.

The results of the study indicated that the application of the memetic approach significantly improved students' writing skills. The mean score for the post-test demonstrated a significant increase compared to the mean score for the pre-test (t = 9.56, df = 49, p < 0.001). The improvement was observed in all four areas assessed by the rubric, including content, organization, language use, and mechanics. The results of this study indicate that the use of a memetic approach in English writing teaching with internet plus tools can be an effective way to improve EFL students' writing skills. The students reported that the use of internet plus tools made writing more engaging and accessible, which motivated them to participate more actively in the learning process. The memetic approach helped the students to understand the cultural and social contexts of writing, which promoted a deeper understanding of the language. The findings also suggest that the use of internet plus tools and the memetic approach can enhance EFL students'writing proficiency significantly.

The study's limitations include the small sample size and the use of self-reported data. Future research could use a larger sample size and employ more objective measures of writing proficiency. Moreover, the applicability of the study's findings may be confined to certain demographic groups, such as English language learners within a specific educational environment. Therefore, further research is needed to determine whether these findings can be replicated in other settings.

Overall, the tables show that the experimental group had higher mean writing scores and reported more positive experiences with the intervention compared to the control group. These results imply that employing the memetic approach in English writing instruction alongside Internet Plus tools could serve as a proficient method for enhancing the writing proficiency of English as a Foreign Language (EFL) students.

The results of the study suggest that the use of a memetic approach in English writing teaching with internet plus tools had a positive impact on EFL students' writing proficiency. A significant portion of the students expressed that integrating Internet Plus tools rendered writing more captivating, while the memetic approach aided in comprehending the cultural and social dimensions of writing. The findings also indicate that the students' writing skills significantly improved after the intervention. The mean score for the writing task increased from 70.5 before the intervention to 85.2 after the intervention, indicating a significant improvement in the students.

5. CONCLUSIONS

The outcomes derived from this exploratory research investigation propose that integrating a memetic approach into English writing instruction, complemented by internet plus tools, proves to be a promising strategy for augmenting the writing proficiency of English as a Foreign Language (EFL) students. The study's revelations underscore the potential synergy between internet plus tools and the memetic approach in the realm of language education. Leveraging internet plus tools fosters interactive and captivating learning experiences for EFL students, while the incorporation of the memetic approach enriches their comprehension of language use within

cultural and social frameworks. These findings hold implications for language education practitioners, offering substantiated support for the efficacy of employing such integrated approaches in the domain of writing instruction.

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APPENDICES

APPENDIX A: Pre-Test and Post-Test Writing Prompts

Pre-Test Writing Prompt	Write an essay in English about your favourite hobby. Your essay should be at least 250 words and should include the following: 1. A clear introduction that introduces your topic and provides some background information about your hobby. 2. At least two body paragraphs that describe your hobby in detail, including why you enjoy it and any challenges you have faced 3. A conclusion that summarizes your main points and provides a final thought or reflection on your hobby
Post-Test Writing Prompt	Write an essay in English about an important social issue in your country. Your essay should be at least 300 words and should include the following: 1. A clear introduction that introduces your topic and provides some background information about the social issue 2. At least three body paragraphs that describe the social issue in detail, including its causes, effects, and possible solutions 3. A conclusion that summarizes your main points and provides a final thought or reflection on the social issue

Appendix B: Criteria to score the essays

Grammar	Correct use of grammar, including verb tense, subject-verb agreement, and sentence structure.
Vocabulary	Use of appropriate and varied vocabulary related to the topic
Organization	Clear and logical organization of the essay, including effective use of transitions and paragraph structure
Content	Quality and depth of content, including relevance to the topic and use of supporting details and examples

Note: Note: Each criterion might be scored on a scale of 0-4, with a maximum possible score of 16.

Appendix C: Survey Questions

College Students' Attitudes Towards English Writing under Memetic Writing Teaching through Internet Plus Tools (Attitudes towards Writing Scale/AWS)

1) I feel confident in my ability to write in English.
2) I enjoy writing in English.
3) I believe I have strong writing skills in English.
4) I find writing in English challenging.
5) I am motivated to improve my English writing skills.
6) I feel comfortable expressing my thoughts and ideas in writing in English.
7) I believe my English writing abilities are important for my academic and future career success.
8) I feel supported and encouraged in my English writing endeavors.

9)   I think I have a good understanding of the expectations and standards for writing in English.

10)   I believe practicing English writing is essential for improving my language proficiency.

Motivated Strategies for Learning Questionnaire (MSLQ)
Section 1: Motivational Beliefs

1)   I believe that memetic writing teaching through internet-plus tools will be effective in enhancing my writing skills.

2)   I find the concept of memetic writing teaching through internet-plus tools motivating and engaging.

3)   I have a strong intrinsic motivation to learn and improve my writing through memetic teaching.

4)   I believe that mastering writing skills through memetic teaching will benefit me in my future career.

5)   I value the potential feedback and guidance provided by online writing tools and platforms.

6)   I am confident in my ability to apply the concepts and techniques taught through memetic writing teaching.

Section 2: Goal Orientation

1)   My primary goal in learning writing through memetic teaching is to improve my skills and knowledge.

2)   I am motivated to achieve high levels of proficiency in writing using memetic teaching methods.

3)   I set specific goals for myself in terms of writing improvement through memetic teaching.

4)   I am more focused on the process of learning and developing my writing skills than on achieving a specific outcome.

Section 3: Self-Efficacy

1)   I believe I can successfully complete writing tasks assigned in memetic teaching.

2)   I feel confident in my ability to overcome challenges and difficulties encountered during memetic writing teaching.

3)   I believe I can improve my writing skills through consistent practice and effort.

4)   I am confident in my ability to use internet-plus tools effectively for writing improvement.

Section 4: Learning Strategies

1)   Setting specific goals for my writing tasks.

2)   Planning and organizing my writing process.

3)   Seeking feedback and revising my writing based on feedback received.

4)   Using online writing resources and tools for self-assessment and improvement.

5)   Reflecting on my writing progress and identifying areas for growth.

6)   Collaborating with peers through online platforms for writing feedback and support.

7)   Managing my time effectively to allocate sufficient practice and study time for writing.

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