

**CONFIDENCE, MOTIVATION & EMOTIONAL INTELLIGENCE:
AN EXPLORATORY INVESTIGATION
INTO FEMALE EMIRATI EFL STUDENTS WHO SELF-COACH TO
SUCCESS**

Submitted by

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A handwritten signature in black ink, appearing to be the initials 'KA' followed by a long horizontal stroke.

Glossary

Academic Confidence: a mediating variable between the individual's inherent abilities, their learning styles and the opportunities afforded by the academic environment of higher education. (Sander & Sanders, 2003)

Confidence/Self-confidence: a belief in one's abilities and therefore a belief in one's self. "Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy" (Neil, 2005).

Emotional Intelligence (EI): the ability to handle one's emotions, empathize and interact with others. Terms that are often used interchangeably with emotional intelligence are: EQ, Emotional literacy: the approach to emotions and learning, emotional and social competence, mental health, emotional and social well-being.

Extrinsic Motivation: motivation from sources outside of an individual.

First generation student: A student whose parents do not have a college or university degree.

Goals: the immediate objectives or the particular sequences of behavior (Brophy, 2004)

Incremental view of intelligence: the belief that intelligence is changeable, therefore intelligence increases when knowledge is gained.

Leadership skills: the ability and desire to lead or give direction to oneself and possibly others.

Maladaptive motivational patterns: self-defeating behaviors and or beliefs (such as assigning negative attributions to oneself).

Metacognition: an awareness of one's knowledge, strategy used; the ability to self-correct.

Motivation: a theoretical construct used to describe the initiation, direction, intensity, the degree of persistence, and the quality of behavior directed towards reaching one's goals. (Maehr & Meyer, 1997).

Motivational factors: determine not just the goals toward which people aspire but the way in which they seek out, process, and use information" (Collier, 1994, p. 8)

Motives: Motives explain why people are doing what they are doing.

Self-awareness: being aware of both our mood and our thoughts (Goldeman, 1995; p. 51)

Self-efficacy: One's belief about one's capabilities of performing the necessary actions to accomplish the task at hand.

Self-coaching: interchangeable with individual-coaching, self-direction, self-instruction, self-regulation, self-guidance. A strategy to implement and support behavioral changes.

Self-handicapping: Creating an obstacle as a reason for one's performance.

Self-instruction: Verbal or non-verbal instruction to control one's actions.

Self-monitoring: Observation and evaluation of self-progress.

Self-reference: Comparison of one's performance to previous performances.

Self-regulated learning: A learner's active participation in their own learning.

Self-science: course ranging from social developmental skills, life skills to social and emotional learning.

Self-worth: An individual's image of self and their competence.

Self-leadership: The ability to self-direct and self manage.

Self-talk: The dialogue one has with one's self.

Strategies: The methods used to reach goals.

Volition: Using one's will and strategies to persist in reaching one's goals regardless of the obstacles encountered and therefore largely depends on how an individual handles distractions.

Vision of a possible self: how one thinks about one's self in regards to their future.

Abbreviations/Acronyms

ACS.....	Academic Confidence Scale
CMEI.....	Confidence, Motivation and Emotional Intelligence
EFL.....	English as a Foreign Language
EI.....	Emotional Intelligence
ENDP.....	Emirates National Development Program
EQ.....	Emotional Quotient
ESL.....	English as a Second Language
EFL.....	English as a Foreign Language
ESR.....	Educators for Social Responsibility
GCC.....	Gulf Cooperation Council
HGSE.....	Harvard Graduate School of Education
HSBC.....	The Hong Kong and Shanghai Banking Corporation
L2.....	Second language
MI.....	Multiple Intelligences
NWD.....	National Workforce Development
RQ.....	Research question
SDT.....	Self-Determination Theory
SECD.....	Social-Emotional and Character Development
SLA.....	Second Language Acquisition
SLL.....	Second Language Learner
ZU.....	Zayed University
U.A.E.....	United Arab Emirates

Abstract

Education is, at least, the endeavor to get people to do things they could not previously do, to understand things they did not previously understand, and perhaps, to become the people they did not expect to become.

- Sockett, 1998, p. 195

In today's fast-paced technology driven knowledge-based society, students in the Gulf and abroad, are expected to remain engaged while playing a more invested role in becoming independent, mature learners, no matter what their personal or educational challenges are.

It is quite common for students to abandon their EFL studies due to a lack of motivation and/or confidence. There has been extensive research undertaken to better understand how motivation and confidence affect EFL/ESL learners, yet little attention has been paid to a more recent area of educational research in emotional intelligence (EI) and how self-coaching may also contribute to a tertiary EFL/ESL learners' ability to succeed. It is not unreasonable to hypothesize that everyday occurrences encountered in their personal and academic life may very well, at times, have a detrimental effect on students' confidence and motivation, and therefore impede their ability to reach set goals. This study explores the possible correlations between the three main constructs, confidence, motivation and EI while investigating female Emirati tertiary EFL students at Zayed University in the U.A.E. and their interest towards self-coaching to reach their academic and personal goals.

This exploratory longitudinal interpretive study used a mixed-method approach to gather data generated from a survey (CMEII) constructed and piloted for this study and completed by 199 female Emirati tertiary EFL participants measuring motivation, confidence and EI. In addition, student journals, interviews and progress reports retrieved from CMEI workshops also informed the research questions pertaining to these aforementioned constructs.

Results suggest that there is a correlation between confidence, motivation and EI. These results would indicate that when the level of motivation increases, so does the level of confidence in speaking English. Motivation to self-direct in English is positively correlated with problem solving, higher life-satisfaction and confidence levels. Surprisingly the higher the

academic anxiety, the more students want to self-direct. Furthermore it was found that students participating in this study found self-coaching methods extremely helpful in supporting them in reaching both their personal and academic goals.

The implications of this exploratory study into confidence, motivation and emotional intelligence has laid the foundation for future research in this area. By creating and piloting the first Confidence, Motivation and Emotional Intelligence survey instrument (CMEII) designed for the ESL/EFL learning environment, a primary obstacle has been traversed. The CMEII research instrument and results of this study will no doubt help bring light and understanding to how self-coaching and self-direction can support female EFL students in reaching their personal and academic goals in the U.A.E and abroad.

CHAPTER 1 - Introduction

1.1 Overview of the problem

Student attrition is a well-documented problem for most universities around the world (Braxton, Milem, & Sullivan, 2000; Cabrera, Nora, & Castaneda, 1993; Ishitani, 2006; Strauss & Volkwein 2004; Sandler, 2000, Tinto, 1987). Ishitani (2006) investigated first-generation college students' attrition and degree completion behavior and alarmingly, his findings showed that first-generation students, students who did not have college-educated parents, were at the highest risk of abandoning their studies during their second year of studies. The results also revealed another disturbing fact: first-generation students were 51% less likely to graduate within 4 years compared to students with college-educated parents. Tinto (1987) supports these same findings and declares that close to 50% of students entering a two year college program abandon, furthermore 28.5% entering a four year program leave at the end of the first year. Such high rates of attrition are perplexing to not only researchers such as myself, but to educators as well as the educational institutions that are losing their valued student population.

In line with the above affirmation, and in my university alone, which is in the context of this study, 35.4% of students abandoned or had to leave the Zayed University Academic Bridge Program (ABP) for academic or personal reasons in the academic year of 2006-2007. In 2007-2008, a lower percentage of 28.2% did not complete the program. Since the year 2000 up to the present time, the ABP completion rate on the Dubai and Abu Dhabi campuses in the United Arab Emirates averages at approximately 64%. The overall completion rate for the baccalaureate program, (from entry to baccalaureate to graduation) in 2003-2004 was 58.1% in a 4 year period, 83.5 in a 5 year period, and 86.3% in a 6 year period. In 2004- 2005 within a 4 year period it was 50.3%., in 2005-2006 it was 43.4%. With the 5 year period the graduation rate for 2004-2005 was 79.5% and for the 6 year period, 86% resulting in a lower 13.7% abandonment. It would appear that fewer students are abandoning their baccalaureate program compared to the ABP, although many are taking up to 6 years to complete their baccalaureate degree. The ABP has a 2 year limit for completion of the program and therefore this may be one of the reasons the ABP has a higher abandonment percentage.

The urgency in better understanding the reasons why many Emirati students are unable to succeed at reaching their educational goals along with finding new and innovative ways to deal with the pressing situation of student retention within higher education is of the utmost importance. This study explores how confidence and motivation, concepts that have been largely researched in educational research throughout the past 50 years, may be seen through a different angle as cognitive skills that can be self-directed through personal awareness in managing one's own emotional intelligence and how this personal awareness can play an instrumental and fundamental role in contributing to a student's success in their academic endeavors as well as their personal goals.

1.2 Inspiration for the study

Based upon this researcher's personal observation over the past 25 years in an EFL/ESL classroom, ten of which have been in the Gulf, students often lack self-confidence and/or motivation when it comes to learning English.

While teaching at Zayed University, I was often surprised to learn that it was not only the students who were failing that were abandoning their studies, but students often of good standing had also made such life altering decisions as to cease their studies within the ABP without providing any clear reasons for their abrupt withdrawal from the program. On occasion, a student would share with me that it was "too hard to get up so early to take the bus" or that they found it "too difficult to deal with personal issues and study at the same time". But more often than not, the students who abandoned just disappeared, there one day, gone the next with no further feedback from the students nor Student Services. Concerned for the well-being of these students, I would follow up with the Student Services department who would often be at a loss as to why the student had interrupted or abandoned. On rare occasions, they were able to offer the information that the student had health issues or got married, but more often than not, Student Services were also as concerned and perplexed as I was as to why the student had dropped out.

Like many teachers in education, I have read extensively on how motivation and confidence are contributing factors in a student's ability to succeed. However, after years of trying to motivate students and trying to build their confidence, I came to the realization that I may have a "temporary" effect on a student's motivation and confidence, but sustainability in motivational drive and one's self-confidence was often not the case.

The lack of research at the tertiary level on EFL/ESL retention is such that exploratory research is needed to investigate why students fail to remain in their studies until completion and how we, as educators, can better support tertiary EFL learners. In particular, this study explores the possibility that everyday situations that female Emirati students may encounter in their personal and academic life, and how they react to these situations, may have a detrimental effect on their confidence and/or motivation and therefore impede their ability to carry on with their English language learning plans and other educational and personal goals.

1.3 Contributing factors to student lack of success

To seek further understanding of retention issues within the ABP and if or how confidence, motivation and emotional intelligence factors may affect students and their ability to succeed, and whether there was just cause to pursue a more in-depth investigation into the matter, I decided in March of 2009, to investigate the constructs of confidence, motivation and emotional intelligence at the tertiary level within the ABP EFL classes at Zayed University. I therefore looked for a validated survey that catered to all three constructs, confidence, motivation and EI, designed particularly for tertiary EFL students. I was unable to find such an instrument. However, I was able to find several confidence and or motivational scales administered to secondary or high school level participants, which I will discuss in further detail in the methodology chapter of this thesis. I adopted some of these items along with my own items and therefore created and piloted a survey specifically developed for this research initiative entitled ***Confidence, Motivation and Emotional Intelligence Instrument (CMEII)*** to 25 ABP students. When queried about their level of confidence, 62% of the student participants indicated that they lacked confidence in themselves. An alarmingly high rate, 31% of the respondents, had considered abandoning their studies within the ABP. As unsettling as those

figures may be, the students that participated in the pilot CMEII showed an overwhelming interest in learning self-directed coaching strategies on how to self-direct towards success. A surprising high percentage, 88.47% of the participants, indicated that they would like to learn how to deal with conflicts which is one aspect of emotional intelligence (EI). When students were asked on the survey if they would take workshops offered by Zayed University on how to self-coach for success, 62% of the participants said they would take the workshops and an additional 31% said they would take the workshops if other fellow students who had taken the workshops, had felt that they were effective. These aforementioned findings were an inspiration to explore further in-depth the various factors that may affect attrition rates, and students desire to self-help.

1.4 Purpose of the study

The purpose of this study is to examine if students may possibly gain confidence and become more motivated to succeed personally and academically if given the opportunity to mobilize and monitor their emotional intelligence and their ability to self-direct through the use of personalized individual strategies while learning English. The study specifically explores the various ways that Emirati female students in the Academic Bridge Program (ABP) self-coach/self-direct towards success in their EFL studies and in their personal lives. Furthermore, particular attention is paid to the environment in which the concept of self-coaching could be introduced to students (i.e. one-on-one or in a group setting.) This study also explores if a correlation exists between female Emirati EFL students' emotional intelligence, self-confidence and motivation to learn English. For the purpose of this study, students' success is defined by the participants' self-report of perceived progress towards and achievement of set goals. Through the use of self-driven personal developmental strategies, students work towards creating their "own methods to success" and ultimately their "own success stories" by experimenting with various self-help methods aimed to assist them in becoming more productive and focused students; ultimately allowing them to target and focus on skill/knowledge areas in their studies and/ or in their personal lives that are a cause of concern in regards to their success as English language learners.

1.5 Research questions

Three main research questions, the first two of which are divided into 7 sub-questions, were designed to direct this exploratory heuristic study .

1. Is there evidence that female Emirati EFL students suffer from a lack of confidence, motivation and emotional intelligence in a tertiary EFL academic setting?
 - a. What factors, if any, appear to affect female Emirati EFL students in the areas of confidence, motivation and emotional intelligence?
 - b. Is there evidence that female Emirati EFL students who suffer from a lack of confidence and/or motivation also appear to struggle with emotional intelligence issues?
 - c. Is there evidence that female Emirati tertiary EFL students, who have a desire to abandon their studies lack confidence, and/or motivation and/or emotional intelligence?
 - d. Is there evidence that female Emirati tertiary EFL students have a desire to self-direct or self-improve?

2. What, if any, self-coaching methods would female Emirati EFL learners select for self-directed improvement?
 - a. Which self-coaching methods were reported as being the most helpful in helping students reach their developmental goals?
 - b. What developmental changes did female Emirati EFL learners deem necessary to make in order to become more successful students and people?
 - c. Which educational environment(s) appear to support the development of self-coaching strategies?

3. Is there evidence to suggest that female Emirati tertiary EFL students who are given the opportunity to mobilize and monitor their emotional intelligence and their ability to self-direct through the use of personalized individual strategies while learning English can self-coach towards an increased level of personal/and or academic success?

1.6 Rationale for the study

In an extremely fast paced technology driven knowledge-based society, students, in this study's institution and abroad, are expected to play a more invested role in becoming independent, mature learners, no matter what their personal or educational challenges are. From a western or individualistic perspective, students are expected to be responsible for achieving their educational goals. Yet, in the Gulf culture, experience within my classrooms over the last 10 years has been more of a collective approach to learning where collaboration and shared responsibility for work has been the preferred trend amongst students, (Raven & O'Donnell, 2010) even when individual work is expected. To further support my observations, La Montagne's (2005) research on cultural practices, social structures and collaborative learning methods suggested that Arab students tend to learn collaboratively by negotiating meaning through group work as was observed in my classes.

Zayed University 2008-2009 Convocation Guest speaker Dr. Donald McCabe, Professor of Management and Global Business Strategy at Rutgers University, USA, a renowned researcher in academic integrity, addressed Zayed University's faculty members in regards to the proposed honor code that was to be implemented, cited the students' collective approach or collaborative work methods as being culturally influenced. Dr. McCabe strongly suggested that these beliefs and practices towards collaborative learning should be taken into consideration in regards to students' learning styles and academic integrity issues. For many Arab students, entrance into a western style tertiary environment is their first introduction to a higher level of individualized responsibility. According to Rahal and Palfreyman (2009: p. 17) in a study focusing on ZU student's perceptual (e.g. visual auditory) and cognitive (e.g. Analytic-sequential, left-brain) elements vs. perceptual (right-brain) elements, "a word of wisdom is in order: It is morally wrong to let our students suffer as a result of a mismatch in instruction that does not take their needs and cultural attributes into consideration."

Considering the impact of cultural values and conflict in cultural learning styles brings to question whether sufficient support has been provided to assist students to learn how to self monitor or self-direct their progress as well as how to meet every day obstacles that may often seem, in their perspective, to be overwhelming. In fact, the current services made available to students through student services at Zayed University are primarily accessed through a student's own initiative or, in some cases, through an instructor's intervention. It is quite plausible and quite probable, that many of our students have limited knowledge on how to self-monitor their personal and educational needs and may in fact never seek the necessary support to address these needs (Finkelstein, 2002). Data gathered from the aforementioned CMEII pilot study administered to 25 ABP participants in March 2009 signaled 31% of students polled had considered abandoning the ABP. This would support the hypothesis that students, without the knowledge on how to self-monitor emotions and how to effectively self-direct, may continue to abandon their studies within the ABP and therefore there is a dire need to further investigate this phenomenon.

Up to the present time, research in EFL/ESL learners' ability to succeed has primarily focused on motivation and level of confidence. The idea of self-coaching has, for the most part, been largely researched in the areas of sports psychology, social research, and to some degree, in the primary and secondary educational setting often under the term "independent learning". However, there appears to be a gap in the literature in regards to studies undertaken in higher education and more specifically, within the population of female students in the Gulf countries. A systematic, comprehensive review of the literature revealed a total absence of studies or literature specifically targeting self-directed behavioral changes designed to improve confidence and motivation in the Arab female English language learners at the tertiary level. This research project will take the preliminary exploratory steps in filling this gap.

The absence of research on the topic in combination with concerning attrition rates clearly justifies conducting research to investigate if female Emirati students learning English believe that self-confidence, motivation and emotional intelligence are important factors in their personal lives and in their language studies. This study therefore investigates if

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motivation , self-confidence and emotional intelligence are correlating factors in the perceived level of success of female EFL learners of English in the Gulf region. The proposed study also investigates if participants in various learning situations can select and follow methods to ‘self-coach’ or ‘self-direct’ towards an increased level of academic and personal success. Due to the high stakes female Emirati students face, that of not having access to tertiary institutions in the U.A.E. should they fail or abandon their studies, it is imperative that more research be undertaken to investigate if indeed, Gulf students can self-coach or self-direct towards a more successful experience in learning English and completing their educational goals in preparation for the workplace and playing a leadership role in shaping “the future of the United Arab Emirates” (ZU Strategic Plan, 2008-10: p. 2)

A further area of concern is that much of the past research undertaken has focused on the impeding factors within the classroom setting, and how those factors affect a language learners’ acquisition of language as well as their behavior in their role as a student. However, less attention has been paid to how exterior personal factors or every day situational factors, combined with those that transpire within the classroom, affect EFL/ESL students and if these same factors take a toll on a student’s level of confidence and motivation and therefore put in jeopardy students’ desire to complete their studies. The results from this research may encourage future researchers to consider eliminating the disconnect or the isolation of factors that appears to have been the trend of the past when it comes to what may or may not affect an EFL/ESL students’ desire to reach their educational goals and therefore evaluate factors within and external to the classroom setting conjointly when researching various constructs that may affect the acquisition of EFL/ESL and a student’s rate of success. In addition, it is hoped that results obtained from this study will provide motivation to researchers to investigate future directions in regards to how emotional intelligence can help students to self-coach and make the behavioral changes necessary to become more successful in reaching their educational and personal goals.

1.7 Scope of the Study

This investigative study explores if Emirati EFL learners suffer from a lack of confidence, and/or motivation and/or the ability to monitor their emotions. Furthermore, this thesis investigates if the aforementioned students, when given the opportunity to monitor their emotions, use personal strategies to self-coach/self-direct towards successfully reaching goals in their academic and personal lives. In addition it is within the realm of this study to investigate what developmental changes, if any, participants in this study deem necessary to modify and what methods would they use to make these modifications. Attention is paid to what environments appeared to be the most beneficial and feasible in regards to introducing self-coaching methods. Finally, participants' beliefs will be investigated regarding the roles that confidence, motivation and emotional intelligence may play in their personal and academic lives.

Although discussed, it is not within the realm of this exploratory study to define nor determine whose responsibility it is, that of the student, the parents, the educational institution or the educators to administer or offer a self-support system to future self-directed learners and in which context it should be administered. However, insights within the results section may give direction concerning these issues to future research opportunities.

1.8 Significance

This research study will benefit my institution, Zayed University, its students as well as other educationalists such as myself by offering a better understanding of how confidence, motivation and emotional intelligence may play a vital role in our students' ability to self-coach towards success in a tertiary EFL setting. Furthermore, it will enable us, as educators, to better equip our students for success in the classrooms of today as well as in society and the workplace of tomorrow.

In addition, further investigation into the phenomenon of self-confidence, motivation and in particular, emotional intelligence of female Gulf Arab speaking EFL learners will undoubtedly contribute in filling the gap of knowledge in the field of educational and socio-cultural research in the United Arab Emirates and the Gulf region. Through this exploratory study, it is the researcher's desire to contribute to the initial research queries investigating emotional intelligence, and its role in enabling students to self-direct towards success at the tertiary level and therefore helping to direct future analytic empirical research towards more proactive, holistic approaches honing student's abilities to self-direct and therefore play a vital role in retention rates within the Gulf region and beyond.

1.9 Organization of the study

This thesis encompasses six chapters which will be summarized briefly below.

Chapter 1- Introduction: The first chapter in this thesis provides the overview of the problem, the contributing factors that may be related to the problem and reasons as to why this study was undertaken. Furthermore, the rationale, scope and significance of the study in the U.A.E. and abroad are discussed.

