**P3434#yIS1 **

My name is Rehab Alowayid as part of my PhD project **I am inviting you to participate in a study regarding academic persistence that tests relationships among learners’ sustained effort with respect to navigating challenges to achieve long-term success (grit), effort at a specific time or to overcome everyday challenges (buoyancy), self- efficacy and writing course grades.** The study also uncovers what writing persistence means for you and the factors that may affect your motivation and persistence in the writing course. This study was approved by the Faculty Research Ethics Committee (FREC) at the University of Southampton (Ethics/ERGO Number: 76045) **If you are happy to complete this survey, you will need to sign in the box below to show your consent and that you agree to take part in this research**

**project.** You will also be invited to participate in a Cloze test, working memory (WM) task, and interviews. The questions in this survey ask you to complete demographic information including your university ID number. It further asks you to evaluate your persistence and effort in relation to dealing with academic writing challenges. The survey focuses on how you deal with everyday writing problems and the effort you make to achieve your long- and short-term goals, and how confident you feel about your writing competence, your ability to manage the process of writing in any writing task assigned to you (self-regulation), and your writing performance. Only information that is relevant to these aspects will be collected for carrying out this study. Your participation is voluntary, and you may withdraw at any time without your participation rights being affected. As this survey is anonymous, any possible identifying personal data will not be disclosed to your teachers or the university or shared in the

research. ***Please answer the questions as honestly as possible because there are no right or wrong answers***. **The survey should not take more than 30 minutes to complete.** Your responses and all personal information you provide during the study will remain confidential and will be completely anonymous. If you have any further questions about the survey, please contact the researcher at: [r.h.alowayid@soton.ac.uk](mailto:r.h.alowayid@soton.ac.uk)

**Thank you for your participation**

أدﻋﻮك أﻧﺎ اﻟﺒﺎﺣﺜﺔ رﺣﺎب اﻟﻌﻮﯾﺪ وﻛﺠﺰء ﻣﻦ ﻣﺸﺮوع ﺑﺤﺚ اﻟﺪﻛﺘﻮراه اﻟﺨﺎص ﺑﻲ ﻟﻠﻤﺸﺎرﻛﺔ ﻓﻲ ھﺬا اﻻﺳﺘﻄﻼع واﻟﺬي ﯾﮭﺪف إﻟﻰ دراﺳﺔ اﻟﻌﻮاﻣﻞ اﻟﻨﻔﺴﯿﺔ اﻟﻤﺮﺗﺒﻄﺔ ﻓﻲ اﻟﻤﺜﺎﺑﺮة اﻷﻛﺎدﯾﻤﯿﺔ وﻋﻮاﻣﻠﮭﺎ ﺧﺎﺻﺔ ﻓﻲ اﻟﻜﺘﺎﺑﺔ اﻷﻛﺎدﯾﻤﯿﺔ ﺑﻤﺎ ﻓﻲ ذﻟﻚ اﻟﻤﺜﺎﺑﺮة ﻓﻲ ﻣﻮاﺟﮭﺔ اﻟﺘﺤﺪﯾﺎت اﻷﻛﺎدﯾﻤﯿﺔ ﻟﺘﺤﻘﯿﻖ اﻷھﺪاف طﻮﯾﻠﺔ اﻷﺟﻞ أواﻻﺳﺘﺠﺎﺑﺔ ﻟﻠﺼﻌﻮﺑﺎت اﻟﯿﻮﻣﯿﺔ واﻟﺘﻌﺎﻣﻞ ﻣﻊ اﻟﺘﺤﺪﯾﺎت واﻟﺼﻌﻮﺑﺎت اﻟﯿﻮﻣﯿﺔ. ﯾﺪﻋﻮكِ ھﺬا اﻻﺳﺘﺒﯿﺎن إﻟﻰ ﺗﻘﯿﯿﻢ ﻣﺜﺎﺑﺮﺗﻚ وﺟﮭﺪك وﺛﻘﺘﻚ ﻓﯿﻤﺎ ﯾﺘﻌﻠﻖ ﺑﺎﻟﻜﺘﺎﺑﺔ اﻷﻛﺎدﯾﻤﯿﺔ ﺑﺎﻟﻠﻐﺔ اﻹﻧﺠﻠﯿﺰﯾﺔ واﻟﻄﺮﯾﻘﺔ اﻟﺘﻲ ﺗﺘﻌﺎﻣﻠﯿﻦ ﺑﮭﺎ ﻣﻊ ﺗﺤﺪﯾﺎت .**ﯾﺮﺟﻰ اﻹﺟﺎﺑﺔ ﻋﻠﻰ اﻷﺳﺌﻠﺔ ﺑﺄﻣﺎﻧﺔ ﻗﺪر اﻹﻣﻜﺎن ﺣﯿﺚ ﻻ ﺗﻮﺟﺪ إﺟﺎﺑﺎت ﺻﺤﯿﺤﺔ أو ﺧﺎطﺌﺔ** .اﻟﻜﺘﺎﺑﺔ اﻟﯿﻮﻣﯿﺔ