Chapter 2 - Background: The main purpose of this chapter is to contextualize this study by presenting general facts about the United Arab Emirates and more particularly, Dubai. Information pertaining to the U.A.E. educational system in general combined with the educational setting at Zayed University, in particular, where this study was undertaken is described. In addition, the socio-cultural environment is explored, in particular, the participants' home environment and future workplace settings and expectancies.

Chapter 3 – Review of related literature: This chapter showcases the most prominent and relevant literature pertaining to the focus of this study, thus providing a clearer picture of the issues at hand and possible means to improve or resolve these issues. Furthermore, the literature review helped to conceptualize and structure the appropriate methodological

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framework as to be able to retrieve the necessary data and the means to interpret this data.

Chapter 4 – Research design and methodology: This chapter discusses the philosophical underpinnings of the methodology and research design of this study.

Chapter 5 – Results and discussion: This chapter reports on the outcomes of this study and conclusions drawn from these findings. A summary of the main findings is provided including possible recommendations.

Chapter 6 – Assumptions, limitations and future research: The final chapter in this study provides the assumptions drawn from the in-depth analysis of data, the limitations of this study and suggestions for possible direction for further research in the field of confidence, motivation and, in particular, emotional intelligence within the EFL classroom.

CHAPTER 2 - Background

2.1 Context of the study:

To fully comprehend the context of this study, it is necessary to understand how the cultural environment plays a vital role in young U.A.E. national female students' ability to become successful. Understanding this context will undoubtedly bring insight as to why such a venture as observing how young Emirati women self-coach towards academic and/or personal success should not only be a matter of research interest but also showcase its urgency.

First, I will discuss how the United Arab Emirates (U.A.E.) educational system has transformed at a phenomenal rate to what it is today and how this rapid progressive transformation impacts young female U.A.E. students. This rapid progress in the country's development, particularly in Dubai, has also impacted the workplace environment, again, affecting the young women in this country. I will then continue to briefly explain how the Arab culture and Emirati family traditions affect young female Emirati students who are caught between a very progressive educational system and workplace environment, which is at times very progressive, yet at times still struggling with traditional gender issues and the place of young national women within this progressive society. This hypothetical tug of war between progress and traditional issues may have a detrimental or stressful impact on the young female U.A.E. national students and therefore the reason why investigative research should entail issues inside and outside of the classroom. Finally, I will discuss the environment in which this study took place, that of the Academic Bridge Program (ABP) within Zayed University. I will conclude this chapter with an overview of how the Emirati family and social context may challenge many female Emirati students in reaching their academic and personal goals now and in their future.

2.2 The U.A.E.'s educational system

The United Arab Emirates (U.A.E.), a federation of seven emirates, was previously known as the Trucial States up until its independence in 1971. The U.A.E. lies on the eastern Arabian Peninsula and has an estimated population of over 5.6 million (His Highness Sheikh Mohammed bin Rashid Al Maktoum web site), with less than twenty percent of the population being Emirati. The estimated workforce in 2006 was close to 3 million, 93% being expatriates. (U.S. Department of State, 2007) Approximately 96% of the population is Muslim.

The U.A.E.'s main source of income is from oil production, making up approximately 1/10 of the world's total production. Other industries, such as tourism, aluminum production, food processing, and other textile endeavors have grown immensely over the last two decades.

The constitution of the U.A.E. offers free education to all U.A.E. men and women alike, from kindergarten to the tertiary level. The existing four-tier educational system was established in the early 70's. Kindergarten is for children ages 4 to 5 years old followed by a 6 year primary program which is for adolescents from the ages of 6 to 12. The 3 year preparatory program runs for students between the ages of 12 and 15 and finally, students between the ages of 15 and 18 attend secondary school and are awarded a Secondary School Leaving Certificate upon graduation. There is also the option for students at this level to attend a technical secondary program. Primary and secondary schooling is compulsory for all U.A.E. citizens. Government policy is to provide staff/student ratios of 1:20 at kindergarten level and primary levels; and at intermediate and secondary levels the ratio drops to 1:15. According to the U.A.E. Interact web site, 95% of all females and 80% of all males who are enrolled in the final year of secondary school apply for admission to a higher education institution. The overall literacy rate, is slightly over 90% and the government had set a goal of achieving full literacy before 2010.

English is used throughout the U.A.E. and particularly in Abu Dhabi and Dubai. According to Maslamani (2007) many of the expatriates who are non-native-English speakers are fluent in English. English has therefore maintained a prominent position in the educational,

government and private sector and has gained the status of a second language. It is taught as a compulsory subject starting in grade one in all state owned schools (Alwan, 2006).

2.3 Female Emiratis within the educational system and workplace

As mentioned in the previous section, education is accessible for all Emirati women and the U.A.E. strongly encourages women to acquire a tertiary education. According to the Women's International Network News (1996), state schools increased 400-fold between 1953 and 1994 and women within the U.A.E. have been able to pursue a higher education since 1977. At most women's colleges/universities, classes are taught in English and faculty members are typically recruited from the Canada, United States, Britain, New Zealand and Australia. Like the country itself, the educational system has been intensely progressive in providing educational opportunities for women. The U.A.E. Women's Federation, founded in 1975 and headed by the country's founding President, H H Sheikh Zayed Bin Sultan Al Nahayn's wife, H H Sheikha Fatima bin Mubarak, supports and encourages U.A.E. women to play a full role in society, and therefore one of the association's major objectives is to promote women's education. According to the government's web page entitled *Women in the U.A.E.*, female literacy rates now match those of males, and there are now more women attending university than men. Women are also increasingly taking a greater interest in diverse careers that were often thought not to be 'culturally acceptable' in the past and are now integrating the national workforce and occupying positions that once were reserved for males, such as senior civil servants, engineers, multi-media professionals and bankers. However, traditional jobs, such as teaching and healthcare still remain popular for those women who prefer to work in a more traditionally acceptable female environment. Educational opportunities are now available to women at all levels in the U.A.E.. The number of female students registered at U.A.E. schools has increased to approximately 270,000 in the 1996-97 academic year compared with 19,000 in 1972-73. Of the 14,104 students attending local universities in the 1996-97 academic year, approximately 79% were female. According to the U.A.E. web site, the 1975 census lists 3,005 females with a first university degree or equivalent. Amazingly, by the 1995 census, that number had risen to a staggering 61,496. During the same aforementioned census periods, 18,564 women graduated from illiteracy eradication centers. Sheikha Fatima has been reported as saying that U.A.E.

women have no choice but to excel in education to compensate for the years that they had to endure ‘without the light of knowledge’. The U.A.E. has undertaken extensive efforts to reform the area of education to support the nation’s growing economy and culture as well as to provide young Emiratis the possibility of completing their studies at home rather than abroad.

According to the National Placement and Admission Offices (NAPO), in September of 2006, the new admission policy requires that all U.A.E. Nationals who wish to enroll in higher education must first, achieve a minimum average of 70% on the General Secondary Certificate (GSC) exam; and secondly they must achieve a minimum score of 150 on the English language component of the Common Educational Proficiency Assessment (CEPA).

It is very apparent by the lack of more recent census data that the U.A.E. is in the process of gathering data on its expanding population. Research initiatives that have been promoted within this country in the last two years should provide, in the near future, access to up-to-date reliable information pertaining to the educational field along with the social context. These research initiatives, combined with the founding of a new national ID registration system in 2008 requiring all U.A.E. residents, and expatriates to complete detailed census forms, will surely enable the government to give more up-to-date ethnographic information compared to what is available at present, where information is often contradictory and outdated.

2.4 Zayed University (ZU)

Founded in 1998, Zayed University (ZU) bears the name of the late Sheikh Zayed Bin Sultan Al Nahyan, founder of the United Arab Emirates. ZU houses four campuses, two in Abu Dhabi and another two campuses in Dubai. ZU’s student population, approximately 3,000 consisted, up to very recently, mostly of female Emirati students. However, within the last two years, ZU has started to cater to both female and male national students. Furthermore, international students were granted admission in 2009. It is to be noted that, for the purpose of this investigative study, only female U.A.E. students partook in this research project on the all-

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female campus in Dubai. Students attending ZU must be at least 17 years old to be admitted and have a minimum of 150 in CEPA English and have also succeeded in CEPA math and completed grade 12 with a 70% average or more. ZU models a Western based educational system and is internationally accredited by the Middle States Commission on Higher Education and boasts-state-of-the-art facilities and the approximate 270 faculty members represent over 30 countries. The Minister of Education of the United Arab Emirates, Sheikh Nahyan Mubarak Al Nahyan, while addressing ZU faculty at the 2009-10 convocation in September of 2009, stated that Zayed University's mission is to create a "distinctive general education program, which integrates important components of liberal learning with the development of bilingual and critical thinking skills, with the understanding of our rich culture and heritage, and with the development of global perspectives." Within ZU's 2008-10 Strategic Plan, the following values are cited (p. 4):

1. *Dedication to learning*—The University enables students to learn. In seeking accreditation from the Middle States Commission on Higher Education in the United States, the University has dramatically and publicly declared its total commitment to the very best practices in higher education and to the very best results in student learning. Graduates know the value of knowledge and embrace the life-long project of increasing, refining, and using their knowledge.

2. *Character and integrity*—Students come to know the importance of their personal values and the meaning of following them consistently and completely. The University as a whole—staff, faculty, students—necessarily operates in a responsible and trustworthy fashion.

3. *Social responsibility*—Concern for neighbors in the U.A.E. and elsewhere in the world marks U.A.E. citizens, orients graduates on selfless dedication to the ideals of their country, and guides the staff and faculty in their operations.

4. *Leadership and teamwork*—The University recognizes the criticality of teamwork and the emergence of responsible leaders to envision, inspire, and manage the work of the nation. Indeed, the ZU staff and faculty proceed as a team responsive to its leaders and dedicated to achieving the goals of the University.

5. *Cultural appreciation*—Bilingual ZU graduates, all having engaged in Arabic and Islamic studies, are deeply imbued in the essence of their country. At the same time, fluent in the language through which so much of their further economic and social advancement will necessarily come, they extend their understanding to other cultures of the world, as guided by ZU's multicultural faculty.

ZU's bachelor program offers degrees in Business, Art & Design, Communication & Media, Information Technology, Health Sciences, Education and International Studies. Graduates are bilingual in English and Arabic.

2.4.1 The Academic Bridge Program (ABP)

Zayed University's Academic Bridge Program's primary purpose is to ensure and support students in attaining a standard of English Language proficiency required to enter the baccalaureate programs mentioned in the previous section above. Students who have not earned a score of 61 iBT TOEFL or more or IELTS Band 5 are automatically enrolled in the ABP. Depending on the entry level of each student, students can remain within the ABP for a period of up to 2 years but may only repeat a level twice. The ABP is an integrated skills, theme-based program consisting of six levels, each lasting approximately nine weeks. The ABP also aims at widening students' general knowledge base as well as enhancing IT skills of its approximately 1,500 students.

2.5 U.A.E. social context: Possible issues impacting students' ability to succeed

Due to the great influence of oil production within this region, and the world-wide recognition that has saturated the U.A.E. in the last two decades, the momentum of progress in regards to the socioeconomic and educational development has been remarkable to say the least. The U.A.E., and more specifically Dubai, where this study was conducted, is considered a politically stable region with a low crime rate and renowned as being very progressively liberal in comparison to the neighboring Arab countries.

Despite this world-wide recognition, according to Crabtree (2007) little is known about Emirati family life within this multiculturally diverse setting. Crabtree (2007) justifiably states, as I mentioned earlier regarding the discrepancy in census data and information pertaining to the educational system, that research is still at a very rudimentary stage in the U.A.E. and according to Schvaneveldt et al., (2005) this is particularly true in the area of understanding social trends and anthropological studies on modern day life styles in the U.A.E.. Crabtree's particularly interesting exploratory case study in regards to culture, gender and the influence of social

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changes amongst Emirati Families involved 4 final year students from ZU and their families. Crabtree (2007) states that despite political rhetoric that strongly encourages women to learn marketable skills for the workplace, she believes that only a minority of Zayed University students intend to pursue an active career upon completion of their studies. It is Crabtree's belief that Emirati families view their daughter's education as a means to provide the "final polish" that marks her as being successfully poised and falls in line with the Islamic cultural expectations of womanhood and undoubtedly another means of attracting a future Emirati husband, an event that becomes more challenging with the influx of expatriate women into the country. Furthermore, in the Gulf context, according to Gallacher et al. (2010: p.1) "education is often valued for reasons of social status" and therefore not necessarily valued as an opportunity to earn a living but rather for some young Emirati women, seen as a means to escape boredom and spend time with friends outside of the home environment.

According to Jawad (1998) in keeping with Islamic values, to maintain social stability the Islamic family focus is directed towards procreation. Marriage and childbearing often occur before a student actually graduates from college or university. Within Crabtree's study (2007), it was found that none of the students' mothers had achieved more than a basic school education and some mothers were only semi-literate citing that 97% of U.A.E. students are the first generation to graduate and are mostly from families who have mothers who do not work outside of the home.

Contrary to their family's expectations regarding their education as mentioned above, a high level of graduating students from ZU (72%) showed interest in entering the workforce and therefore appeared not to view education as solely a means by which to obtain a husband. This disconnect between daughters and family members could inevitably cause a confrontational situation within the family or at least a stressor issue that many students may have to contend with within the realm of their everyday life at home.

As stated earlier, the home environment has a strong influence on these young national female students' choices. In support of this statement, Dr. Abdullah, cited in an article written by Lipsett (2006) stated that 80% of her HCT (Higher College of Technology) students are the

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first generation to access a higher education within their immediate families and for many, it is the first time they have to cope with meeting and being taught by male faculty members.

In the Islamic family, the early social development of young women is traditionally exclusively carried out in a woman's environment, that being within the supervision of the mother and other female relatives. (Brown & Itzkowitz, 1997). The father has little to do with offspring in terms of practical care, unless there are sons and in that case, usually around the age of 5 and onwards, the father becomes more involved with the raising of his son(s) (Bouhdiba, 1997). Despite the immense social changes that have progressively changed many areas in these families' lives over the last 30 years, the gender normative behavior has remained conservative, whereupon the women, regardless of their age, are often secluded within the walls of their respective homes and ask permission of their brothers or father on any decisions regarding something as simple as an outing from the home (i.e. going to the shopping mall or simply crossing the street to buy milk), how they should dress, who they may see including who they should marry. Other life altering decisions, such as career choices, are also made with approval of the father or sons regardless of the political focus on encouragement for women to pursue their education for employment. It is to be noted here that sons, on the other hand, at a very young age are spared such strict monitoring and as mentioned in Crabtree's study (2007), and may be out and about until 3 and 4 am in the morning with no fear of being reprimanded. This factor may greatly influence why women seemingly are more committed to their studies and often do much better in their studies than men. (Hokal & Shaw, 1999). Once driven to school, women students remain on campus, men, on the other hand, leave freely and are often absent from classes.

The potential for being judged negatively is constantly present for women. Women students, even while not under supervision, for example on campus or even within the confined walls of women's clubs, apply rigorous self-disciplined standards to avoid gossip. Students have told me that they refused to swim while on an all female field trip to avoid any gossip, feeling that showing one's body to other women may cause other students to judge or talk and create problems for themselves. On another outing a student wanted to ride a three-wheel motorcycle in the desert, but once again refrained from doing so out of fear of what others may say because

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she was straddling or riding a bike. While walking back to our transport vehicle, I overheard a chaperon talking disapprovingly of another student who had ridden one of the bikes and “how inappropriate” that was.

Due to the great importance of parental expectations on their daughters, students are most probably faced with issues that may cause a great deal of tension at home. Although the Emirates have been radically transformed and most notably Abu Dhabi and Dubai over the past 3 generations, it would be safe to say that the culture and trends within the Emirati families have not undergone the same rate of progression or change and that in reality, due to society’s rapid change, there may be an even larger generation gap than that experienced in a Western society between daughters and parents. Crabtree (2007) notes parents dismay with their daughters’ abilities to only ‘sleep, go to school, and study’ no longer acquiring the skills to keep a home, cook, raise children and simply study the Qur’an as was done in their past. In addition, many parents believe that people were considered healthier than today “They were not sick and weak like they are now” complained one participant’s mother (Crabtree, 2007: p. 583) Some parents who seemed more open to the idea of their daughters working outside of the home, encouraged their daughters to work in an area they thought would not involve encountering men in compromising situations. One parent had approved of their daughters choice of “social worker” believing that being a social worker would allow her to remain in the company of women, a rather distorted or incomplete understanding of what a social worker actually does. Parents may well not have a realistic view of what the workplace is and what their daughters may experience in the workplace nor what support these young women may need to make the transition from very secluded surroundings to a more liberal open workplace environment where segregation is no longer the norm. This disconnect on various levels of social issues within and outside of the home, between daughters and parents and even siblings, will undoubtedly cause many challenges in a young Emirati’s woman’s dreams of attaining her personal and professional goals in the future.

The challenges don’t end at home. As discussed in this chapter, women continue to make immense progress in education and in the work force, but some types of discrimination persist due to conservative Islamic traditions. Traditions, rather than laws have limited the political role

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of women. Women are free to hold government positions, but there are still few women in senior positions. Women are encouraged to become engineers, architects, newscasters, yet few occupy these positions in the workplace. In the *Chronicle of Higher Education*, Abu Dhabi Women's College director of the communications department was reported as saying, that she had difficulty getting students to major in communications fields, even though the courses in journalism and graphic design were very popular with the students (Zoepf, 2006). Add to this factor that should students be brave enough to venture past the classroom walls in various professional areas mentioned above, internships or even gaining jobs is the first real work situation for many of the students. No doubt that this young generation of Emirati national women are required to meet challenges within and outside of the classroom on a daily basis. There is a great amount of speculation as to whether or not they are equipped to meet these challenges head on. More specifically, have they the means and the support at their disposition to meet these challenges and persevere in following their goals and aspirations to become successful in a future that is sure to be one of novelty and a journey that has most likely not yet been travelled by any female member in their family, let alone any other generation before them.

CHAPTER 3- Review of related literature

3.1 *General introduction*

While reforms in education in the Middle-East and abroad have focused on raising standards through mandatory high-stakes testing (Neill, 2003), little attention has been invested in the equally important area of ensuring that students are equipped with the necessary skills to address the demands of the constantly changing educational system, let alone the demands that await these students once they leave the tertiary setting and enter the converging forces of a global knowledge workforce.

The American Psychological Association's (APA) Learner Centered Psychological Principles (1997) include 14 factors that influence learning and learners. Amongst those 14 factors, cognitive and metacognitive factors, motivational and affective factors, developmental and social factors, and individual difference factors were, according to the APA, considered to be extremely important elements in one's ability to learn. In line with the APA's findings, it is of interest to this research project to verify that confidence, motivation and emotional intelligence, in conjunction with the ability to self-coach/self-direct, play a vital role in helping students not only learn, but also to meet the new educational requirements that they are subjected to in today's higher educational setting in addition to their personal daily as well as future challenges.

To better understand the needs of our present day female Emirati ESL students, this literature review starts with an insight into what students require in skills and competencies to be successful in the 21st century, the knowledge age and how they can obtain these necessary skills. The focus will then shift to confidence and motivation, two constructs that have been well researched over the past 50 years in regards to better understanding students' ability to succeed in the EFL/ESL classroom. The last concept reviewed in-depth in this literature review is EI, a new area of psychology that has received much attention over the past two decades in sports psychology and in the private sector and is now gaining acclaim in the educational milieu.

To clarify and elaborate a little further, the term confidence will be used as an umbrella term for other sub-related concepts such as self-confidence, self-esteem, self-efficacy, and self-image. Motivation, the second main construct under investigation in this exploratory study will follow the section on confidence, and includes a brief history on motivation's evolution over time and its development into a multi-dimensional concept harboring various motivational theories such as instinct theories, needs theories, goals theories, and self-determination theories.

Emotional intelligence (EI), often referred to as EQ, is the final concept covered in the present literature review. EI is a fairly new area of research in the educational field that has received much recognition by neuroscientists, psychologists and educationalists due to recent theoretical advances in brain imaging. The literature review will investigate EI's possible contributing role in students' ability to succeed in reaching their educational and personal goals. The literature review in this area covers theories on Multiple Intelligences (MI) and how these theories support or interrelate with one another. In addition, the role that EI may possibly play in a student's ability to self-determine or self-regulate within an educational and personal setting will be queried.

Furthermore, this in-depth literature review reveals how the U.A.E. social context and culture may affect the female Emirati's EFL learning experience. The literature offers possible direction on how to better support ESL/EFL female Emirati students in today's tertiary context for the world that awaits them once they graduate. However, the literature also teased out areas that were lacking in regards to educational research within the U.A.E. and therefore brought to light areas that were in need of further attention such as student retention issues within the U.A.E. tertiary institutions, the lack of research directed towards supporting EFL learners ability to succeed, in particular, female Emirati EFL students ability to succeed in a tertiary setting in the Middle-East.

Finally, through the literature review, the three main concepts, confidence, motivation and emotional intelligence provide the necessary direction and theoretical foundation for my research methodology and offered much needed insight into how educators can better support

female Emirati ESL/EFL students in learning for a world of tomorrows rather than continuing to prepare them for an outdated world of yesterdays.

3.2 Today's educational system and the knowledge age

“I have never let my schooling interfere with my education.”

- *Mark Twain's Notebook*, 1898

3.2.1 The forces of resistance

A number of prominent educational researchers and committees (Neill, 2003; Black, & William, 1998; Wilkinson, 2001; Harlen & Crick, 2002; Better Regulation Task Force, 2002; Neill, 2003) fear that today's focus on high stakes testing has distorted the educational experience for students as well as for teachers, and that the extra bureaucracy of this surplus over testing is counterproductive. Neill (2003: p. 44) supports this argument that students are negatively affected by this shift in educational reform towards high stakes testing and that these “frequent changes in the assessment regime have made it more difficult for teachers to build up a coherent set of strategies to improve results, as efforts spent in meeting one set of criteria can be wasted when requirements change.” Focusing mainly on testing may have worked in the past, but it is not serving our students today. However, just like in the private sector, change often produces anxiety and resistance when undertaking new incentives and thinking out of the box, for educational administrators and educators alike. Jack Welch, CEO for General Electric was quoted by Bill Gates (1999: p. 407) as saying that “any time there is change, there is opportunity. So it is paramount that an organization gets energized rather than paralyzed.” One cannot help but wonder if our educational system has not become paralyzed in the face of the 21st Century challenges. Much like the industries of today, to avoid becoming obsolete the educational system must look to preparing themselves for the same challenges of tomorrow as our students must face. New directions must be paved to remain competitive, effective and current, whereupon the focus is on our students' needs and not exclusively on grades. Education should function as a

learning organization, led by people who model continuous learning in their every day behavior and practices, embracing new change opportunities rather than avoiding them.

3.2.2 Preparation for the workplace and society

It is becoming a popular belief that post-industrial countries will flourish according to their ability to succeed with other knowledge economies (Knight & Yorke, 2004) and the responsibility of ‘remaining in the economic-game’ depends largely upon graduating students being highly skilled and employable. Furthermore, it is no longer enough that graduates find employment, but it needs to be work or employment that adds to the social, environmental communities and knowledge economy (Goleman, 1995, 1998; Gardner 2006a, 2006b; Leadbeater, 2000; Reich, 2002). “Governments, employers and other stakeholders believe it is the role of higher education to contribute to the development of a variety of complex 'skills' as well as ensuring an advanced command of worthwhile subjects.” (Knight & Yorke, 2004: p. 7) The trend for the future, according to Knight and Yorke (2004: p. 7) “enhances the stock of human capital and makes for national economic well-being.”

Recently, there are a number of researchers who are shifting towards a new educational philosophy or paradigm who are questioning that what we are teaching and testing in the classroom may not be preparing our graduates for the workplace. According to Trilling and Fadel (2009) we are presently preparing our students for jobs that no longer exist in the current “knowledge age”, and that our present dilemma in our educational institutions is to step away from our traditional and conservative pedagogy, re-evaluate and find new ways to prepare students for jobs and problems that may not yet exist. This statement on preparing students for jobs and problems that may not yet exist may almost seem contradictory, but not if we take note that in 90s the shift from the industrial age to the knowledge age was made very clear when the total amount of money spent on industrial age goods such as manufacturing machines, mining, construction, energy production along with other consumable products was exceeded in the U.S. by the amount spent on information and communications technologies such as computers, printers and other digital devices by a total of approximately 5 billion dollars (Trilling & Fadel, 2009). No matter what part of the world we are in, we are clearly in a new age, a computerized

knowledge age, an age where information is accumulating at unimaginable speeds. The internet is growing exponentially and estimated to harvest well over a billion pages a day (Google, 2008). This would mean, more information, more data and of course, more junk. This could result in an information overload, inundating students, who, without the necessary skills to maneuver through this deluge of digital information, could find themselves overwhelmed.

3.2.3 Learning innovative skills today for a better tomorrow

It is not clear whether educators have helped prepare students adequately to meet these complex 21st century challenges. In other words, are students equipped with the necessary cognitive and effective skills to meet these new challenges? Questions are being raised on whether or not graduating students are equipped to survive in this ever changing, unpredictable environment but also will they be able to contribute to the betterment of our global society? According to Elias (2009) students are not being systematically prepared for the complex citizen roles that await them. According to Elias (2009), there is a growing body of evidence from research and practice that suggests that there is a need to integrate social-emotional and character development (SECD) into academic learning.

As educators it is important to reflect on how our educational system has progressed, or not, into this new era. Trilling and Fadel (2009) convincingly argue that today's educational systems, for the most part, still operate on an agrarian calendar (where students have the summers off to work in the fields), tied to industrialized time clock schedules (pre-fixed class times that often start and end precisely at the same time every day) and a curriculum of subjects (language, arts, math and science) and a pedagogy to teach them invented during the middle ages. Standardization and uniformity combined with mass production needs were, over the past five decades, important to factories of the industrialized age as well as the educational system. However, in the recently arrived knowledge age, the "flat world" (Friedman, 2009) of global markets, connected knowledge work and blended cultural marketplace, the 21st century demands need a fresh set of skilled graduates; graduates who are not only highly knowledgeable in content areas, but who are ethically bound to improving the way they live and contribute to society as a whole.

Trilling and Fadel (2009) believe that today's students should develop deeper levels of initiative and self-directed skills while progressing through their education. Each student should be able to exercise an appropriate level of freedom to build self-direction skills through various programs such as mentorships, apprenticeships, internships or through community service and projects providing opportunities for students to find or develop passions or interests that benefit themselves and others. At Zayed University, the eight week internship is completed during the final year in the bachelor's program, which may not be enough. According to Al Mulla, Executive director of National Workforce Development (NWD), under the auspices of the Emirates National Development Program (ENDP) whose role is to integrate Emiratis into the workforce, this is too late in the program for Emirati students to make sound career decisions and be adequately prepared for the workplace (Moussly, 2010).

3.2.4 The disconnect

In preparation for the work environment, there may be a disconnect between what female Emirati students have learned or experienced, expect and what actually awaits them once they attempt to enter the workplace. The issues are many. Although not an area yet researched or readily discussed due to its sensitive nature in the U.A.E. context, recent articles published in the local newspapers are beginning to focus on the dilemma faced by the government, the private sector and graduating students in regards to the workplace expectations.

According to Gallacher et al. (2010) there may be a mismatch of market demands and students' study choices for future careers. In defense of the choices made by students, according to Walters et al. (2008) many of the education and career options available in the U.A.E. today, did not exist a decade ago. These new educational venues and career choices are not related to traditional or cultural heritage, and therefore not familiar to students' parents. There are other additional factors to be considered in lack of diversity in students' choices of possible careers. In secondary school, students can choose either an arts or a sciences stream and many choose the arts stream because it is perceived as the easier of the two. For most female Emirati students, they are the first generation to enter a tertiary educational system and the lack of role models in various careers other than art and teaching may also be an impeding factor in

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an appropriate career selection. It would appear that students need to learn to self-coach/direct their career choices in line with the workplace needs.

Due to their isolated cultural upbringing, most Emiratis are surrounded by locals and therefore graduating Emirati students seek employment in similar surroundings, which they found in the past, in the government sector, explains Al Anoud, President of the Student Council at Abu Dhabi University (*Gulf News*, 2010). However, due to the dwindling positions in the public sector, it is much more difficult for graduating students to find public sector positions.

In addition, job considerations and preferences for female Emirati students can be influenced by the extent of contact with males, the limitations on traveling and limitations in regards to availability to work extra hours. The aforementioned issues could actually jeopardize the female Emirati's family honor. To explain a little further, Farrell (2008) gives the example of a non-Islamic bank not being a workplace environment acceptable for women to work in because of the issue of "riba" (interest), which is considered to be "haram" or "not allowed" in the Islamic culture.

As mentioned earlier, government positions are dwindling. Due to the influence of globalization and rapid growth, the U.A.E. has had to rely on a large expatriate workforce, reducing the employment prospects for their own citizens (Godwin, 2006) and as a result the U.A.E. nationals are now a minority in their own country. To try to counter-balance this dilemma, recent government Emiratization policies (<http://www.emiratisation.org>) in the public and private sectors have led to hiring Emiratis to fill a certain percentage of available positions. The strategy's goal is to optimally use the country's human resources by transferring the skills and knowledge from expatriates to U.A.E. Nationals.

Although there may be fewer openings in the public sector, there are positions readily available in the private sector. The U.A.E.s unemployment rate is approximately 13 percent, the majority being Emiratis (Moussly, 2010). However, Emiratis are very reluctant to make this transition into the private sector. In an interview with the Mr. David Kelly, acting head of the careers office at Zayed University, it was explained to me that many graduates expect and prefer

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to work for the government due to better conditions, namely more attractive compensation packages, job security, often shorter working hours and higher salaries. While in the interview, I was shown a government position that was open to graduating students in Abu Dhabi that offered an exorbitant 47,550 dirhams *per month* which is approximately 12,500 U.S. dollars, more than twice the salary of an average professor with a master's or doctorate's degree who is teaching these undergraduates. Although all government salaries may not be as high, the average being approximately 23 or 24,000 dirhams per month, the salaries are definitely more impressive than the private sector where salaries offered to graduating students are approximately 7 or 8,000 dirhams per month. Understandably, it is estimated that approximately only 4% of Emirati nationals work in the private sector (Emiratisation.org, 2010).

Those graduates who have ventured out to the private sector for internships have mixed emotions on their experiences. In an informal short post-internship questionnaire given by the Students' Careers Office at Zayed University in the Spring of 2010, 36 students out of 42 participants indicated that their internship was positive, 4 found it to be "somewhat" positive and 2 indicated that it was not positive. When questioned about the work environment and culture of the company, the key words found in the Students' Careers officer's notes reporting the results of the survey were: conservative – discrimination – perfect but boring – unfriendly – not helpful – comfortable – multicultural and enjoyable – supportive people – motivating – staff became like a family – social – flexible and communicative- encouraged participation – excellent – same culture as at home.

Question 6 on the survey asked participants "What could be done by the company, your college and Student Careers office to improve this internship?" Student's indicated the following: more regular contact by internship supervisor with site – everything was fine – more courses before we go - job rotation within the company – work plan prepared before starting so we know what to expect - use organizations willing to take interns – more internships! – provide interns with work space – make it shorter – make it longer – companies need to give us real work/ push us – be confirmed earlier – students need to work before their internship – nothing – perfect – internship in 2 places – more opportunities to gain experience about real work life – teach more practical skills – colleges ask companies to teach the interns any systems they need to

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know before the internship (e.g. GRP system) – companies make sure staff know about us coming and security passes are arranged – need more practical opportunities in the college to use the skills and get experience – better program for interns provided by company – college give more advice on which organization is suitable – we are young and like a more informal environment.

In viewing the key words noted in the career's officers notes it can be assumed that, overall, graduating students would have liked to have obtained more workplace experience, gain “practical skills” and knowledge/advice on career choices prior to graduating would have beneficial before internships . Furthermore, it would appear that issues on site, such as “discrimination”, not being given “real work” and the need to feel challenged are issues that demand further attention should we wish to address the needs of our graduating students.

When considering the position of the private sector, according to Farrell (2008), the perceptions are often negative regarding the employment of Emiratis. Emiratis are seen as being less productive, more costly, more demanding and more likely to leave compared to expatriates. Farrell (2008: p.120) explains “inadequate skills between indigenous job seekers and foreign labor” is also an issue, whereupon expatriates are better skilled and offer more work value and expertise for the money. Factors employers may have to consider when hiring U.A.E. female graduates may be seclusion and segregation considerations in respect of gender ethics, and discrepancy between national and expatriate salaries, thus creating a work environment that may be uncomfortable for both the expatriates and nationals. In the public sector, nationals regularly receive substantive pay increases and benefits, whereas the expatriates are not held at parity and do not receive the same benefits, therefore possibly creating animosity. Since this is such a sensitive issue, research literature covering the phenomenon is lacking.

The government realizes that the U.A.E.'s future depends to a large extent on sustaining the private sector within the U.A.E. and therefore has recently focused on bringing this issue to light, trying to convince Emiratis that the private sector is extremely important for the U.A.E. economy (Moussly, 2010) .

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Taking into consideration the very short history of tertiary education in the U.A.E. it is understandable that I was unable to find any research publications that would benefit this study regarding female Emirati graduating students' experience, perceptions and needs regarding the workplace, nor the employer's perceptions of graduating students for that matter. However, Zayed University is in the process of conducting research in these areas and data on this phenomenon will be forthcoming in the near future. There is, however, substantial research and literature on the state of graduating students in the U.S. in addition to newspaper articles and reports in the U.A.E which may help us also reflect, to some extent, on what may be transpiring regarding graduating students abilities to meet the workplace needs within U.A.E.

In a press release on students entering the workplace issued by the Conference Board, Partnership for 21st Century Skills in October 2006, (p. 1) entitled "*Most Young People Entering the U.S. Workforce Lack Critical Skills Essential for Success*". To learn more about the state of graduating students, 431 hiring executives were asked if graduating students were ready for the workforce. The executives' collective answer was that graduates were alarmingly deficient in the most sought after skills and that graduating students were lacking in some basic skills such as *oral and written communication, critical thinking and problem solving, teamwork and collaboration, professionalism/work ethics, and leadership*. The Conference Board, Corporate Voices for Working Families in conjunction with the Partnership for 21st Century Skills, and the Society for Human Resource Management, examined employers' views on the level of readiness of new entrants into the U.S. workforce from high schools, two-year colleges or technical schools, and four-year colleges into the U.S.. The conclusion drawn in the report was that the future workforce was there, but it was ill-prepared. This conclusion echoes the conclusion made in another report, this time in the Gulf context. The HSBCs Executive Summary Report (Oxford Strategic Consulting, 2010) which had the mandate to make recommendations on how to increase the levels of participation by women in the GCC (Gulf Cooperation Council) workforce, conducted in February of 2010 by the Oxford Strategic Consulting firm from England. The United Arab Emirates is one of the six Gulf countries that belong to the GCC. "The conclusion is that, although huge advances have been made in women's education and emancipation, the interface between academia and work remains a major issue. In common with many young men, women are ill-prepared for the world of work and the

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world of work is ill-prepared for them.” (Oxford Strategic Consulting, 2010: p. 2) These findings reflect employers' increasing frustration over the growing gap in preparedness of students for employment. Corporations expect graduates to arrive with a core set of *basic skills and knowledge* and the *ability to apply these cognitive and social skills in the workplace* and reality is not matching the expectations of those who are hiring. In line with these conference board's findings, *Time magazine* (Wallis, 2006) published an article reflecting the dilemma concerning today's graduates and the 21st century workplace.

“This is a story about... whether an entire generation of kids will fail to make the grade in the global economy because they *can't think their way through abstract problems, work in teams, distinguish good information from bad, or speak a language other than English.*”

How to Build a Student for the 21st Century, TIME Magazine, December 18, 2006



I believe this disconnect is still present today and the necessity for a new approach to preparing graduates for the rapidly shifting workplace is pressing. Due to the economic situation that we are presently in, companies are downsizing and entering serious budget restraints and having to bring employees, especially those entering the workforce up to the required skill levels is costly. Undoubtedly, these corporations would much prefer to have competent self-directed employees, lifelong learners who are ready to hit the ground running, ready to get the job done, with no or very little training or anticipated professional developmental costs.

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Today's "net generation" (Oblinger & Oblinger, 2005) students who are comfortable using technology in their everyday lives, are also placing pressure on the educational system. Students no longer wish to sit passively in class while we 'teach a one-size fits all model', but expect interactive, personalized, creative, collaborative, innovative, and engaging leadership instruction that will prepare them to meet their future goals, not only in the workplace, but as productive citizens in their own communities as well as at the global level. Gardner's work (1983, 2006a, 2006b) goes in hand with this net generations' expectations. Gardner, a renowned researcher/psychologist and professor of cognition and education at HGSE, first recognized for his work in multiple intelligences (MI) in 1983 builds on his earlier MI theory in his more recent work on preparing one's mind for the future workplace. Gardner's theory (2006a, 2006b) is that we can no longer isolate ourselves to our own back yard, that we must be aware and involved on a global level should we wish to survive and sustain a positive future for today's generation. Furthermore, should we wish to create that positive future referred to in this study, we must respond to the needs of today's students if we wish to keep them engaged within the educational system.

It may well be that many of today's students are not engaged and as a result, tertiary institutions around the world are dealing with retention issues. However, according to Tinto, (2001: p. 1) although a serious problem "They have done little to change the overall character of college, little to alter student educational experiences, and therefore little to address the deeper roots of student attrition." As a result, most efforts to enhance student retention, though successful to some degree, have had more limited impact than they should or could. Looking at factors that may influence retention, Roddan (2002) conducted research on retention and failure issues on first year computer science participants whereupon a large number of variables, notably attendance and the amount of revision undertaken by participants, did not elicit high correlations with exam scores resulting in Roddan suggesting that understanding the course material is not the sole key factor. Furthermore Roddan (2002) claimed that "when looking at the background characteristics of students, the research is not in agreement, and as yet, no one core set of significant variables has been identified that predicts attrition." Which variables are important, and how they are significant is widely debated (Roddan, 2002). It would be ill conceived to believe that students who abandon their studies do so solely because of grades, it

may well be because the educational system is not fulfilling or meeting their needs or another possibility would be that students are emotionally hijacked when personal issues take over and are unable to focus on their studies or pursue their goals. According to Goleman (1995: p. 39) “People who can not marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought.”

3.2.5 Reshaping and modernizing the educational system

Learning about learning to better support this net generation of students can help reshape educational institutions to meet our times and the needs of our students, the needs of the workplace and the needs of our societies. The world is experiencing a knowledge age explosion of technology and communication. “It is frightening to realize that what we learn often becomes obsolete in a short time” (Manz & Neck, 2004: p. 1). There is a need to direct our students to deal effectively with this complex world and *to lead themselves* to fulfillment in life. The goals of today’s students and educational institutions should no longer focus solely or primarily on getting good grades in core subjects, but being able to help students meet current and future complex challenges such as fulfilling civic responsibilities supporting students in their quest to live fulfilling lives through positive interpersonal interactions and for those who so desire, a successful and self-fulfilling career. According to Richardson and Evans (1997: p. 4) “while logical-mathematical and verbal-linguistic aptitudes are certainly desired for academic and school success, emotional and social competence is also essential for personal accomplishment.” According to Gardner (2006b) it is expected that tomorrow’s graduate will most probably change employment approximately 11-22 times in their career and to keep abreast of the constant changes. One must become a lifelong and independent learner, being active participants in their own learning process (Zimmerman, 2001) and become apt at working within an ever changing workplace, where job security is no longer the norm.

3.2.6 Knowledge age thinking : The turning of learning

The new path to future oriented education needs out of the box and non-linear thinking to solve future complexities as well as being ethically and morally in tune with society's global needs. In 1983, Gardner proposed that reflective educators should take into consideration each students multiple intelligences (MI). Gardner (1983) developed a list of seven intelligences, although his provisional list would later include an 8th intelligence, a naturalist intelligence. The first two intelligences, linguistic and logical-mathematical intelligences have been typically valued in educational institutions; the next three, musical, bodily-kinesthetic and spatial intelligences are usually associated with the arts and regretfully, are often neglected due to budgetary restraints within the educational system. Finally, the last two intelligences, also often neglected in the educational setting, yet have received more acclaim in business and sports milieu, are the *interpersonal* and *intrapersonal* skills, what Gardner calls '*personal intelligences*', the ability to relate to oneself and others. These two last intelligences are of highest interest to this study. In addition, Gardner, in one of his more recent books, *The Five Minds for the Future*, (2006b) encourages us to take a step further than just focusing on the seven or eight MI. Gardner proposes that as educators, promoting and supporting multiple intelligences in the classroom is just the beginning of a self-awareness process in preparing students for the future, and that educationalists should reevaluate educational goals and the type of minds we wish to cultivate for the 21st century knowledge age. According to Gardner, in addition to teaching to the various intelligences mentioned above, educators should encourage students to hone their 5 minds, the *disciplined* mind, the *synthesizing* mind, the *creative* mind, the *ethical* mind and the *respectful* mind, taking into consideration that 5 minds are an integral part or an extension of the MI. For example, the respectful mind, the mind that respects ourselves and others, the mind that has empathy for ourselves and others is also related to the interpersonal and intrapersonal intelligences in Gardner's MI 1983 theory. By first promoting students to become aware of their interpersonal and intrapersonal intelligences we then can continue to support them by encouraging them to cultivate their mind, their 5 minds according to Gardner, (2006b) and by doing so we would be helping learners prepare for the 21st century challenges that await them.

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Gardner (2006b) theorizes that by promoting these 5 minds, students would come to the realization that they have a vital role to play in creating the conditions to change the world for the better, or for the worse; and that in today's world we need to work in harmony if we wish to be successful. Gardner (2006b) hypothesizes that in alignment with the multiple intelligences that he promoted in his earlier work (1983), we should foster these 5 kinds of minds, three of which emphasize various aspects of the learner's intellectual development (the discipline, synthesizing, and creative minds) and the remaining more abstract minds that relate to a learner's development at a cognitive level (the respectful mind and the ethical mind). Gardner (2006b) explains that we are living in a time where society is undergoing change at an exponential rate induced by the acceleration of globalization. Various factors affect our world of today, such as the impact of every day cultural clashes, the growth of knowledge in various scientific fields, which in turn, creates an overwhelming influx of digitalized information creating an era whereupon students who wish to succeed have no other choice but to become lifelong, self-directed learners. Furthermore, through self-management, students should be able to prepare for their futures through logical and flexible curricula and pedagogy, rather than continue on the narrow road that many educationalists have supported and followed over the years that confines education to the dominant discourses of core subjects/curriculum, skilling and high stakes testing.