ﺗﻤﺖ اﻟﻤﻮاﻓﻘﺔ ﻋﻠﻰ ھﺬه اﻟﺪاراﺳﺔ ﻣﻦ ﻗﺒﻞ ﻟﺠﻨﺔ أﺧﻼﻗﯿﺎت اﻟﺒﺤﺚ اﻟﻌﻠﻤﻲ

( ERGO: 76045) رﻗﻢ (FREC)

**اﻟﺮﺟﺎء إﺑﺪاء اﻟﺮﻏﺒﺔ ﺑﺎﻟﻤﺸﺎرﻛﺔ ﻓﻲ ھﺬا اﻻﺳﺘﺒﯿﺎن ﻋﺒﺮ اﻟﺘﻮﻗﯿﻊ اﻻﻓﺘﺮاﺿﻲ ﻓﻲ اﻟﻤﺮﺑﻊ إدﻧﺎه ﺣﯿﺚ ﻻﺗﺴﺘﻐﺮق اﻟﻤﺸﺎرﻛﺔ ﻓﻲ ھﺬا .اﻹﺳﺘﺒﯿﺎن أﻛﺜﺮ ﻣﻦ 30 دﻗﯿﻘﺔ**

ﻋﻠﻤﺎً ﺑﺄن ﺟﻤﯿﻊ اﻹﺟﺎﺑﺎت أو اﻟﻤﻌﻠﻮﻣﺎت اﻟﺸﺨﺼﯿﺔ اﻟﺘﻲ ﺗﺘﻢ ﻣﺸﺎرﻛﺘﮭﺎ ﻓﻲ ھﺬا اﻻﺳﺘﺒﯿﺎن ﺳﻮف ﯾﺘﻢ اﻟﺘﻌﺎﻣﻞ ﻣﻌﮭﺎ ﺑﺴﺮﯾﺔ وﺳﺘﻜﻮن ﻣﺠﮭﻮﻟﺔ اﻟﮭﻮﯾﺔ ﺗﻤﺎﻣﺎً وﻟﻦ ﯾﺘﻢ ﻧﺸﺮأوﻣﺸﺎرﻛﺔ اي ﻣﻌﻠﻮﻣﺎت ﺷﺨﺼﯿﺔ ﻣﻊ ﺟﺎﻣﻌﺘﻚ،إﺳﺘﺎذة اﻟﻤﺎدة، وﻟﻦ ﯾﺘﻢ ﻧﺸﺮأي ﻣﻌﻠﻮﻣﺎت ﺷﺨﺼﯿﺔ ﻓﻲ ھﺬا اﻟﺒﺤﺚ. ﺑﺈﻣﻜﺎﻧﻚ اﻹطﻼع ﻋﻠﻰ ﻣﻠﺨﺺ اﻟﺪراﺳﺔ وﻣﻌﻠﻮﻣﺎت اﻟﻤﺸﺎرﻛﺔ اﻟﻤﺮﻓﻖ أدﻧﺎه ﻛﻤﺎ إذا رﻏﺒﺘﻲ ﺑﻄﺮح أي أﺳﺌﻠﺔ أﺧﺮى ﺣﻮل ھﺬا اﻻﺳﺘﺒﯿﺎن أوھﺬه اﻟﺪراﺳﺔ ﺑﺸﻜﻞ ﻋﺎم ، ﯾﺮﺟﻰ اﻟﺘﻮاﺻﻞ ﻣﻊ اﻟﺒﺎﺣﺜﺔ ﻋﺒﺮ اﻟﻌﻨﻮان اﻟﺘﺎﻟﻲ

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**ﺷﻜﺮاً ﻟﻤﺸﺎرﻛﺘﻚ**

**Part One:** *Demographic information*

**What is you University ID?**

**…………………………………………… What is your level?**

**…………………………………………… What is your section number?**

**……………………………………………**

**Please provide your email address, if you wish to participate in an interview in Arabic or English either online or in person, as you prefer, otherwise write 0.**