Gardner (2006b) theorizes that these dramatic changes cited above, over the last two decades, call for innovative ways of thinking and learning in our educational systems and that these new ways of learning should embrace the multiple intelligences as well as encourage students to foster their 5 minds, promoting students to learn how to self-motivate and self-direct into the new millennium that awaits them.

Students who are skilled in MI, and more specifically for the needs of this study, in EI and in developing their 5 minds, will be better equipped in the future to deal with what is expected as well as what cannot be anticipated and therefore supporting statements previously made in this study by Trilling and Fadel (2009) in regards to preparing students for problems in the workplace and in their personal lives that may not yet exist. Without these skills Gardner (2006b) fears that individuals will be at the mercy of forces they cannot fully comprehend,

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overwhelmed by the incessant mountain of information they must negotiate daily, and therefore unable to effectively integrate or succeed in the workplace nor make judicious decisions on personal and professional matters.

Gardner (2006b) and other prominent educational researchers, (Goleman, 1995; Trilling & Fadel 2009; Graham, et al. 1998) posit that should we want to remain relevant and competitive in this knowledge age, we must develop new ways of learning and thinking. Future employers are seeking skilled employees and leaders who are not only knowledgeable in regards to their own profession but cross-related professions as well. Furthermore, our young graduating female Emirati women will be expected to have gained leadership skills and to have gained skills in interpersonal intelligences, self-awareness, being able to remain flexible, disposed at working within groups as well as lead effectively through self-awareness, knowing one's limitations and the limitations of others, and the ability to read and understand others who may well have diverse backgrounds, ethnicity and culture. In essence, "the graduates of Zayed University are well-prepared to shape the future of the United Arab Emirates" (ZU Strategic Plan, 2008-10: p 2) and therefore are expected to lead their country through the next millennium.

In recent literature on skills needed for the 21st century, Trilling and Fadel (2009) emphasize that students need to be self-aware, initiative and self-direct towards becoming effective agents of change and leaders within their society as well as from a global perspective. Trilling and Fadel (2009) believe students should hone their skills to manage goals and time effectively, be self-directed learners, albeit independently or in group environments. By being self-directed, reflective learners, they will go beyond the basic mastery of skills and curriculum taught in class and explore and expand on their own, becoming lifelong learners and possibly, lifelong leaders .

3.2.7 Empowering and mastering self-leadership skills in our students

Leadership has an endless number of definitions, no doubt due to the vast amount of research done on the topic as well as the numerous individuals who have written and stated their personal opinions on leadership issues. The most basic definition of leadership offered by Manz and Neck (2004: p. 2) is “a process of influence”. According to Beckhard (1996: p. 125) “leaders in the twenty-first century will face greater and more complex demands than they did in most of the century just ending” and these knowledge age leaders must have both an economic and a social agenda. Beckhard (1996) goes on to say that the leaders of today should have the same traits as those of yesterday, being able to think strategically, have a constant eye on the future, believe in certain fundamental principles regarding human behavior, and adhere to strong convictions on matters of importance to society as a whole. However the challenge is even more staggering taking into consideration the fast paced global environment our students will have to work in.

As stated above, the difference between today’s leaders and those of yesterday will come from the increased complexity of the world due to the explosion in technology and communications. As a result of this overwhelming influx of information, it would be logical to assume that, contrary to past leaders who knew how to ‘*tell*’, the leaders of tomorrow should be people who knows how to ‘*ask*’. For in most cases, according to Goldsmith (1996), the world is changing too rapidly and no one person will be able to effectively keep up. In other words, it is very clear that working solo will no longer be practical or effective. One must effectively be able to involve others and encourage participation because tasks will have become exceedingly more complex and information too widely disseminated for leaders to solve problems on their own. It’s simple, those who don’t ask, will get lost and will be left behind (Goldsmith, 1996). Future leaders will need to be effective listeners, able to reflect on information they have harvested from others, synthesize the information for distribution and make decisions and act upon those decisions in an ethical manner and one may speculate, in a much shorter time frame than required of past leaders (Goldsmith, 1996). Gardner’s 5 minds theory (2006b) would appear to be in line with the necessary cognitive and emotive abilities necessary for an effective

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leader. In accordance with Gardner's theory on 5 minds for the future, Beckhard (1996) adds that it will be an ever increasing challenge for leaders to successfully manage the tension between these exponential developments of technology and communication and the needs of individuals. It would appear that our leaders of tomorrow will need to be sensitive to the social issues of protecting the environment, of supporting and creating more than just societies as well as to attend to the increasing interest of a significant number of individuals who deem it necessary to find and prioritize meaning in their lives as well as meaning to their work. This may well mean that future employees, hopefully contrary to today's reality, will place family and ethics before making money.

Furthermore, it would appear that human needs will increase at a rate greater than what governments have the ability to meet and manage and it may well be society as a whole, including companies and individuals who may have to step in to fill the need as governments in many countries shy away from taking on or maintaining responsibility for social care. Without a doubt, our graduates, who wish to embark upon leadership positions, will be looking at leadership roles that may have the same traits of leaders of the past, yet new challenges to lead in areas where few have led. As educators the questions to be asked here, is whether or not we have sufficiently prepared our students to meet these future leadership challenges.

ZU's mission, reflects Beckhard's (1996) vision of "leaders in the twenty-first century" and is greatly guided by the institution's sense of responsibility in the national context whereupon the focus is on the development and benefit of the U.A.E. and therefore its mission is to "educate leaders and contribute to the nation's economic and social development" (ZU Strategic Plan 2008-2010: p. 3). Graduating ZU female Emirati students are expected to be "fully bilingual in English and Arabic, strong in the use of computing technology, and proficient in research skills. ZU expects its graduates to achieve significant intellectual and social development with further expectations that graduates will be well-prepared professionals ready to become leaders in government, business, civil society, and family life. The graduates of Zayed University will help shape the future of the United Arab Emirates"(ZU Strategic Plan 2006-2008: p.4) and if one can hypothesize a little further due to newly gained word-wide popularity of the U.A.E., that of the GCC countries and beyond.

3.2.8 Learning to lead, where to start

It is not easy to find happiness in ourselves,
and it is not possible to find it elsewhere

--Agnes Repplier

The existing leadership literature focuses mainly on influences exercised by one or more individuals over others or in other words, individuals leading others. According to Manz and Neck (2004: p. 1) however, the journey should start with mastering oneself to 'self-lead' by 'looking into the mirror' for we choose what we are and what we ultimately will become and within this cycle, the outcome of the actions we choose have a direct influence on the world. The authors see the world as not always cooperating with the goals we have set, but how we face and cope with these challenges creates that personal world we live in, for the better, or for the worse. Manz and Neck (2004) point out that we influence our actions in countless ways, often with no awareness of the effect these actions have on us and others. These two researchers believe that to address the issues of finding one's way and becoming successful, the fundamental first step is not to teach how to lead others, but to learn to effectively lead ourselves and therefore the power first lies in 'empowering' oneself through self-leadership. The leadership that one exercises on oneself today will enable us to become effective and successful leaders of tomorrow. It is here that we should stop and reflect on the literature reviewed and take stock of the theories presented, such as Zimmerman's (2001) theory on independent learners being active participants in their own learning process, combined with Gardner's MI theories (1995) in addition to his later self-awareness theories of the 5 minds (2006), along with Goleman's (1995) and soon to be discussed, Mayer, Salovey, and Caruso's (2004) theories on EI. It is clear that all of the aforementioned theories are all leading in one direction, towards encouraging today's students to take action in their own ability to ***self-motivate, self-direct, self-coach*** and possibly lead others. Through personal awareness and the awareness of others, students will be better equipped to not only empower themselves and self-coach for success, but also in the long-term, benefit society as a whole.

3.2.9 To whom the responsibility lies?

To whom the responsibility belongs to help students find this momentum of self-direction is still a matter of debate. Gardner (2006b) believes, as I do, that the self-awareness process should start at home through the modeling of parents and continue in class through modeling of teachers, long before students are in a position to look for employment. Educators are seen as still being essential, but no longer just as teachers or instructors, but as mentors who “switch on” our students to the realization that they, as individuals, are in a position to make life enriching choices and have the ultimate power and the responsibility to make this world a better place. Trilling and Fadel, (2009) co-chairs of the Standards, Assessment and Professional Development Committee of the Partnership for 21st Century Skills believe teachers should take on the new philosophy of ‘teach less, learn more’. According to Elias (2003: p. 6) “in every society, children will inherit social roles now occupied by adults. Our education systems have the job of preparing children for this eventual responsibility.” In the same light, Boyer and Hechinger (1981) believe that if higher education wishes to maintain its relevance in society, it shouldn’t just serve the ‘egocentric’ intellectual needs of a student, but also serve the higher needs and purposes of society. Chickering and Reisser (1993) also call into question higher education’s focus on individualistic intellectual development, at the cost of overall human development and growth and question the relevance of education that lacks balance between both domains.

We are warned that educational institutions can no longer simply teach core curriculum, or in the essence of this research paper, just teach English, blind to what is going on outside the classroom walls. Trilling and Fadel (2009) claim that recent research on the importance of emotional and social intelligence on the development of young learners has led to the implementation of a numerous programs that support social skills and social responsibility. Educators for Social Responsibility (ESR) is one such example where collaborative projects and materials are designed whereupon learning activities and methods provide more pro-social learning environments developing students’ skills in teamwork, management skill, cross-cultural understanding, problem solving and critical thinking regarding current global issues.

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There is a growing force of educators and researchers (Brophy, 2004; Clyne, 2001, Cottrell, 2003; Deci, & Ryan, 2002; Ellison, 2001, Goleman, 1998; 1995; 2004; Howe, 1999; Maehr & Meyer, 1997; Mager, 1997) who believe that there is a need to manage learning experiences for our students differently from how we have dealt with pedagogy and curriculum in the past. I believe by incorporating EI behavior skills within our curriculum, we will not only be assisting our students in learning English, we will catalyze the desire for our students to grow personally as independent learners, as well as be productive, caring human beings *while learning English* or any other subject for that matter. Furthermore, what transpires in the classroom should spark a student's desire to want to learn more, and this desire to want to learn more will create a lifelong learner who is self-aware and aware of the needs of others. Leading behavioral researchers such as Gardner (2006), Neil (2005), Trilling & Fadel (2009), and Weare (2004) are in agreement that if our students are challenged with situational learning activities that promote students' abilities to deal effectively with today's and tomorrow's real life challenges rather than using traditional/conservative methods of teaching and testing such as memorizing historical events/dates or memorizing a poem, graduating students would be better equipped to continue as lifelong learners once they leave our classrooms. Promoting students to become self-aware, enabling them to effectively self-direct by self-coaching today, equips our students for success tomorrow.

3.2.10 *Section summary*

To summarize this section of the chapter on today's educational system and what awaits students in the workforce, there is a need for educationalists to better prepare students for leadership positions in a constantly changing workplace environment. Higher education, to maintain its relevance in society, must help students make meaning of the knowledge they have acquired as well as support student growth through the integration of class experience with the students' broader out of class sociocultural and personal experience (Kuh, 1995; 1996) In light of this last statement, students should be introduced to the theory of multiple intelligences (MI) and in particular in regards to this study, how their awareness of their interpersonal and intrapersonal intelligences may assist them to effectively deal with their education, their personal issues and the future that awaits them. In addition to understanding themselves and others, students should be encouraged to become their own best teacher, honing their abilities in

regards to cultivating a disciplined mind, a creative mind, a synthesizing mind, an ethical mind and a respectful mind. The literature supports the theory that by fostering these aforementioned abilities, students will become more conscious of the world that awaits them and therefore take the necessary steps to prepare themselves to meet this world head on and be successful self-directed leaders. By encouraging students to become self-aware and self-direct/self-coach in these areas, students will be prepared to meet their personal and professional challenges and ultimately succeed and find their place as productive citizens in tomorrow's global world. The question still remains, how do we, as educators, support students on this journey of self-awareness and self-direction? I would propose that we start with two very popular constructs that students are already familiar with: confidence and motivation and finally introduce a more recent construct that is gaining momentum in educational research, emotional intelligence or EI/EQ. Although less familiar to students, EI may well be the needed missing link in student's ability to self-direct and self-coach to success.

3.3 Confidence:

“The greatest barrier to success is the fear of failure.”
-Sven Goran Eriksson

3.3.1 Defining confidence

Being confident, according to the Oxford English Dictionary (1989) is “having strong belief, firm trust, or sure expectation; feeling certain, fully assured, self-reliant, bold; sure of oneself, one's cause, etc.; having no fear of failure.” and therefore, understandably, from this one definition, we can be assured that confidence is a complex, multidimensional phenomenon, and therefore extensively researched within the area of education and more specifically for our present interest, in second language acquisition (SLA).

3.3.2 Confidence and learning L2

Confidence, in the context of EFL/ESL appears to have a very profound impact on language acquisition and performance. There is a wealth of empirical evidence showing that confidence, self-efficacy along with the concept of motivation affects academic performance and behavior of EFL/ESL students. According to Neil (2005), self-efficacy (a belief in one's general ability to handle tasks) and self-esteem, (one's opinion of oneself) in combination, is what constitutes one's level of belief in their self-confidence and self-worth. Pajares (2009), widely known for his research in confidence and self-efficacy, theorizes that self-efficacy can be seen as the level of confidence people have in their ability to do things. Sieler (1998) adds that having a strong sense of self-confidence is a characteristic which enables an individual to have a positive view of themselves and the situations that they are in and how they will deal with the situation at hand. For the purpose of this study, confidence will be an umbrella term that will include the attributes self-confidence, academic self-confidence, self-efficacy and self-worth. In addition, this same attribute, confidence, can also refer to an individual's expectation of his/her ability to attain goals in any given situation.

The judgments people make about what they can or cannot do, can also have an impact on a person's volition and their abilities to execute tasks. According to Mager, (1997: p. 85), self-efficacy "isn't about the actual skills that people have; it's about the judgments people make about what they can do with those skills." Therefore, self-efficacy is an integral part of one's level of confidence. Mager (1997) continues on to say that people with low self-efficacy often end up believing that they can't do things that, in reality, they can accomplish. To clarify even more, the concept of confidence plays an extremely important role in ensuring that an individual's potential is reached (Stevens, 2005). Self-efficacy, as mentioned earlier, is also sometimes referred to in situation specific areas as self-confidence. For example, academic self-confidence can sometimes be referred to as self-efficacy. Again, for the purpose of this study, self-efficacy and confidence will be used more generally and seen as one construct alone and may be used interchangeably when referring to our context of EFL/ESL students within this study.

Once an EFL/ESL student becomes more proficient in learning the language, one of the benefits often felt is an increase in the sense of confidence, a sense of pride in themselves. For some, this may be an enjoyable journey, but for others, it may be a difficult one and the feeling of strong self-confidence may never be reached. Neil (2005) theorizes that a person with a strong sense of self-confidence and a realistic view of themselves and their abilities, will persist in their endeavors, while those who have low self-confidence will abandon their goals more readily, often feeling inadequate.

For a healthy dialogue, there are usually contrasting theories. Contrary to much of the research in this paper on confidence affecting students' performance, Sander and Sanders (2003) in their summary report created an Academic Confidence Scale (ACS) which was used to explore the differences in academic confidence between two student groups. Their findings seemed to point in the direction that confidence, surprisingly, could only be responsible to a small extent for differences in student's expectations of higher education. Data retrieved from their ACS indicated that the level of confidence was affected more by performance than the students' performance was affected by confidence. However, the data used to disseminate this information was retrieved from two very small sample groups, 102 psychology students and 182 medical students and is not representative of the area of concern in this paper, and therefore sheds very little light onto the situation at hand, that of EFL/ESL female Emirati learners.

3.3.3 Building confidence in the EFL learner

For many EFL/ESL learners, the desire to improve their levels of confidence is often an important factor that students must address when dealing with obstacles or situations that may hinder their progress. Therefore, one of the key elements of rendering a students' language acquisition journey to be a successful one, is finding ways to build their self-confidence level so they feel less nervous and continue to be motivated to take part in EFL activities in and outside of the classroom. It would appear that confidence is needed not only

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inside the classroom, but outside of the classroom as well, whether it be a situation where a student is engaging in conversations with fellow classmates, asking for information in English while on a trip with their family, handing in assignments or sitting for a job interview. According to Schumann (1986) students who are not confident in themselves are more likely to not take risks when trying to learn a language or engage in a situation where they have to use a second language, once again, inside and outside of the classroom due to their fear of being ridiculed or laughed at. “Language shock,” according to Schumann, (1986: p. 382) is the fear or dread of appearing comical or looking foolish whilst attempting to communicate in a second language. Schumann theorizes that the student’s attempt at trying to avoid being laughed at, combined with any social inhibitions he/she may have, may well decrease a student’s confidence and motivation in learning and performing in English. Taking this last statement into consideration in the context of this study in the Middle-East, educators who have taught in this milieu are well aware that women are often more reserved and often very modest compared to EFL/ESL students coming from a Westernized culture and therefore Emirati EFL students may experience more discomfort and obstacles when attempting to communicate in a foreign language than from a more Westernized culture and therefore their confidence and motivation to learn may be greatly affected by their environment.

It is therefore highly probable that being more confident means the language learner has learned not to dwell on the negative aspects of not being able to ‘get it exactly right’ or on how others may see their mistakes, simply because their main focus is on the learning experience itself. Hopefully the focus is on the journey and the enjoyable experiences not on the possible failures. Success, therefore, for a confident EFL learner, is more likely than in a situation where the student is anxious and worrying about not being able to reach their learning goals or performing inadequately due to a lack of confidence. For these reasons and more that will be examined later in the section on EI, encouraging students to self-coach to find ways to bolster their levels of self-confidence, maintain their motivational momentum and control stress related situations are undoubtedly important key factors in enabling college/tertiary EFL/ESL students to becoming more successful in not only completing their studies, but dealing with everyday situations in their personal and EFL environments.

3.3.4 Additional factors influencing student's ability to succeed.

It is important to note that confidence, one of the main constructs investigated in this study, is not the only factor that influences students' ability to succeed. Over the past twenty years, educational research is increasingly taking interest in investigating reasons other than confidence that may affect students EFL/ESL students ability to perform, and therefore should bear some relevance to this study.

Family background, socio-cultural factors as mentioned in chapter 2 of this thesis should also be taken into consideration. Maslamani (2007) carried out a recent study on family background and socio-culture milieu and how these two constructs influenced Emirati EFL learners in the U.A.E.. The study involved 234 students, 12 parents, 14 teachers and 4 high profile U.A.E. educational policy makers. Maslamani (2007) posits that family influence, school setting and the social context influence the Emirati student's ability to learn English. Maslamani's research outcomes confirm that for Emirati students, factors such as an abrupt change from secondary school to the tertiary level can have an adverse affect on the Emirati students' ability to function in an EFL classroom.

Gardner and Clement, (1990) and Gardner (1985b) have shown that apart from confidence, other EFL learner's characteristics such as aptitude, attitudes, anxiety and motivation affect language achievement and also factor into the learning equation. Other educational researchers such as Clyne (2001) add to the discussion that additional cognitive factors, such as long-term memory capacity or one's verbal intelligence, also affect a student's ability to learn a second language, and that other roadblocks to second language acquisition have little to do with cognitive or conceptual differences. Clyne along with other second language researchers such as Krashen, (1982) believe that not only do motivation and self-confidence play a crucial role in one's ability to learn a language, but anxiety combined with the aforementioned factors, can strongly inhibit or enhance a student's ability to learn a second language. Ideally, for students to fully acquire language, they should feel relaxed, motivated and self-confident in a stress free environment.

Learning in a stress free environment, however, is typically not the case. As stated in the aforementioned paragraph, depending on the environment or the situation, students often feel anxious, discouraged and embarrassed, not only in the classroom, but in other situational environments outside of the classroom as well. These malaises that impede the acquisition and the usage of a second language, is what this exploratory research project wishes to bring to light. A language learners' willingness to communicate combined with motivation and confidence is detrimental to learning a language (MacIntyre & Baker, 2001).

3.3.5 Section summary- Confidence and SLA

In concluding this literature review on confidence, it is important to note that within this study confidence embodied other self-constructs such as self-efficacy, self-image, and self-worth. One's level of self-confidence is a sense of competence that affects attitude towards one's abilities to accomplish pre-set goals. Hopefully, a student's perception of self is realistic and of a positive nature but often students harbor limiting beliefs. The importance of a learner's confidence and self-image and self-worth has been confirmed in numerous studies (Alderman, 2004; Lee & Oxford, 2008; Wigfield & Eccles, 2002). Successful EFL learners, according to Willams and Burden (1997), tend to be those students who feel competent and capable of learning. Willams and Burden also believe that it should be the instructor's primary role to encourage a positive self-image and a solid sense of self-confidence, hence instilling a feeling of '*I can*', or '*I am, without a doubt, capable of doing this*'. I support Willams and Burden's belief that there are benefits to be had in the classroom by promoting self-confidence, and that it is our responsibility, as educators, to encourage self-awareness in our students to their abilities of taking charge of their educational needs and emotions and therefore become self-directing, independent learners who learn, with confidence, how to self-manage through acquired methods of self-instructing, self-coaching and self-monitoring.

3.4 Motivation

Motivation has been an area of primary interest in EFL/ESL for quite some time. According to Dornyei (2001b) language teachers often use the term 'motivation' when describing successful or unsuccessful SLLs. Many educators believe that during the lengthy process of learning and mastering a foreign or second language, students' commitment and persistence are the determining factors in a student's level of success or failure. Dornyei (2001b) claims that in the vast majority of cases, language learners who are sufficiently motivated can achieve a working knowledge of a second or foreign language regardless of their aptitude to learn a language, whereas even the brightest student, without the sufficient motivational drive, is unlikely to persist learning the language long enough to attain any really useful language skills.

Research in the area of motivation encompasses both psychological and sociological research along with linguistics and SLA (Hanks, 1998). In an educational setting, motivation is defined by Maehr and Meyer (1997) as being the theoretical construct used to explain the intention to meet a specified goal, the direction and level of intensity to meet this goal and persistence in one's behavior in meeting the set goal. The psychologist Weiner (1992) claims that motivation addresses 'why' a particular behavior is initiated, continues and ceases as well as what choices were made along the way. Skehan (1989: p. 54) simplifies the definition of motivation to "*Motivation = Effort + Desire to achieve a goal + Attitudes*". Motivation to learn is a form of energy experienced by learners which drives their capacity to learn, adapt and change in response to internal as well as external stimuli. This 'will to learn' can grow or decrease depending on the environment the student is exposed to *in* and *outside* of the educational milieu.

3.4.1 Motivation theories

Motivation theories as explained by Deci and Ryan (1985), are built on a set of assumptions about the nature of people and about the various factors involved that give the necessary force behind the actual "action" of achieving or meeting one's goal. According to

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Deci and Ryan, (2002: p. 3) “the study of motivation is exploration of the energization and direction of behavior”, or the inquiry into “the why” of behavior. Optimal forms of motivation to learn, and the optimal strategies for accomplishing the learning, tend to occur together. Contextualizing this last statement to the classroom environment, the construct of student motivation is used to explain “to what degree students invest attention and effort into various pursuits”, which may or may not be the ones sought-after by their teachers (Brophy, 2004: p. 4). Brophy believes that a student’s motivation is grounded in students’ subjective experiences, especially those connected to their willingness to engage themselves in lessons and learning activities and their reasons for doing so.

To better comprehend our present understanding of what motivation has become and its role of importance in the classroom, it is necessary to step back for a moment and summarize the progress made in regards to motivational research over the years. Even today, the construct of motivation is an ever evolving area of research and we have yet to exhaust the knowledge to be gained on how and what affects one’s level of motivation. According to Deci and Ryan (1985), when we survey the historical development of the field of motivation, motivation theory began with Freud’s theory (1914), often referred to as the “*instinct theory*” where two important drives were identified, that of sex and aggression; Hull later (1943) added three more drives, that of hunger, thirst, and the avoidance of pain.

These earlier views on motivation portrayed humans as being responsive to very basic drives and needs and that humans played a rather passive role. In the 50s and 60s the instinct theory developed into the *Behaviorist* view, that of “a creature quietly metabolizing in the shade, occasionally goaded into action by the hot sun or the lure of a cold glass of beer”(Murray, 1964; p. 119). These mechanistic theories depicted humans as being passive uninvolved individuals, subject to psychological drives and environmental stimulation. Remarkably, for decades, this behaviorist theory was largely supported by research data from clinical interviews with people or by findings done on animals rather than on humans. Thankfully, these earlier assumptions on motivation finally gave way to more contemporary opinions on motivation, finally emphasizing the importance of cognitive and goal-oriented constructs, often called “organismic” theories that viewed the organism as being an active participant and therefore

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having deliberate intention in imitating behaviors and not simply reactive to stimuli.

Much of the culture of educational institutions on schooling reflects this behavioral view. Today, for example, creating grading systems with conduct codes and honor rolls along with award systems to encourage high grades and students to embrace a certain behavior and remain motivated. With respect to every day motivation in the classroom, behavioral views lead to reinforcement of students' behavior when they exhibit the desired learning efforts and on the other hand, often withholding rewards and reinforcement when they do not (Alberto & Troutman, 1999; Schloss & Smith, 1994). However, once again, through educational research, and the obvious drawback of behaviouristic theories, progress has been made and recently behavioral models have evolved into a practice of including some consideration for learners' thoughts and intentions. "Cognitive models of motivation have, over time, developed, and placed more emphasis on learners' subjective experiences in regards to their goals and motivation related thinking." (Brophy, 2004: p. 5).

The alternative approach to stem from the behavioral model was the **Needs theory** which was one of the first motivational theories to emerge as an alternative to behavior reinforcement theories. Need theories explain behaviors as a response to needs that were felt. These needs may have been either inborn or universal, for example, self-preservation, or learned through experiences developed in different cultures. According to Murray (1964), scientific theoreticians have criticized this circular logic. They believe that it neglects to separate the hypothesized motive, or the need for the behavior that is supposedly explained. (e.g., Students who work hard in school to get good grades do so because their need for achievement is high, and therefore *the evidence* that they are high in need of achievement is that they work very hard in school to obtain the good grades.)

One motivational model based on the Needs Theory that still remains popular till this day is Maslow's (1962) Hierarchy of Human Needs. This hierarchy of needs places *physical* needs at the forefront (the need to eat, drink etc.), followed by *safety needs* (the need to be free of danger, stress etc.), *love needs* (acceptance by others), *esteem needs* (self-image and confidence) and finally the need for *self-actualization* (self-expression and growth). It would be,

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therefore, safe to say that with Maslow's Hierarchy of Human Needs, students who come to class tired, stressed or upset are unlikely to perform well and may struggle to reach their personal and educational goals. Furthermore, according to Brophy (2004: p. 7), students who feel rejected or anxious or stressed are unlikely to take "intellectual risks involved in seeking to overcome confusion and construct clear understandings, and even less likely to try to be creative when working on assignments." According to Frame (1996), most rational people want to be in an environment that will enable them to meet their basic needs on a regular, consistent basis, not just for the moment. Maslow's hierarchy has been criticized by those who have pointed out, and in my opinion, rightly so, that students sometimes don't do rational things, for example, they deprive themselves of sleep in order to study for an exam at the last moment or they become engrossed in an activity and forget to eat. I believe we may well need to address students' lower needs as well as their higher needs that have become associated more closely with behavioral issues in school learning and personal achievement. Encouraging students to become self-aware of why they do what they do is a first step in addressing everyday situations, inside and outside of the classroom, therefore enabling them to make better choices.

Both behavioral reinforcement and need theories are seen as being reactive to pressures from either extrinsic (motivation from sources outside of an individual) incentives or internally intrinsic (motivation from within an individual) felt needs. Motivational theories are beginning to acknowledge that in addition to being pushed or pulled towards our needs, we are also proactive in taking direct action in deciding what we want and why we want what we want. For example, this very simplistic question makes this point clear 'why is someone doing something instead of nothing?' It would seem that the need to explain this direction of one's intensity and the persistence of any certain quality of behavior has brought to light the next theory to be discussed, the establishment of the *goals theory* whereupon research looks at motivation from a more intrinsic or personal perspective and is now directed towards 'why does one person choose one behavior amongst the numerous possibilities of different or alternative available behaviors?'

Reflecting on this evolution of motivation over time, motivational theorists have shifted from talking about our motivational needs to talking more about our goals, and thus the *Goals Theory* was conceived. Goals vary in scope, from very primitive goals as I discussed earlier on in this study (e.g. grasping an item or feeding oneself) to more abstract goals such as trying to be

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a good person or excel as an EFL/ESL student. Whatever the scope, striving towards a goal indicates that someone has made an invested commitment to achieve a certain state or desired outcome and the progress made in reaching these goals can be monitored and assessed, hopefully to make any needed adjustments in the strategies used to obtain the desired goals chosen. For example, as Carver and Scheier (1999) so clearly illustrate, the goal of climbing a mountain involves not just wanting to experience the feeling of standing at the very top of the mountain but also experiencing all that is involved in making that very climb, and therefore the ‘going’ could be the main goal or have as much importance in the activity, as the actual ‘arriving’ at the top.

I believe, as a researcher, that the Goal Theory framework finally shifts the focus from the quantitative nature that was so often the norm in educational research when trying to learn more about motivational behavior, and finally encourages the researcher to include the qualitative aspects of the goals that students adopt in achievement situations and to look further into the strategies they use to pursue their goals. To exemplify this point a little further, when students adopt learning goals, often called “mastery goals” or “task involved goals”, they are trying to learn the task that is assigned to them. Researchers can measure the progress students have made through various assessment tasks, thus through quantitative measures. However, when students adopt “performance goals” (or ego-involvement goals) their focus is more on maintaining or upholding their self-image rather than focusing on the importance of the learning tasks at hand, educational researchers can gain more depth by researching, through interviews and journals/diaries for example, the students’ perceptions of their learning experience thus gaining a better insight into a student’s behavior. One last example further elaborates my point of view on this matter. When students adopt ‘work avoidance goals’, (Alderman, 2004) they are, in effect, seeking to minimize the time and effort needed in completing the lesson or task at hand and therefore have very little interest in anything other than getting the activity done and over with as quickly as possible. Quantitative research on its own would not, in my opinion, justly measure or contribute an in-depth perspective in regards to why students are trying to avoid certain tasks. In my opinion, the goals theory helps educational researchers to take the initiative in using mixed research methods, as I have done in this study, to gain a more realistic in-depth perspective of why students do what they do and a more in-depth view of their personal

and academic needs.

In more recent research studies, knowledge about situational characteristics that are able to predict people's tendencies to adopt different goals in various achievement or task related situations have been studied. Today, motivational researchers explore cognitive and *affective* experiences pertaining to success or failure situations, self-confidence and performance outcomes and how these factors influence the quality of an individual's engagement in a task and ultimately, the levels of success that are achieved. Application of goal theories in the classroom strongly emphasize encouraging supportive collaborative relationships that promote learners to adopt new learning goals as well as providing a learning environment where the students aren't under too much stress related pressure, hence not pushing the students to seek, for example, work avoidance goals as discussed earlier. According to Alderman (2004) goals are crucial for achievement, but regrettably, they are usually given more prominence in sports and in the work environment than in the educational classroom setting.

A more recent theory that grew in popularity in the 90s is the “*Self-Determination Theory*”(SDT) or “*intrinsic motivation theory*”. As mentioned earlier, motivation was often viewed as being a response to external factors, however with the SDT there was a shift from motivation being a response to pressures, to motivation as being “*self-determination*” or a self-regulation of actions, also often referred to as “a social-cognitive phenomenon that also includes the environmental influence” (Alderman, 2004: p. 134). Although people are still seen as responding to the concept of the needs theory, it is also understood that people do, in effect have their own agendas and often do what they enjoy doing rather than just what they perceive needs to be done.

Deci and Ryan (2002) researched this matter further and hypothesize that self-determined behavior is intrinsically motivated and that we engage in it simply because we want to. These intrinsically motivated actions are rewarded only by a feeling of enjoyment, fulfilling a need of curiosity, or a need for self-growth, or even of a more simplistic nature, the interest of getting to know/understand our surroundings. It would appear, according to the aforementioned researchers, that three innate psychological needs must be satisfied for the self-determination

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theory to exist: autonomy, competence, and relatedness. Therefore an individual must decide what to do and how to do it as well as develop and exercise the necessary skills to do it and feel some kind affiliation or attachment with others. It is extremely important to note that where support is lacking for such an environment to exist, inside and outside of the classroom, students will feel controlled rather than self-determined, and once again the motivation will be primarily extrinsic rather than the desired intrinsic motivation.

As discussed above, research in the area of SDT has shown that teacher's 'autonomy-supportive behaviors' resulted in students' greater perceived academic competency, increased achievement and better academic performance. However the question that needs to be asked is "Are today's teachers offering students the opportunity to self-direct?" In a study by Bozack, Vega, McCaslin and Good (2008) a pilot study was conducted with a sample of 696 intervals of field notes (verbal and written) originating from 106 classroom observations (Grades 3, 4, and 5). It was found that, for the most part, autonomy-supportive teaching practices were not often present in the classroom. The results indicated such autonomy-supportive incentives on the teachers' part were often absent. According to the aforementioned researchers (2008) teachers did prompt and guide their students, but rarely encouraged students to relate ideas and concepts from one topic to another or from one curriculum to another. The field notes included verbal exchanges between teachers and students, and it was apparent that teachers had the tendency to respond to student's questions and student-initiated dialogues. However, rarely was it found that teachers encouraged students to engage in using their own experience and expertise or perspective to self-motivate to find the answers.

Terms such as self-motivation, self-agency, self-termination, self-regulated, self-coaching, self-directed and self-empowerment are terms often used within the realm of Self-Determined Theory to describe students' personal aptitudes that enable them to become successful independent learners. The literature retrieved within the interest area of this study often interchangeably used 'self-determined learner' and 'independent learners' as being one and the same concept. According to Zimmerman, (2001) independent learners are active participants in their own learning process, metacognitively, motivationally, and behaviorally, and

build up, over time, a core of resiliency that withstands any obstacles that would have previously hindered the student to succeed. However, Zimmerman also warns that this resiliency can become fragile not only inside of the classroom, but outside as well:

“But this very same core of resiliency can be in jeopardy should a student not be able to self-regulate not only their achievements in their academic surroundings, but external events or situations that may well have a direct impact on their confidence and motivation that directly affect their abilities to perform.”

- Zimmerman, 2001, p. 5

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3.4.2 How to support student motivation

As discussed in the last section, it is paramount that teachers encourage students to engage and be active in using their own experience and expertise or perspective to self-motivate. Within the literature review on motivation, it was of interest to this study to better understand how motivation could be sustained. It was my experience within the EFL/ESL classroom that students were often motivated at the beginning of the term, however maintaining motivational drive throughout the term was not assured.

Csikszentmihalyi (1990) interviewed people about their personal experiences during times when they were motivated and absorbed in certain activities that they enjoyed the most. “*Flow experiences*”, by which he means the times when individuals were most absorbed in the activity and were able to accomplish or learn the most, occurred when they were actively involved in challenging activities that required them to stretch their physical and or their mental abilities. According to Csikszentmihalyi (1990), the “Flow Theory” can be understood as being in the “flow”, a comfortable, yet stimulating environment where we concentrate on the task at hand and have very little interest in possible success or failure, rewards or punishments or any other agendas of a personal or social nature. This “flow” sensation varies from individual to individual and is dependent on situations. Some people have “flow personalities” and continuously seek out challenges that alter and stretch their limits. Turner et al (1998) remark that out of fear of failure, some people try to avoid these challenging situations and may rarely

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experience any type of flow at all. In a school environment, this fear of failure or anxiety and stress are the chief threats to the flow potential. Therefore it would be imperative, in my opinion, to create a student self-directed environment that cultivates ‘flow experiences’ to achieve optimum motivation.

A central theme in current motivation theories and more recent ongoing research, is the focus on developing *self-regulated* learners. Students who become successful, confident self-regulated learners use both motivation and learning strategies to reach their goals. (Zimmerman, 1994). Along with innate psychological needs (autonomy, competence, relatedness), the self-regulatory process for self-regulated students should include intrinsic values, the ability to self-monitor and self-evaluate (Zimmerman, 2000). The question is raised by Zimmerman (1994) regarding what personal capabilities will help students make the most of their learning opportunities. In his opinion, active participation, planned approaches to learning and self-awareness are the key factors needed. It is worth noting here that self-awareness would involve being able to assess what needs to be done, how to do it, and how to deal with any factors that may impede progress towards reaching set learning goals. Zimmerman (1998) further elaborates this process by describing a cyclical three-phase model of self-regulation. To summarize this model, Phase I is: Forethought- planning that proceeds learning → Phase II: volitional control, the process that occurs during the learning stage that helps the student stay on task → Phase III: reflection evaluation through self-awareness, which cycles back and influences the forethought, and any behavioral changes needed to continue the learning cycle. Although this process may seem complete and quite adequate in preparing and supporting students in reaching their educational goals, I believe it is lacking in respect to supporting today’s tertiary student, in particular today’s female Emirati EFL student who is trying to deal with cultural, personal and educational issues. The focus of Zimmerman’s model is on the learning process within the confines of the classroom and would appear to lack foresight regarding the exterior emotive factors that affect our students’ ability to succeed inside and outside of the classroom. It would seem that this model is also lacking in regards to preparing the student for the workplace, in a global community, where to be successful is no longer solely attributed to learning academic curricula, but more importantly learning how to become a lifelong learner and being able to survive in tomorrow’s fast paced knowledge global community. The next theory that I will

introduce, the theory of Emotional intelligence (EI) in conjunction with Zimmerman's model (1998) fills this void by offering students, educators and parents, the support and the insight into a crucial range of abilities that matter immensely in how well students do today as well as prepare them to successfully meet the challenges of tomorrow.

3.4.3 Section summary - Motivation and SLA

In concluding this section on motivation, it is important to summarize the main points that tie together the literature on motivation to the acquisition of a L2. The first research on motivation and L2 was largely inspired by social research undertaken in Canada by social psychologists such as Robert Gardner, Richard Clement and their associates more than 3 decades ago. During this era of research, motivation was primarily viewed as (a) a relatively stable L2 learner trait and to a large degree, a reflection of a learner's social perceptions of the language being studied and its speakers, (b) attitudes towards the L2 learning situation, i.e. the appraisal of the course and instructor, and (c) interethnic contact and the degree of self-confidence (Dornyei, 2001b). In the mid-90s, motivational research in the field of EFL/ESL reached an exciting turning point. Although aptitude was well established as an important factor in SLA, its equivalent determiner in language acquisition was motivation (Dornyei, 2001a). A variety of new approaches, often referred to as the era of 'motivational renaissance' (Gardner and Tremblay, 1994) began to surface in the literature. New approaches to research methodology emerged into new motivational themes, shifting the view of motivation in L2 learning as being a more dynamic factor, that of having a continuous or evolving process. This evolution in a L2 learner's level of motivation was affected by, according to Dornyei, (2001b), the various external and internal influences the learner was exposed to. The earlier traditional quantitative approaches of computing correlations between motivational and achievement factors gave way to more qualitative analyses of motivational antecedents, resulting in a new spectrum of research directions of novel motivational themes, some of which have a great influence on this study. For example, *Social Motivation*, the need to better understand the social contexts surrounding language acquisition. *Task Motivation*, the varying degrees of interest and commitment L2 students show towards different learning tasks. In Task Motivation, the interest of this study lies in L2 behavioral attitudes toward a particular task. Another line of interest to this study is the

Neurobiological explanation of motivation, which I believe has the potential to revolutionize the understanding of L2 motivation. It would appear that Schumann (1999) was the first to examine SLA through a neurobiological perspective, therefore linking *neuroscience* to the study of SLA. Schumann's (2001) more recent work outlines a concept of 'mental foraging', or the seeking of knowledge experience by learners, which, according to Schumann (2001) engages the same neural system as when one forages or seeks to feed oneself or mate which he believes is generated by the incentive motive stimulus appraisal system. Further interest to this study is the *Self-Determination* theory covered earlier in this section (Deci & Ryan, 1985, 2002) which takes into consideration the L2 learner's intrinsic/self-determination and the extrinsic/external regulation motivational factors of doing a particular activity, i.e. students who learn a L2 for the personal pleasure and satisfaction versus the student who learns a L2 for the extrinsic motivators such as grades, threats etc.

Dornyei (2001b: p. 50) claims that "little is usually said about motivational influences that have a detrimental rather than a positive effect on motivation, that of which instead of energizing action, 'de-energize' it. Furthermore, Dornyei continues on to say that "This gap is all the more surprising because in educational contexts 'demotivation' is a regrettably common phenomenon. I agree with Dornyei and believe that one area that may be of interest and offer possible strategies in sustaining students' motivation may lie in the next segment of this literature review, that of Emotional Intelligence (EI).

3.5 Emotional Intelligence:

The term 'emotional intelligence' (EI) as we know it today, was coined by psychologists John Mayer and Peter Salovey in 1990. Goleman (1995), a highly esteemed psychologist, and neuroscience journalist for the *New York Times*, defined EI as the ability to reason and or regulate one's emotions, perceive the emotions of others, and effectively be able to regulate one's emotions in such a way as to promote emotional and intellectual growth. This ability to manage one's emotions as well as understand the emotions of others is the missing key, according to Goleman (1995), when it comes to helping our students learn more effectively for the world that awaits them. Goleman believes, along with many other prominent researchers in

this area (Weare, 2004; Gardner, 2006; Hein, 2007; Mayer et al., 2004) that this human skill may well have more impact on a student's life than IQ. It is the general belief of these renowned researchers that emotions make thinking more intelligent and that if a person thinks about emotions intelligently, they will ultimately be more successful in life. Goleman (1995) states that students who are comfortable at managing their emotions, can actually become more focused in their studies, take in information better and effectively retain the learned information and ultimately perform better, not only academically, but in their personal lives as well. Goleman (1995) sees practical applications for EI, giving examples from how students can deal with today's challenges, how they can increase the odds in their marriages and other personal relationships, how they can become effective parents to how teachers and parents of today should teach while learners are still young enough to benefit from the 'neurological window of opportunity' through remedial emotional education.