**……………………………………………**

**Part Two:** *Each statement below asks you to evaluate your persistence and effort in relation to writing. Remember there are no right or wrong answers, so please be honest.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **#** | **Question** | **Responses** | | | | |
|  |  | *Not at all like me* | *Not much like me* | *Somewhat like me* | *Mostly like me* | *Very much like me* |
| 1 | I push myself to do my personal best in the writing course | 1 | 2 | 3 | 4 | 5 |
| 2 | I work toward my academic goals no matter how long they take to reach | 1 | 2 | 3 | 4 | 5 |
| 3 | Even when I could do something more fun, I give the writing course my best effort | 1 | 2 | 3 | 4 | 5 |
| 4 | I complete any writing task no matter  how difficult it is. | 1 | 2 | 3 | 4 | 5 |
| 5 | I am determined to give my best effort in the writing course | 1 | 2 | 3 | 4 | 5 |
| 6 | In the writing course, once I set a goal, I try to overcome any challenges that arise | 1 | 2 | 3 | 4 | 5 |
| 7 | I am able to balance working hard in  the writing course with my work in the other courses that I am taking | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 8 | Even if I am struggling in the writing course, I keep trying my best | 1 | 2 | 3 | 4 | 5 |

**Part Three:** *The following items invite you to evaluate the way you deal with everyday writing challenges. Again, there are no right or wrong answers, so please be honest.*

|  |  |
| --- | --- |
| **Question** |  |
| 9. I'm good at dealing with writing setbacks | **Not at all like me** |
| (e.g., bad mark, negative feedback on my writing assignments) | **Not much like me**  **Somewhat like me** |
|  | **Mostly like me** |
|  | **Very much like me** |
| 10. I don't let stress about my writing get on top of m | **Not at all like me** |
| (e.g., stress about completing a writing task and deadline pressures) | **Not much like me**  **Somewhat like me** |
|  | **Mostly like me** |
|  | **Very much like me** |
|  | **Not at all like me** |
| 11. I think I'm good at dealing with writing problems | **Not much like me** |
| (e.g., problems relating to grammar, the use of wrong words, spelling mistakes, and punctuation marks) | **Somewhat like me**  **Mostly like me** |
|  | **Very much like me** |
| 12. I don't let a bad mark on my writing assignments | **Not at all like me** |
| or poor writing test score affect my confidence in my  writing. | **Not much like me**  **Somewhat like me** |
|  | **Mostly like me** |
|  | **Very much like me** |

**Part Four:** *The following items invite you to evaluate how confident do you feel in your writing competence, your ability to manage the process of writing in any writing task assigned to you (self-regulation), and your writing performance. There are no right or wrong answers, so please be honest.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Writing Competence** | **Not at all true for me** | **Sometimes true for me** | **Quite**  **True for me** | **True for me** | **Very true for me** |
| 13. I can correctly use parts of speech  (e.g., nouns, verbs, adjectives) in  writing. |  |  |  |  |  |
| 14. I can write a simple sentence with grammatical structure |  |  |  |  |  |
| 15. I can write compound and complex sentences with grammatical structure |  |  |  |  |  |
| 16. I can write a composition with a clear  organisation or structure. |  |  |  |  |  |
| 17. I can revise wordy or confusing  sentences of my writing. |  |  |  |  |  |
| 18. I can revise my composition to make  it better organized. |  |  |  |  |  |
| 19. I can revise basic grammar errors in  my writing. |  |  |  |  |  |
|  | | | | | |
| **Writing Self-regulation** | **Not at all true for me** | **Sometimes true for me** | **Quite**  **True for me** | **True for me** | **Very true for me** |
| 20. I can recognise my goal to improve m  writing. |  |  |  |  |  |
| 21. I can think of my goals before  writing. |  |  |  |  |  |
| 22. I can think of different ways to help  me to plan before writing. |  |  |  |  |  |
| 23. I can evaluate whether I achieve my  goal in writing. |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 24. I can evaluate my strength and  weakness in writing. |  |  |  |  |  |
| 25. I can evaluate whether a  composition is good or bad. |  |  |  |  |  |
|  | | | | | |
| **Writing Performance** | **Not at all true for me** | **Sometimes true for me** | **Quite**  **True for me** | **True for me** | **Very true for me** |
| 26. I can understand the most difficult  material presented in writing courses. |  |  |  |  |  |
| 27. I can understand the basic concepts  taught in writing courses. |  |  |  |  |  |
| 28. I can understand the most complex material presented by the instructor of writing courses. |  |  |  |  |  |
| 29. I can do an excellent job on the assignments in writing courses. |  |  |  |  |  |
| 30. I can master the writing knowledge and strategies being taught in writing courses. |  |  |  |  |  |
| 31. I can use the writing knowledge and  strategies being taught in writing courses. |  |  |  |  |  |
| 32. Considering the difficulty of the writing course, the teacher, and my  skill, I can perform well in writing  courses. |  |  |  |  |  |

***Thank you very much for your time in responding to this survey!***