3.5.1 Historical background of Emotional Intelligence

Around the 18th century, psychologists recognized the mind as having three influential parts, the cognitive (thought), the affective (emotion) and the motivational sphere of the mind. (Mayer & Salovey, 1997). The cognitive sphere, typically thought of as the area defined by IQ, includes functions such as judgment, reasoning, memory and abstract thought. The affective sphere, or emotional reasoning area of mental functioning included emotions, moods and other feelings such as being tired or hungry. Motivation, according to Mayer and Salovey, (1997) was the last sphere of one's personality and it referred to an individual's desire or urge to learn or participate in goal-seeking behavior. Mayer and Salovey point out, however, that motivation, "to the extent that it is involved in emotional intelligence," should be thought of as secondary (p. 4).

The study of EI as we know it today, was rooted in the work of psychometric researcher pioneers such as Edward Thorndike, who in the 1930-40s, describes the concept of social intelligence as having the ability to get along with other people. According to Fancher (1985), David Weschsler suggested in the 1940s that affective components of intelligence could possibly be essential to a successful life. In the 1950s, the humanistic psychologist, Abraham

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Maslow indicated that people could build their emotional abilities.

The term *emotional intelligence*,(EI) began to appear in an incidental fashion in literary works related to psychiatry in the 1960s (Mayer et al., 2004). EI can most easily be understood simply as bringing intelligence to emotions. In 1975, Howard Gardner introduced the concept of multiple intelligences (MI) discussed earlier in this chapter, in his publication of “*The Shattered Mind*”.

In 1985, according to Mayer et al. (2000) Payne wrote the first doctoral thesis related to the present day theories on EI. In Payne’s abstract he conveyed that “the mass suppression of emotion throughout the civilized world had stifled our growth emotionally”. Payne (1985) spoke of ‘emotional ignorance’ declaring a lack of EI within societies caused social problems such as depression, illness, addictive behaviors, religious conflict and violence and to the extreme, wars. Payne’s intention was to clarify the characteristics and nature of EI to better enable us to explore how to develop EI in one’s self, and through education, in others. Payne (1985) theorized that by suppressing our emotions and trying to deny our true emotional nature over time, we ended up stifling our emotional growth and the detrimental outcome is our emotional ignorance. He added that we did not do this in an evil manner, but simply because we’ve had the wrong understanding about the nature of emotion and the important role it plays in our lives. Payne (1985) had intended his work to be a prototype of a guidebook, promoting guidance in helping to understand the important issues, questions and methods for developing EI. Although Payne’s research, in my opinion, was phenomenal, it received little recognition.

EI gained popularity first in the private business sector and in sports psychology. In 1995, Goleman published a bestseller entitled “*Emotional Intelligence; Why it can matter more than IQ*” of which more than 5 million copies were sold. Goleman claimed that society’s view of human intelligence (IQ) was far too narrow and had ignored a crucial range of abilities that mattered, in his opinion, more than one’s IQ. Furthermore, he clarified that EI was not the opposite of IQ, and expounded further by adding that some people were blessed with a lot of both and others with little in either. Goleman’s research, revealed that contrary to what had been believed for decades, those who had high IQs were not necessarily performing well in the

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workplace or in society for that matter. However, those who were more apt in EI, i.e. in self-awareness and the awareness of others along with the ability to understand and monitor emotions, appeared to excel in life and were often more successful than the individual who had high scores in IQ. Goleman particularly made strong claims about how EI could benefit not only the individual, but society and the world as a whole.



EQ caught the attention of *Time Magazine* and in October 1995, on their front page, *Time Magazine* asked the question, “What’s your EQ?” The article entitled *Emotional Intelligence: The EQ Factor*” (Gibbs et al. 1995) then went on to state that IQ may only predict 20% of one’s ability to become successful and that in fact EQ (emotional quotient) could be the best predictor of success in life and therefore redefining what it really meant to be ‘smart’.

Time magazine claimed that scientists could now predict how successful a 4 year old child’s future could be by how the 4 year-old reacted in a ‘marshmallow’ study and that the ‘marshmallow’ study was more insightful than the IQ test or even the Scholastic Aptitude Test (SAT). In the ‘marshmallow’ study, 4 year olds were invited into a room, one by one, and offered the option of having one marshmallow immediately or having 2 once the researcher returned to the room after running an errand. Some of the young participants lasted only a few minutes before they gave in, but others resisted, covering their eyes so as to not see the marshmallow, sang to themselves, put their head down on the table, played games and even fell asleep. When the researcher returned, the children received their double marshmallow prize and years later, when these young participants reached high school, the study continued. A survey, completed by the participants’ parents and teachers revealed that those who, at 4 years of age, had resisted temptation, had generally grown up to be better adjusted, more responsible, more popular, more confident and more dependable than those who had given in more than a decade earlier. Furthermore, those who were unable to resist the temptation earlier on, according to the study, were more likely to be lonely, stubborn, easily frustrated, buckle under stress and avoid challenges. When some of these participants took the SAT, the participants who had held out the longest scored an average of 210 points more than the participants who had not been able to resist the marshmallow years earlier. The “SAT” (a pseudo-acronym) Reasoning Test is an American standardized admission test, much like the ACT, another standardized test used in

colleges and universities in the States.

EI continued to gain popularity in the sports and business sector and finally, in the mid to late 90s, studies of emotional intelligence began to appear in peer-reviewed academic journals. (Mayer et al., 2000) The concept began to attract a great deal of public attention in the press (Wallis, 2006) and the powerful acclaims made by Goleman (1995) concerning EI's importance in predicting success outweighing that of EQ caught educationalist's attention world-wide.

Goleman's theories (1995) on EI, in my opinion, had a different angle than Payne's thesis in 1985. Goleman (1995) focused more on 'harnessing' our emotions, whereas Payne seemed more concerned with the negative outcome of our suppressing our emotions over the centuries. Goleman's work (1995) questioned the importance of IQ, finally breaking the popular belief that IQ assured success. Drawing on ground breaking neuroscience and behavioral research, Goleman (1995) convincingly showed how those who had high IQs floundered and those of modest IQs did well and ultimately brought to light that characteristics or skills such as self-awareness, impulse control, persistence, self-motivation, empathy and social deftness or abilities were now the premium skills required to excel in one's personal life and in the workplace. In other words, a lack in EI could sabotage one's intellect and possibly ruin one's career. Furthermore, Goleman (1995) and other EI supporters (Mayer et al. 2004; Bradberry & Greaves, 2005; Gottfried, 2004) declared that EI is not fixed at birth and could be nurtured and strengthened over time, however stressing the importance that the emotional lessons a child learns actually sculpts the child's brain's circuitry, and that contrary to past beliefs, we were not 'hard wired'. Goleman (1995) posits that it is the responsibility of the parents and educators and society as a whole, to use this window of opportunity to help students bring intelligence into their emotions, enabling them to meet the challenges that await them and even more importantly, creating a more civilized and caring society than the one we live in today. The discourse, however, on where or who should be responsible for introducing EI to students is not unanimous. According to McCluskey (2000) the family is no longer the ideal place to introduce EI since children are spending much less time within the family core, possibly because more family members are working and furthermore, parents are not always in the appropriate position to cope with or dispense EI skills.

Goleman's views on using the window of opportunity to introduce EI into the classroom are shared by many educational researchers today who are taking the bold initiative to incorporate EI into their pedagogy and curriculum. A study by Sigmar et al. (2010) investigated the effects of EI training on student satisfaction with the collaborative writing process in a university business communications course. An independent evaluator measured the quality of the student's written product and a pre-and post-training survey measured student satisfaction with the collaborative writing process. Sigmar et al.'s findings suggests that students' awareness of EI strategies enhanced their communication behavior in work groups. In Sigmar et al's opinion (2010), incorporating EI training into the business communication curriculum provides students with a competitive advantage, academically, personally, and professionally. A growing body of educational research underscores the importance of EI in preparing for the real-world. Moriarty and Buckley's research (2003) showed that the development of team skills through experiential learning focusing on the process itself increased emotional intelligence among the participating graduates. These findings would strongly suggest that offering students self-awareness opportunities result in deeper self-awareness and possibly a higher level of emotional intelligence.

3.5.2 Introducing Emotional intelligence to our educational institutions

“Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions.”

- S. Hein, 2007

*I was so angry, I couldn't see straight!
That's the last time I'll do a presentation! They all laughed at me!
I don't know what happened, I lost my head....
I don't know what came over me!
I just wanted to curl up in a corner of the closet...and never open the door!
I don't want to go back to school, they bully me....I can't take it anymore!
Suck eggs yourself! The teacher yelled back.*

Hypothetical feelings such as the ones expressed above are, at some point, felt by most individuals throughout their lifetime. However, the outcome of how someone may react to

finding themselves in a stressful or difficult position within and outside of the classroom depends largely upon how much emotional intelligence they have. IQ may be essential for learning, however, EI is much more important for happiness and success within the classroom as well as the world we live in. Contrary to popular belief that you are born with a certain level of IQ, your EQ (emotional quotient) can improve from birth, through self-awareness and the desire to self-improve (Gottfried, 2004).

According to Elias, (2003) the window of opportunity that Goleman (1995) speaks of in the previous section is in today's classroom. "In every society, children will inherit social roles now occupied by adults" (2003: p.6). Elias (2003) believes that today's students need social-emotional skills to perform successfully academically and in life in general. "In any classroom in the world, from the simplest, with no walls, to the most elaborate, teachers must get along with students and students must get along with one another if learning is to take place. Social-emotional skills, or 'emotional intelligence', is the set of abilities that allows students to work with others, learn effectively, and serve essential roles in their families, communities and places of work" (p. 3). According to Elias (2003), social-emotional skills touch both the 'head and the heart' and can be taught to students and by doing so, academic learning and personal success will improve. Elias claims that joining academic and social emotional learning, students are more likely to remember and effectively use what they are taught. Furthermore, students will also incorporate into their acquired education, a sense of responsibility and caring for themselves and others developing students who are more motivated, confident and inspired. Elias (2003: p. 6) believes that it is clear what we want our educational institutions to teach "we know what we want our children to know and to be able to do, and this defines what we want schools to teach" Elias suggests that we therefore want young people to:

1. Be fully literate and therefore be able to make use of the power of written and spoken language;
2. Understand mathematics and science at levels that will reinforce their ability to think critically and creatively in the future;
3. Be good problem-solvers;
4. Take responsibility for their personal health and well-being;
5. Develop effective social relationships and therefore be able to understand and relate to

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other individuals who may be of different cultures and backgrounds;

6. Be respectful and caring and show empathy for others;
7. Understand how their society functions and to be prepared to take on the roles and responsibilities that are necessary for future progress;
8. Develop good character, moral and make sound moral and ethical decisions.

The final six points refer to aspects of education that are often referred to as EI or character education, citizenship education or social-emotional learning, and it is this form of education, when added to academic learning, and in this particular case within the EFL/ESL curriculum, that could possibly provide a balance that our students need to deal with the forces they will encounter in their academic and personal journey through life.

Gottfried (2004) adds to the discussion that although individuals may know what EQ/EI is, they may well lack the knowledge as to which skills areas are needed when applying EI to their lives. As a solution to this problem, Gottfried (2004) suggests 10 essential skill areas of applied emotional intelligence that should be focused on through self-awareness when striving to improve one's EI. Suggested areas to identify and possibly self-coach are the following:

- identify, understand and manage feelings.
- motivate and take consistent action towards attaining goals.
- be willing to change perspective
- identify, understand values, beliefs and expectations
- resolve internal and external conflicts
- identify possible areas of obsession over thoughts/things
- be able to assert oneself
- identify and control fears
- cope well with stress
- prioritize activities and use time effectively

3.5.3 Emotional intelligence and SLA

Lombardi, (2004: p. 1) declares that we are experiencing a revolution in teaching and learning strategies where ESL/EFL teachers are experimenting and infusing nontraditional instructional types of strategies such as emotional intelligence, environmental education, environments for learning, to just name a few, into their teaching methods. “Brain-based and second language acquisition research has taught us, thankfully, that the old school method – assign a chapter take a test and discuss the test – will not result in quality and depth of thought” By updating and rejuvenating our teaching methods to include EI within our pedagogy and curricula, we’ll also be addressing and promoting our EFL/ESL student’s self-awareness in and outside of the classroom.

Rouhani (2008) completed a study on emotional intelligence, foreign language anxiety and empathy. Short literary readings were used in a cognitive-affective reading-based course to see how emotional intelligence, foreign language anxiety and empathy were affected. The results obtained by this study indicated empathy developed through cognitive-affective courses in which literary readings are used as the basis of second language learning, “learners can also gain cultural understanding, which is the fifth skill besides speaking, listening, reading and writing (National Standards, 1996)”. Since it is often difficult for many language learners to visit or live in a target community, the results indicate that literature-based courses can help SLLs reach the desired level of intellectual empathy and intercultural understanding,” shifting their cultural frames of reference, setting aside their own world view assumptions and intentionally taking on a better perspective” (Rouhani, 2008: p.54). The researcher adds that EFL/ESL educators, material developers, curriculum designers, and intervention specialists should pay the utmost attention to EI skills, and how they relate to social and emotional functions of language, and incorporate them into their curriculum.

A contradicting viewpoint is shared by Putintseva (2006) who believes many language teachers are aware of Gardner's Multiple Intelligences (Gardner, 1985) theory and learner diversity when it comes to learning styles, but not all teachers find the MI theory attractive enough or easy to implement. One main reason may be that not only do SLLs differ from one another and have different learning styles but teachers also differ in their teaching styles. A

possible solution, along with Rouhani's (2008) suggestion to incorporate EI skills into the EFL/ESL curriculum, would be to encourage self-awareness in SLLs as to how they learn, what impedes their acquisition of a second language and how to self-address the situation through self-coaching.

3.6 Self-coaching methods

It is very clear from the literature discussed up to this point that to be effective learners of the 21st century, students must become self-aware and be encouraged to self-motivate and self-direct towards success. The question now lies as to how to create a self-motivated, aware, confident and self-directed SLL. With this question in mind, the concept of self-coaching is introduced as a means for language learners to try various methods to self-direct or self-coach towards success. The four methods covered in the literature review are self-talk, prayer, vision boards and journals. Depending on a SLLs' level of ability in L2, one or all 4 methods could be a means, through self-awareness to build confidence, promote motivation and integrate emotional intelligence whilst learning a second language.

Self-coaching, the ability to self-direct has gained much popularity in industry and sport psychology as well as in non-academic literature found in many bookstores. However, disappointingly I was unable to find research studies or literature regarding self-coaching as a method to introduce EI into the EFL/ESL environment or language acquisition. I therefore selected certain self-coaching elements from the book "*Be your own Life Coach*" authored by Fiona Harrold, acclaimed by *Daily Mail*, *ES magazine*, *The Daily Telegraph*, *Scotland on Sunday*, as being Britain's most successful life coach. This authors' methods and suggestions helped guide and structure the EFL Emotional Intelligence Journal that will be called the CMEI journal used by participants within this study (see Appendix C). Harrold (2001) believes that "Your mindset shapes everything else in life" (Harrold, 2001: p. 5). I will discuss this decision to use these methods within the methodology section, Chapter 4 of this thesis.

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Harrold (2001) writes about how many of us have life coaches as we grow up (i.e. parents, friends, mentors), but ultimately, the most effective life coach you can ever have is yourself (p. 7). Harrold believes that commitment to modify behavior is made up of 4 elements: motivation, confidence/self-belief, self-discipline and willingness to change and once an individual or student becomes aware and takes responsibility for the need to change, they can effectively learn to self-coach to success. The reason why self-coaching may be more productive than having someone else coach you is that, according to Harrold, self-worth, the degree you like yourself, can only be self-generated. The first steps to growing confident, according to Harrold (2001) is to like yourself, and choose your thoughts carefully. The next building block to self-coaching suggested by Harrold (2001) is the ability to rely on yourself, self-reliance being one of the most useful attributes to develop. Self-reliant people, according to Harrold (2001: p. 83) are people who have “learned to look inside themselves for answers and solutions”. Furthermore, self-reliant people are strong and unique because “they have looked within when others would have floundered by looking outside themselves for reassurance and guidance.” Harrold (2001) continues on to discuss other factors relating to beliefs such as “you are always right, so choose what you want to be right about” (p. 109) and how pessimism and negative beliefs about oneself can become a health factor and lead to an early death. Harrold cites research carried out at the Mayo Clinic in Minnesota, that showed that a group of 800 people who were followed for more than thirty years, “found that regardless of age or sex, the most pessimistic tended to die earlier than the optimistic people.” (p.113). Through self-coaching, individuals can change their pessimistic outlook to an optimistic one, therefore improving not only their quality of life, but extending their years of quality lifestyle as well.

Self-coaching can be a means to turn one’s life around or simply make behavioral changes to promote individual growth . Many of the suggestions made by Harrold (2001) seemed the most appropriate for young female learners and therefore were incorporated in the EFL self-coaching CMEI journal that the female Emirati participants used in this research study and will be discussed in more detail in Chapter 4 and 5.

Self-talk can be understood as being the internal dialogue, the inner conversations, or private speech that one has with oneself. It includes, for the purpose of this study, various terms such as the verbal mediations, inner voices, self statements, intra-communication, personal cognitions, and self-whisperings and self-hypnosis.

The literature review on the knowledge base of what students say to themselves is drawn from various disciplines. The most valuable of these contributions have come from psychotherapists such as Butler (1981); Ellis (1958, 1962, 1979); Markus and Nurius (1986); Meichenbaum, (1985) and Zastrow (1979, 1994). Their writings and research have provided in-depth explanations of how internal dialogues influence external behaviors and that the way to change the self is to change the self's internal dialogue. Helmstetter (1982) claims that as much as 77% of what people tell themselves may be working against them and that it is possible, through personal awareness, to harness the power of self-talk and make it work for you instead of against you and become your ultimate motivator. In addition, Helmstetter warns that there are no 'secrets to success' but one must understand oneself first, which in turn allows for a better understanding of the situation you are in and therefore better understand others that are around you. An additional claim that Helmstetter (1982) makes is that 75% of all illnesses are "self-induced" (p. 21) and that we can be our own worst enemies.

Purkey, (2000) a professor of counselor education in the School of Education at the University of North Carolina at Greensboro and cofounder of the International Alliance for Invitational Education, introduces self-talk/the voice of self, as being "the voice that addresses the ways students, teachers, and others speak to themselves about who they are and how they fit into their world." (p.1) Purkey (2000: p. vii) claims that "The inner voice of the self has long been recognized by psychotherapists for its vital role in understanding and altering the lives of clients. At the same time, the inner voice of students--what they say to themselves about themselves--has been largely overlooked by educators." Purkey (2000) believes that there are two critical gaps in our understanding of the educative process. The first gap is the lack of explanation of how student's self-talk is linked with success and failure within the educational

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system, and the second gap is what educators and educational institutions can do to promote positive and realistic self-talk within students. Purkey (2000) believes that focusing on a student's internal dialogue offers an alternative approach of teaching and learning and is distinctly different from older approaches discussed earlier on in this section 3.4.1 of this thesis, based on psychoanalysis (emphasizing unconscious motivations), and behaviorism, (stressing observable behavior). Furthermore, according to Purkey (2000: p. 2) "it is clear that self-talk is a vital part of the total thinking process in humans consciousness. It arises the moment we think about something, usually with the aid of language we articulate ourselves. The way we use language and the language we use gives structure to our perceptual world." Purkey (2000) continues on to say that the words we use within this self-talk, also called self-whispering, greatly enhance our ability to think and influence behavior. Self-talk plays an instrumental role when seeking to define ourselves. We often hold private conversations with ourselves when trying to understand the world, or solve problems. Manz and Neck (2004) explain that how one uses this mental strategy, self-talk can create a positive or a negative outcome and that being aware of how you are talking to yourself can help deter the demotivating behavior that reduces self-confidence. Purkey claims that students and teachers alike talk to themselves about themselves and these private conversations have a profound impact on what happens within and outside of the classrooms. To support Purkey's (2000) claims regarding negative self-talk, I have often heard my students use distorted and negative self-discussion such as "*My teacher doesn't like me so I won't pass this class.*" "*I'm not very good in English.*" "*I'm too shy to speak in front of the class.*" Such negative self-talk actually cripples a student's ability to achieve and becomes a self-fulfilling prophecy. Students who expect rejection and defeat often become their own worst enemies as well as sometimes the worst enemies of classmates, teachers, friends and even family members. As mentioned earlier, although not researched in this study, it is not just students who self-talk. Teachers would do well to monitor their personal self-talk and how it may affect their teaching practices and the relationship with their students.

I share Purkey's (2000) belief that this distorted and negative self-talk isolates students from fitting in and can have horrible consequences. My experience is that students' negative experiences can be triggered by parents as well as educators who may often have double standards for how they treat students, along with friends who bully a student who doesn't belong

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in the ‘cool group/cliue’. These negative experiences create an environment fueled by negative self-talk. I believe that students are more at risk of being ridiculed in an EFL classroom because, on occasion, they have to express themselves in a language that is not their own and can therefore be easily ridiculed or made fun of and as a result feel embarrassed or inadequate. It's the responsibility of educators to support their students by reducing or completely eliminating the source of destructive student self-talk. To help create this positive environment for self-talk, educators, parents, fellow classmates, counselors, and others should provide constant feedback of well deserved praise, compliments, and positive affirmations. According to Purkey (2000: p. viii), “The major task is to reduce or eliminate faulty, illogical, negative, and counterproductive student self-talk that results in self-doubt, and persistent self-hatred”. Introducing a self-coaching CMEI journal to students, may provide the necessary platform and means to encourage SLLs to investigate how self-talk may help to build confidence, motivation and emotional intelligence while using the language they are learning to investigate and express their emotions and thoughts.

The second method to be discussed is *prayer*, that may also be considered another form of self-talk. The U.A.E. is an Islamic state whose beliefs and practices are founded on the Islamic religion. According to Maslamani (2007), in the Islamic religion, all daily human transactions and activities, including the tradition of visiting the mosques, giving to charity, going on pilgrimages, are an intricate part of worship and prayer. Maslamani (2007) explains that Islam encourages practitioners to make the extra effort to seek knowledge. For the female Emirati student, religion plays an enormous role in how they live their lives and the decisions they make. According to Maslamani (2007: p. 33) “all kinds of learning, including language learning as a scholastic endeavor, are regarded by every Muslim as an act of worship.” As young children they are taught to recite the Qur’an and to adhere to the religious beliefs of Islam. Most of my students pray 5 times a day, often waking up before sunrise to start their first prayer. Through prayer, students find discipline and strength and growth. On a number of occasions in my EFL classes, before an oral presentation, I have had students ask me if they could leave for a few minutes to pray, hoping that it will give them the strength to do well. I therefore believe SLLs, through prayer, can possibly gain confidence, sustain motivation and find direction to reach their personal and academic goals and success. However, the research literature to

support the effects of self-coaching, and prayer in the EFL/ESL classroom in the Arabic context is non-existent.

The third method of support is through the use of *vision boards*, an artistic representation of one's thoughts, goals and aspirations. According to Assaraf (2008) a vision board created from powerful and meaningful images is a way to establish clarity in what you want in life. Vision boards have only recently gained popularity as a simple yet powerful visualization tool. It has various forms; it can consist of a poster with cut-out pictures, drawings or it can be an electronic version, i.e. screen saver with pictures or drawings manifesting the realization of future goals or desires. Vision boards recently gained much popularity through the acclaimed



Figure 1: Vision Board

self-help book entitled “*The Secret*” (Byrne, 2006) which has sold over 4 million copies and is being translated into over 30 different languages. Byrne (2006) writes in the forward of her book that many of the magnificent stories received have been from students using ‘the secret’ to become more successful at school. Byrne (2006: p. 9) claims that “if you can think about what you want in your mind, and make that your dominant thought, you will bring it into your life.” And one way she suggests in

keeping those thoughts in mind is through the use of a vision board. Byrne (2006) suggests that by selecting pictures and writings that charge your emotions with feelings of passion, you will begin to manifest those things into your life. Schwarz (2008) also sees vision boards as a powerful tool to visualize goals and remain motivated and focused in attaining pre-set goals. Much in the same light, creating a vision board, according to Capacchione, (2000) is a means to which one can design one's own life by following the same steps that any designer uses to turn an idea or concept into design and then a final product. Capacchione (2000) explains that by

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using the creative process in everyday life, vision boards can become the blueprint of our possible lives. Cordero (2009), on the other hand sees the vision board as an instrumental means to focus on areas such as the inner self, future self, individuality, self awareness, abilities and a way to build character. In other words, by creating a vision board, through the process of self-awareness, students can explore key areas of their life, focusing on areas that need improvement, conceptualizing a positive image of their future, and with these goals or aspirations in view and in mind, maintain the necessary drive and confidence to reach them.

Vision boards may be essential in creating a positive image of the future as well as giving the student a sense of control over what future awaits them. According to many current self-help practitioners on personal development (Dyer, 2009; McGraw, 1999; Williamson, 1992, 2005; Beck, 2001; His Holiness the Dalai Lama and Cutler, 1998; Harrold, 2001), along with older yet still popular sages (Allen,1902; Emerson, 1941, 1993) the answer to becoming successful in life is to start by having a positive image of one's self in the present as well as in the future. One way to do this is through vision boards to encourage students to not only be aware and see the importance of the here and now, but to use their '*now*'time to envision a possible self in the future. An individual's judgment on their level of confidence, self-efficacy and or self-esteem issues have the possibility of influencing one's '*possible-self or visions of the future*'. According to Borkowski and Thorpe (1994) if students believe that their level of success was mostly attributed to '*uncontrollable factors*', they would be likely to envision their futures with little hope. Students who learn, through a combination of ability and effort, that they do have control over their destiny, that they do actually have control over the level of success in their lives, will most certainly be better equipped to handle setbacks as temporary, yet at times essential, for their motivation in the future (Markus & Nurius, 1986). Having a clear vision of '*goals for the future*' that can be seen every day (i.e. vision board posted in their rooms) can help students make it through the tough times and sometimes with this clear vision of the future, failure can become the strongest incentive or force to succeed, as long as the student doesn't lose sight of their goals. One means of keeping these goals in view is through the creation of a vision board and then placing this vision board in an area where it will be viewed frequently.

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Using vision boards in the context of the EFL/ESL classroom for purposes of language acquisition and integration of emotional and social intelligence is now just surfacing on EFL/ESL sites on the internet. “Vision boards are not only for the followers of *The Secret*. They can be helpful learning aids for stirring motivation and inspiring dialogue in language classrooms” (Suite 101.com). Vision boards are beginning to be seen by teachers as a daily



Figure 2: Vision Board sites

<http://22frames.com/video.aspx?id=141067> that provide EFL/ESL students with a video that explains what a vision board is as well as a step by step directive on how to create one in the EFL/ESL class. EFL/ESL learners can download such a video and learn, at their own pace, how to create a vision board, hence improving their listening skills, while integrating EI into their language acquisition activity.

learning tool (Suite 101.com) that motivates students to talk and write about aspirations and goals. In addition they serve as a reminder and a means to reach goals for the future. No matter what skill level of English, every EFL/ESL student has the ability to create a vision board. There are a number of sites, such as the site pictured to the left,

The final method in behavior modification discussed here is the *journal*. Journal writing in L1 and L2 has often been referred to as process writing (Ferris & Hedgcock, 2004) whereupon the writer is not only seen as improving their writing skills, but the writer is given the opportunity to become a creator of original ideas. According to Ferris and Hedgcock (2004: p.5) “Written discourse encoded these ideas, serving as a vehicle for exploring oneself, conveying one's thoughts, and claiming one's individual voice, or authorial persona, as a writer. Process-oriented writing pedagogies focused particular attention on procedures for solving problems, discovering ideas, expressing them in writing, and revising emergent texts—typically, in isolation from any cultural, educational, or sociopolitical contexts in which writing might take place”. Bromley (1993) along with other researchers in this area (Elbow & Belanoff,



1991,1998; Murray, 1985, Zamel, 1983) saw journal writing, or process writing, as a creative endeavor in which the process, the journey of self-discovery, is as important as the writing process itself. The aforementioned researchers shared the believe that process writing should be personalized and nondirective. Ferris and Hedgcock, (2004: p. 5) enthusiastically advocated that

“expressionism writing instruction involved tasks designed to promote self-discovery, the emergence of personal voice, and empowerment of the individual's inner writer”, whereupon students could write freely and uncritically, hence a process that valued voice and fluency and promoted the acquisition of language.

In the EFL/ESL language acquisition context, journal writing or process writing shares the same non-directive theology as cited in the previous paragraph. It is a less formal arena for SLLs to express themselves without having to constantly worry about grammar, spelling or sentence structure, at least at the onset of the activity, and therefore delayed until students have first grappled with ideas and organization. Raimes (1991) also points out that some teachers focus more on encouraging their students to write to ‘self-discover’ even entirely omitting attention to grammar. Rouhani’s (2008) study cited earlier on in this thesis was the only study found on emotional intelligence, and language acquisition. Within this study, Rouhani found journal writing, along with other activities, were used to allow participants to empathize and express their emotions and make use of emotional knowledge to discuss and solve problems related to the characters in the EFL/ESL readings.

3.7 Section summary: Motivation, Confidence & EI: Instrumental in SLA

Motivation, confidence and emotions can play an instrumental role in learning a second language. It is important to note that learning a second or foreign language, according to Gardner (1985b) is unlike studying any other subjects since it involves taking on elements of another culture (i.e. pronunciations, social contexts etc.). Furthermore, external influences, factors such as family, social and cultural context can either inhibit or enhance a student's ability to succeed. How a student manages the effects of these external factors can influence the rate of progress in language acquisition. In support of this statement, Gardner and Clement (1990) stress that the complex social and personal variables that the student brings into class with them can influence second language acquisition. These variables include the socio-cultural milieu in which the student lives as well as their personal family background and histories. Language, according to Williams and Burden (1997) is an intricate part of one's social being, and is in fact, very much part of one's identity. Learning a second language not only involves acquiring skills to effectively use the target language, but also, for many, it involves an alteration in self-perception whereupon learners often adopt new social and cultural behaviors and beliefs; and understandably, through this complex process of learning, there is often a very significant impact on the learner's confidence and motivation. Crookall and Oxford (1988: p. 136) state that "learning a second language is ultimately learning to be another social person". Gardner (1985: p. 146) concurs and says that "languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills and behavior patterns which are characteristic of another community".

When trying to better understand how to support students in their acquisition of a second language in an educational context, we should consider it from the point of view of both the educational context, what transpires within the classroom, as we would for any other school subject, and from the socio-cultural and emotive context, what transpires inside and outside of the classroom and how the student is affected emotionally by these factors. Regretfully, in the

past, these emotional factors were not generally perceived to be very relevant in an EFL/ESL student's ability to remain confident and motivated to learn a second language.

3.8 Conclusion

As discussed earlier in the first two chapters of this thesis, standards-based reform over the past two decades has been at the forefront of the efforts to improve student achievement (Goertz, 2001). The emphasis has been on raising the bar on academic standards, whilst promoting accountability not only for faculty, but for students as well in the hopes of raising student performance. High stakes testing, along with a fast paced technology driven environment has undoubtedly caused a more intense stress related environment for both parties and therefore has motivational consequences for students and teachers (Alderman, 2004). However, according to Meece and McColskey (1997) the effect on student motivation has received little attention under these new and ever changing circumstances brought on by educational reforms.

Today educational researchers, such as myself are not only concerned about how students' confidence and motivation is affected by shifting paradigms in the educational reform system but how they can best weather the storm not only from inside the EFL/ESL classroom, but outside as well; for success to be assured, a student's harmony inside and outside of the class should be synchronous.

Battistich et al. (1999) fear that, due to the standards based reform in progress, too much emphasis is put on achievement and that much less attention is directed towards students' motivation to learn and their commitment to education. "Without commitment from the students there is likely to be a higher rate of dropouts in this climate" (Alderman 2004: p. 11). This narrow view of achievement is problematic because *other factors* that may well influence a student's motivation to succeed are given very little attention. Resnick (1999) warned that should the dominant view in education focus solely on aptitude as being the most important aspect in learning, we will ultimately undermine reform efforts. Tomlinson (1993) adds that raising standards has not increased student efforts or grades for that matter. Furthermore for

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standards-based reform to lead to an increased level of student achievement, the traditional theories of aptitude must be challenged and higher standards must be accompanied by higher levels of support for students (Battistich et al., 1999; Roderick & Camburn, 1999). If students don't get this support, attrition rates may continue to increase.

To keep students engaged and confident, according to Borkowski and Thorpe, (1994) and Markus and Nurius, (1986) a student's vision of the future 'the possible self' is the first and most important step in becoming a self-regulated learner. It sets the plan in motion and is an incentive for one's behavior. How clear this vision of their future is undoubtedly will influence their level of motivation to reach their goals. An absence of vision 'or possible-self' according to Borkowski and Thorpe (1994) is often seen in underachieving older students and seen as a factor in motivational problems. Furthermore, when a student's future is unclear, or if he/she has a fearful outlook of their future, their behavior is more than likely to be governed or taken over, or emotionally hijacked, by whatever is transpiring in their lives at that moment. According to Alderman, (2004) "if students have not developed a future vision or are not committed to academically supportive short and long-term personal goals, they are likely to show little self-regulation of their study behaviors (p. 138)". The failure to build positive possible-selves, through a process of self-awareness, may create a condition in which there is little long-term motivation for pursuing or engaging in current and complex problem-solving activities or goals (Borkowski & Thorpe, 1994).

For students to become effective learners and find their place in the 21st century workplace, they should be encouraged to become self-aware about their needs and the needs of others. By introducing second language learners, or any student in any program for that matter, to various behavioral modification strategies such as self-talk, prayer, vision boards and journal writing, we are assisting them in learning how to find an effective means to self-motivate and self-direct towards a successful future.

CHAPTER 4 - Research Design and Methodology

4.1 Introduction

The literature review in Chapter 3 described the salient socio-cultural and educational factors faced by Emirati female students at the present time in the United Arab Emirates. In addition, literature addressing the pressing need to keep female Emirati L2 students engaged whilst preparing them for the 21st century workplace and society was provided. To better understand possible reasons for students' lack of motivation and attrition rates, three main constructs, confidence, motivation and, in particular, emotional intelligence were investigated in this exploratory investigation to seek out possible future strategies that may be used within the EFL classroom that may benefit the aforementioned students in remaining engaged in their EFL studies and future set goals. Particular attention was paid to how all three constructs, confidence, motivation and emotional intelligence may help better prepare young female Emirati students for their educational journey and the workplace and future endeavors that may await them. The literature review provided possible strategies to be further explored in enabling female Emirati students to self-coach and therefore self-direct towards successfully reaching their educational and personal goals.

The present chapter, chapter 4, provides the research framework and the rationale underpinning the design of this study, in other words, the methodology that shaped the methods used and how each method was used within this study (Silverman, 2000). Hence, a detailed description of the research methodology used in consideration of the research questions addressed within this study will be offered. In addition, a detailed report on research participants, ethical obligations and data collection methods, instruments and procedures used in addressing the research questions within this study is provided and supported by a description and discussion regarding the different stages and methodology undertaken throughout this exploratory investigation. In conclusion, an outline of the mode of analysis of data follows.

4.2 Research framework

Every scientific paradigm brings with it the researcher's presumptions about the appropriate research methods to use in conducting inquiry into better understanding a certain phenomenon. Within this section on theoretical framework, is an explanation of the researcher's stance that led or guided the design of the present study and subsequently, how the researcher approached and analyzed the data. My first objective, as researcher, is to present my perspective or assumptions on ontology, my beliefs about the reality of existence, in this case, social reality, and epistemology, what I believe knowledge to be and the choice of paradigms that I choose to drive this study and ultimately led me to choose my methodology.

The research framework, or my position regarding this small scale exploratory study is in accordance with Seliger and Shohamy's (1989: p22) statement that due to the "complexity of second language acquisition it is not possible to investigate it from one single perspective." Therefore my research is informed by my social constructionist view as well as my constructivist perspective. The first view is social constructionist because, in light of the context of this study, I see the human experience as being culturally and historically formed through social practices that are constantly changing (Troudi, 2010); this is especially true in regards to the context of this study wherein the female Emirati participants are very much tied or grounded within their cultural beliefs and live in a society that, although changing at an extraordinarily rapid pace, still remains true to traditional cultural traditions and religious beliefs. In addition, I also share the social constructionist's philosophy, whereupon learning and 'meaning-making' are social endeavors where culture plays significant role in shaping L2 learning experiences.

To exemplify a little further, in the realm of this study I am interested in the role that confidence, motivation and in particular, emotional intelligence play in the acquisition of a second language, or to be more precise, do these three constructs, confidence, motivation and EI play a role in learning a second language in a particularly social setting, in this case, that of the United Arab Emirates, and if they do, how do these same constructs have an affect or influence the SLLs' ability to succeed academically and individually.

Therefore, in regards to the last statement, I also share the constructivist perspective, since I view the nature of social reality as being strongly formed from an individual's perspective as well as through the social environment. I believe the participants in this study 'make-meaning' through individual unique experiences. I share the constructivist perspective as viewing people as 'constructive agents' and understand the meaning of knowledge as being built rather than experienced passively (Troudi, 2010).

The research design is the strategy used to integrate, in a cohesive, coherent and structured way, different components of the study in order to address the research questions (Trochim & Land, 1982). My research design was influenced by my selection of area of interest, responding to a desire to better understand and prepare students within the EFL classroom to become self-aware, self-directed learners, able to manage their emotions in such a way as to not jeopardize the realization of their pre-set educational and personal goals. To be able to conduct this interpretive inquiry, my research design therefore had to take into consideration the role for both qualitative and quantitative data analyses for a comprehensive and coherent investigation. The interpretive paradigm was therefore best suited to drive this research project.

For this longitudinal interpretive study, the chosen methodology is exploratory, using a mixed-method approach for data collection and analysis (Creswell, 2003). By selecting multiple qualitative and quantitative techniques to inform the research questions, the researcher created complementary data-gathering activities that could possibly compensate for weaknesses of individual tactics (Cohen & Manion, 1994). The data collected would then be descriptively rich and therefore quite informative and quantitatively significant thereby providing a more comprehensive understanding of the analyzed phenomena on how confidence, motivation and emotional intelligence can have an effect on female Emirati EFL learners inside and outside of the classroom environment. This approach is appropriate for my study because it allows me to observe and interact with my participants in their natural classroom environment, gaining more in depth through their CMEI journals, semi-structured interviews and open-ended survey questions. It is important to note that the data and the findings are not used for generalizations, but to show tendencies and may help future

research in this area to better understand how students may possibly better manage their behaviors and ability to self-direct/self-coach to success. However, having said that, similarities between my study and other social-educational contexts can be drawn and therefore contribute to a better understanding of the research in the field of student behavior regarding the aforementioned constructs. It should be noted that although this research project heavily relies on the interpretive paradigm, it is also informed by principles of action research since my goal is to critique, challenge and possibly change my methods of teaching (Cohen & Manion, 1994) with the ultimate goal in mind in seeking an outcome of creating a self-directed EFL learner through their motivation, confidence and emotional awareness. Furthermore, meeting the needs of the combined practitioner's/researcher's methods based on action research principles, I have created the environment for this research project to develop initiatives and interventions to help solve the problems under investigation as well as facilitated the means to collect, evaluate and reflect on the data collection process and ultimately offer possible considerations for future research or possible interventions. In summary, the research strategies were therefore exploratory and descriptive using mixed methods and ultimately action applied.

To further justify the use of mixed-methods in relation to this study, using qualitative and quantitative measures concurrently provided a framework for the collection and analysis of data reflected in my research questions posed in the next subsection. The integration of both methods , qualitative and quantitative are complementary to each other (Greene & Caracelli, 1997; Johnson & Christensen, 2004), the first providing in-depth analysis to the intervention and the second providing additional statistical background information retrieved from the survey instruments. Combining both methods will inform and give perspective to the phenomena being studied. However, the qualitative research methods were given preference over the quantitative approach.

The choice of my research design reflects my decisions about the priorities given to the dimensions of the research process. In my mixed-methods approach, the qualitative design is dominant as a means of in-depth inquiry. Qualitative data was collected from participants in regards to confidence, motivation and EI. This interpretive data was analyzed to inform the research

questions and possibly offer new insights and strategies regarding retention issues and self-coaching strategies. This scientific inductive mode of research had elements of phenomenology, ethnographic and grounded theory approaches (Johnson & Christensen, 2004). The phenomenology perspective offered the means to understand the inner-world of the participants to better understand their perspectives and experiences. The ethnographic approach offered a more in-depth understanding as it provided the understanding of the culture, the shared attitudes, values, practices, norms, patterns of interaction and views on language and culture in the U.A.E.. Finally, elements of grounded theory were present in that this inductive approach offered possible theories and explanations that may contribute to a better understanding of retention issues in the tertiary educational system within the Gulf region, in particular, in the U.A.E. and possibly lay ground or give direction to further research in the areas under investigation in this research project.

Due to the diverse range of my research questions, I found it appropriate to design my research by using a method of ‘triangulation’ to gather my data (Silverman, 2000). Using different sources such as interviews, surveys, progress reports, journal entries, classroom observations and diverse documents to corroborate my findings and therefore offered me the opportunity to “triangulate the ‘true’ state of affairs by examining where the different data intersect” (Silverman, 2000: p. 98) and therefore improve the reliability of this study.

From the variety of types of published research materials (dissertations, articles in academic journals, edited volumes, papers presented in the conferences, etc.) I initially chose for my literature review to study only edited volumes related to the U.A.E. context and recent peer edited journal articles since articles in academic journals are current, significant and reliable part of educational researcher (Tooley, 1998). However, it became obvious during the literature review that research materials related to this study were scarce in regards to the U.A.E. educational setting and workplace due to the short history of this country and I was therefore obliged to reference local newspaper articles and seek interviews to fill the gap and obtain the necessary information to fully document this research project in seeking data for the following research questions.

4.3 Research questions

Three main research questions, with a total of 7 sub-questions were designed to direct this exploratory heuristic study.

1. Is there evidence that female Emirati EFL students suffer from a lack of confidence, motivation and emotional intelligence in a tertiary EFL academic setting?
 - a. What factors, if any, appear to affect female Emirati EFL students in the areas of confidence, motivation and emotional intelligence?
 - b. Is there evidence that female Emirati EFL students who suffer from a lack of confidence and/or motivation also appear to struggle with emotional intelligence issues?
 - c. Is there evidence that female Emirati tertiary EFL students, who have a desire to abandon their studies lack confidence, and/or motivation and/or emotional intelligence?
 - d. Is there evidence that female Emirati tertiary EFL students have a desire to self-direct or self-improve?
2. What, if any, self-coaching methods would female Emirati EFL learners select for self-directed improvement?
 - a. Which self-coaching methods were reported as being the most popular in helping students reach their developmental goals?
 - b. What developmental changes did female Emirati EFL learners deem necessary to modify to become a more successful student and person?
 - c. Which educational environment(s) appear to support the development of self-coaching strategies?
3. Is there evidence to suggest that female Emirati tertiary EFL students who are given the opportunity to mobilize and monitor their emotional intelligence and their ability to self-direct through the use of personalized individual strategies while learning English can self-coach towards an increased level of personal/and or academic success?

4.4 *Research participants*

This exploratory research initiative was conducted in the institution of which I am an EFL teacher and therefore offered a convenience sample of 350 participants (Cohen & Manion, 1994). The participants are female Emirati tertiary EFL learners, ranging from the ages of 17 to approximately 24, studying EFL in the readiness ABP program at Zayed University in Dubai in the United Arab Emirates. The typical entering undergraduate student is a single Emirati female from a primarily Arabic language instruction public school background, who is also a first generation university student. According to Zayed University, “Zayed University’s entering students typically wish to be well educated and earn a university degree. The students have mixed intentions to seek employment. Entering students’ mothers typically are not employed. Their fathers are primarily employed in the government or are retired. Both have limited experience with higher education” (Zayed University’s Strategic Plan, 2006-2008, p. 5). The focus group participants who participated in this study were purposely selected from the higher levels of the ABP (from levels 6, 7 and 8) ensuring that the participant’s level of English should suffice to participate in the interviews that were conducted in English. However, the pilot group for the 1st CMEII survey administered in March of 2009, was a Level 5 group who were at the end of their term in level 5, and therefore would have approximately the same English level ability as the Level 6 students who would be taking the CMEII survey the following month.

4.5 *CMEII survey and workshop delivery procedures*

This exploratory investigation was conducted over a period of 12 months, commencing in April 2009 and terminating in April 2010 (see Figure 3). The first part of the study focused on creating and administering the CMEII survey discussed in detail within this chapter. To further inform the research questions within this study, the second segment of this research study focused on creating a CMEII workshop that would be best suited to introduced self-coaching methods in line with the three main constructs of this study, confidence, motivation and EI. During these workshops, participants were encouraged to experiment with the self-coaching methods introduced or to create their own self-coaching methods to self-direct towards reaching their academic and personal goals. The CMEII workshops spanned over a 12 month period, commencing in April of 2009 and terminating in April 2010 (see Figure 3).

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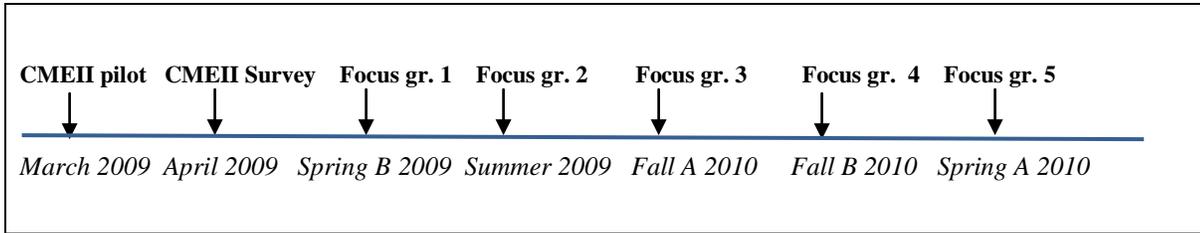


Figure 3: Exploratory CMEI research timeline

The CMEII survey, written in English and Arabic, was first piloted in March of 2009 by 25 level 6 ABP students. Consequently, edits and adjustments were made to the instrument. One month later, the edited version was offered to 350 Level 6/7/8 ABP students. Out of the 350 participants, 199 participants completed the entire survey.

The first group of participants entitled Focus Group 1 (Spring B 2009) was formed after the administration of the CMEII to the 350 participants in Levels 6, 7 and 8 in the ABP. Within the CMEII survey the opportunity to join a focus group was offered (see Table 1 for full details on focus groups). Participants, who participated in the CMEII survey and were interested in finding ways to self-direct towards being more successful in their personal and academic lives, were invited to join a focus group. A total of 32 participants in the CMEII survey had indicated an interest in joining the focus group. Emails were later sent out to the 32 participants inviting them to participate in the first focus group meeting that was to take place on Wednesday April 21st, 2009. Only 2 students attended the first focus group session. Due to the low response rate, 3 additional emails were sent out inviting the participants who had previously shown interest in attending such a group. Flyers (see Appendix I) as well as weekly reminders (see Appendix J) promoting the workshops were posted as well as included in the emails.

Out of the 34 participants who had shown interest in joining a focus group in Spring B 2009, the final term of the academic year, only three (3) participants actually attended. Consecutively, 2 emails per week were sent out to the same 32 participants who had initially shown interest, once again inviting students to attend the focus group. One more member joined and within the 7 week period, 3 other members showed up once but did not return thereafter.

It is to be noted here that the 3 students who volunteered to participate in the first focus group were students that the researcher had previously taught within the ABP. The Focus group meetings (Spring A, 2009) were held once a week during the lunch break for a period of 45 minutes.

After having experienced such a low turnout, the researcher decided to try investigating other means of forming focus groups. In the summer of 2009 during the months of June and July a summer school session was being offered at Zayed University within the ABP. The researcher remained on campus that summer hoping to form a second focus group.

A second call went out to 57 summer school participants to create a 2nd focus group in the summer of 2009. Most of the participants within this summer program were repeating a failed level within the ABP, although a small minority, an estimated 10% of the students were taking advantage of the summer school to progress more rapidly in the completion of the Readiness Program at Zayed University. Students attending the summer school were mostly students who had not passed either Level 6, 7 or 8 during the academic year, although there were an estimated 10% of students who wanted to reduce the time within the ABP and were taking a new level of English.

A total of 34 participants from 4 remedial classes (Level 6, Level 7 and two Level 8 classes) showed interest. Contrary to the 1st focus group setting, the researcher's role was to present the workshops using the OneNote CMEI journal and retrieve data through field notes and audio recordings of the sessions. Students were encouraged to retrieve the OneNote chapters from a Blackboard class that had been created online specifically this 2nd focus group. Participants were able to attend the two 45 minute workshops per week, for a period of 5 weeks within the scheduled time of their EFL summer classes.

The third focus group was scheduled for the first term of the 2009-10 academic school year that started in September of 2009 (Fall A 2009). Two level 7 groups of 36 students were invited to participate. Contrary to the two previous groups, the researcher of this study was also the participants' EFL instructor. The OneNote CMEI journal became part of the curriculum and the program ran for a total of 8 weeks, although, due to Ramadan, class time was significantly reduced. In addition, students took leave for a full week for Eid, a religious holiday, reducing the contact time with participants to 7 weeks.

Due to the fact that the time frame of the study for the third focus group was during the Holy month of Ramadan, causing a reduction in teaching hours and a reduction in the possible time participants could work on their CMEI journals, the researcher deemed it necessary to form a fourth focus group in Fall B 2009, basically following the same format as was administered in the third

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focus group. Each week, participants were presented with a new CMEI chapter in OneNote that they could retrieve on Blackboard. A CMEI pie-chart was administered in week at the beginning of the treatment (week 1) and at the end of the treatment (week 8). Intermittent progress reports were also administered for data collection. Field notes were taken throughout the sessions. These methods of data collection will also be explained in more detail within this chapter.

One last focus group was created in Spring A 2010. The 5th focus group was comprised of two level 8 groups of 33 participants. Once again, the researcher was also the EFL instructor and the same format as was previously administered to focus groups 3 and 4 were also provided for the 5th and last focus group. Table 1 offers details regarding the 5 groups.

Table 1: CMEI Workshops

Focus group	No. of participants	Term (5 – 9 weeks)	Researcher as Participant’s EFL instructor	intervention	Data collection
1	3	Spring B 2009	Yes	1 meeting per week during lunch hour (45 min.) + personal encounters when necessary + CMEI journal	CMEII survey Recorded sessions Recorded semi-structured interviews CMEI Pie-chart Progress reports Field notes
2	34 (4 groups)	Summer school workshop 2009	No (although I had taught some of the participants in previous terms.)	1-2 meetings per week + CMEI journal	CMEII survey Recorded sessions Recorded semi-structured interviews CMEI Pie-chart Progress reports
3	36 (2 groups)	Fall A 2009	Yes	CMEI journal, in class discussion – Ramadan schedule of reduced hours.	CMEII survey CMEI Pie-charts CMEI Journal Progress reports Field notes
4	36 (2 groups)	Fall B 2009	Yes	CMEI journal, in class discussion	CMEII survey CMEI Pie-charts Progress reports
5	33(2 groups)	Spring A 2010	Yes	CMEI journal, in class discussion	CMEII survey Recorded semi-structured interviews CMEI Pie-chart CMEI Journal Progress reports

4.6 Research ethics

Consent to conduct this research initiative was obtained from Zayed University in April of 2009. Ethical issues were considered when designing and conducting this research project. Due to cultural issues and the strong influence of the Islamic culture regarding the inappropriateness of video and voice recording of female Emirati women, recording devices were only used upon participants' express approval. Within my research design, the following considerations to meet the suggested Human Subjects Research Committee (HSRC) guidelines: (Wiersma & Jurs, 1999: p 419)

1. Projects should be carefully designed to minimize risk to the subjects and to anticipate risk
2. Participation of human beings as subjects in research must be voluntary
3. Confidentiality of identifiable information is presumed and must be maintained unless the investigator obtains express permission of the subject to do otherwise.

In addition, survey participants were informed of the objectives of the study within the letter of permission, written in both English and Arabic. In the same document students were guaranteed confidentiality and anonymity (see Appendix A). Students' confidentiality was respected at all times. Any volunteers who participated in this study received and signed an informed consent form (Gall et al.: 2003) granting the researcher permission or refusal of permission, to use data generated from surveys, interviews or journals. Students were given case numbers to guarantee anonymity during data collection.

4.7 Data collection instruments, methods and procedures

According to Seliger and Shohamy (1989: p. 23) "The study of phenomena associated with second-language learning must necessarily be multifaceted and multidisciplinary, taking account of knowledge and research methodologies from areas such as linguistics, anthropology, psychology, sociology, education, and others...." Within this exploratory study a number of procedures were adopted to accumulate valid and robust data pertaining to the effect of confidence, motivation and EI

on EFL learners in the Gulf context. Once again, it is important to note this study is not positivist by nature and therefore the aim is not to test a hypothesis, but rather as an interpretive/constructivist research study in which it endeavors to understand the “multiple social constructs of meaning and knowledge “ (Mertens, 1998: p. 11) through the eyes of the participants and the researcher, therefore using the means of data collection tools such as questionnaire surveys, field notes, recorded interviews, journal entries, emails, documents such as newspaper articles to investigate the main constructs of this study.

The instruments to be discussed within this chapter are the CMEII (Confidence, Motivation and Emotional Intelligence Instrument), progress reports, semi-structured interviews, and a pie-chart survey that were employed within this exploratory study to gather data to inform the research questions within this study.

4.7.1 CMEII (Confidence, Motivation and Emotional Intelligence Instrument)

The Confidence, Motivation, Emotional Intelligence Instrument or the CMEII survey was created to seek female Emirati EFL respondents’ cognitive and affective views on the three constructs, confidence, motivation and EI. The first section of the survey was of a demographic nature followed by a section on EI, motivation and confidence related issues concerning the EFL context as well as external related issues such as family, friends and other social-cultural factors. The final version of the CMEII survey (see Appendix B) discussed in detail within this study hosted 53 questions in combination with sub questions (197) for a total of 250 questions.

It was deemed necessary by the researcher to construct such an instrument taking into consideration that the literature review did not reveal an existing survey covering the above constructs directed towards an EFL tertiary population. Therefore, the CMEII research instrument was created taking into consideration the related literature in the area of confidence, motivation and EI presented in chapter 3 as well as other existing survey instruments that dealt individually with each construct (confidence, motivation and EI).

The survey instruments found in the literature review relating to confidence and emotion were mostly for primary and secondary education level, and not necessarily designed for SLLs at a college or tertiary level. Therefore Gardner's (1985a) Attitude/Motivation Test Battery was the most appropriate and was the main instrument consulted since it was directed towards secondary school students studying English as a foreign language and assisted in guiding the researcher in the type of questions to be asked. Furthermore, Miserandion's study (1996) on self-determination theory and motivational model of engagement using the RAISE (Rochester Assessment of Intellectual and Social Engagement questionnaire) was consulted for perceived emotional engagement items. An additional study on the Self-Determination Theory, measuring individual differences in the Self-Regulation of Withholding Negative Emotions (SRWNE) was also consulted (Youngmee, et al., 2002). Since the survey instruments retrieved related to either only one or two of the constructs, usually targeting primary or secondary level or geared towards health issues, sports or workplace environments, combined with the fact that the survey instruments found were mostly created during the mid-1980's to the late 1990's and not directed towards a tertiary EFL setting, nor the Gulf context, it was deemed necessary by the researcher to construct and validate a research instrument targeting all three constructs, confidence, motivation and emotional intelligence, that met the needs of the context of an EFL tertiary setting, and in particular to this study, participants in the Gulf region.

The CMEII research semi-structured questionnaire instrument was composed with a combination of categorical, ordinal questions, interval and open-ended questions. The pilot CMEII instrument that was created in March of 2009 and administered online to 25 participants through the service entitled 'SelectSurvey.net', an online survey software application hosted by Zayed University. This pilot survey was comprised of 57 questions that included 222 sub questions for a total of 279 question items. Participants who participated in the pilot section of this study took up to 45 minutes to complete the pilot CMEII survey. This pilot CMEII was then edited and reduced to a shorter version of 53 questions that included 197 sub questions for a total of 250 items. In April of 2009, the edited and final CMEII survey was offered to 350 female Emirati ABP students in levels 6, 7 and 8. Of the 350 participants who received the survey, 199 participants completed all of the questions on the final CMEII survey.

4.7.2 CMEII Quantitative Data entry and analyses

The quantitative data were entered from the CMEII survey into SPSS for Window's version 17.0. Within this system, it was possible to perform the different analysis necessary for the quantitative section in this exploratory research investigation on confidence, motivation and emotional intelligence in an EFL tertiary setting.

4.7.2.1 Descriptive statistics

Descriptive statistics (frequency, mean and standard deviations) were performed on the demographic variables in order to characterize the group. Descriptive statistics were also performed on some of the items deemed to measure motivation, emotional intelligence or confidence, to provide detailed information on items that informed the research questions. As well, exploratory descriptive statistics were performed on the valid and reliable motivation, emotional intelligence and confidence scales that resulted from the factor analysis (see details below). These descriptive statistics were used to inform the research questions.

4.7.2.2 CMEII scale content validity

Three original scales were developed to measure motivation, emotional intelligence and confidence. The items selected for inclusion in each of the three original scales were determined a priori according to theory and measures previously established by former research in the area as documented in the literature in Chapter 3.

4.7.2.3 CMEII scale construct validity

The psychometric properties of the motivation, emotional intelligence and confidence scale items were established by performing factorial analytical techniques (principal component analysis {PCA}) (Tabachnick & Fidell, 1996) on each theoretically predetermined set of items. Principle component analysis was used to reduce theoretically predetermined scales that were made up of a

large number of variables into more coherent and manageable factors. Three separate PCAs were performed, one for each of the *a priori* theoretically grouped items. Items were grouped into three categories:

- 1) Motivation
- 2) Emotional Intelligence
- 3) Confidence

In all three cases original scales factored into several subscales.

Statistical Package for Social Science version 17.0 (SPSS) was used for all statistical analyses. First, the Kiaser-Meyer-Olkin (KMO) test of sampling adequacy and Bartlett's test of sphericity were performed on the data to confirm the appropriateness of conducting principal component analysis (PCA) with this sample (Tabachnick & Fidell, 1996). Once the sampling adequacy was confirmed, PCA with Kaiser normalization and varimax rotation (orthogonal rotation) were performed on the variables with the original extraction factors (Tabachnik & Fidell, 1996) (components were conserved if eigenvalues were great than or equal to 1.0). The level of variance accounted for by each component was recorded. An item was considered to belong to a given component if its loading was 0.40 or higher (Tabachnick & Fidell, 1996). After examining scree plots and item loadings, the appropriate number of components were conserved and interpreted. Cases with missing data were excluded from the analysis.

In order to verify the reliability of the components (scales), alphas were calculated for each scale. The higher the Cronbach alpha value, the more the instrument is judged to have a high internal consistency. Higher than 0.9 is a sign of redundancy among the items. Bivariate correlation testing of the new scales using Pearson's correlation coefficient was performed to examine their uniqueness from each other.

4.7.3 CMEI pie chart surveys

A very basic pie chart survey was conceived and created by the researcher and administered in a hard copy format to the 5 focus groups of participants in this study to quickly measure participants' opinion on how much each of the three constructs, confidence, motivation and EI may

affect or play an important role in their lives. The first set of participants piloted the pie chart in Spring B, 2009. The pie chart was then integrated into the data collection methods for the following 4 CMEI workshops and was administered at the beginning and at the end of each session.

Participants had a good understanding of the constructs confidence and motivation, however they needed a short explanation in regards to EI prior to administration of the pie chart survey instrument since a large number of students were not familiar with the term ‘Emotional Intelligence’. This pie chart offered the opportunity to quickly measure the 4 focus groups regarding changed perceptions in importance of each construct over the 5 to 9 week term. 154 participants completed the first administration of the 1st pie chart, but only 119 of the same participants completed the 2nd pie chart. On both occasions, percentage results were then entered manually into the online ‘Selectsurvey.com’

It is to be noted here that within these 4 CMEI workshops, (see Table 1) that were administered the final CMEI pie chart instrument, only one group did not have the researcher as their EFL instructor during the period they participated in the CMEI workshop (Summer school workshop 2009). However, I did deliver the CMEI workshop to this group during this summer session. During the subsequent 3 CMEI workshops (Fall A 2009, Fall B 2009 and Spring A 2010) I had the role of EFL instructor as well as CMEI workshop presenter within the EFL classes I was teaching. All of the 4 CMEI workshop participants had access to the CMEI journal focusing on the constructs of Confidence, Motivation and Emotional Intelligence while attending the workshops. This journal will be discussed in more detail in chapter 5.

The following instructions for the CMEI Pie Chart 1 were given to the participants at the beginning of the term (week 1):

The following factors may play an important role in your life: **CONFIDENCE, MOTIVATION and EMOTIONAL INTELLIGENCE** Divide up the pie chart below into 1, 2 or 3 sections depending on how much of an important role you think each factor (**Confidence, Motivation and Emotional Intelligence**) affect how successful you are in life. Please make sure you write **C** (for Confidence) **M** (for Motivation) and **E** (for Emotional Intelligence) in each section of your pie chart. Thank you

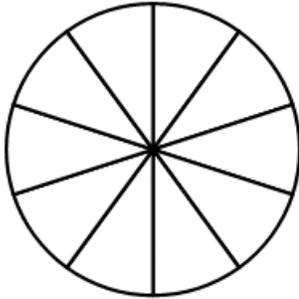


Figure 4: Pie chart

Note: As stated earlier, a second pie chart (CMEII Pie-Chart 2) was used as a post-evaluation to see if participants opinion on the role that Confidence, Motivation and Emotional Intelligence had changed over the 5 to 9 week term. The directives for the 2nd pie chart were as follows:

The other day you completed a pie chart just like this one. Please complete a second and last survey to see if the following factors play an important role in your life: **CONFIDENCE, MOTIVATION and EMOTIONAL INTELLIGENCE** Divide up the pie chart below into 1, 2 or 3 sections depending on how much of an important role you think each factor (**Confidence, Motivation and Emotional Intelligence**) affect **how successful you are in life**. Please make sure you write **C** (for Confidence) **M** (for Motivation) and **E** (for Emotional Intelligence) in each section of your pie chart. **Thank you!**

For data analysis, the pie charts were divided into 10 sections. Depending on the number of units were selected by the participants (see Figure 4) for each construct, percentages were then entered into the online survey administrative tool ‘*SelectServey.com*’. For example, if a participant had selected 3 sections for Motivation, 5 sections for Confidence and 2 sections for EI, the following percentages would be manually entered into the online survey management system:

- 30% (Motivation)
- 50% (Confidence)
- 20% (Emotional Intelligence)

4.7.4 CMEI journals

The CMEI journal was piloted in the first focus group of 3 participants during the 1st workshop session held in Spring B 2009. Students who participated in all 5 focus groups were given the opportunity to work on a CMEI journal that was delivered weekly to participants through Blackboard, a web-based management system.

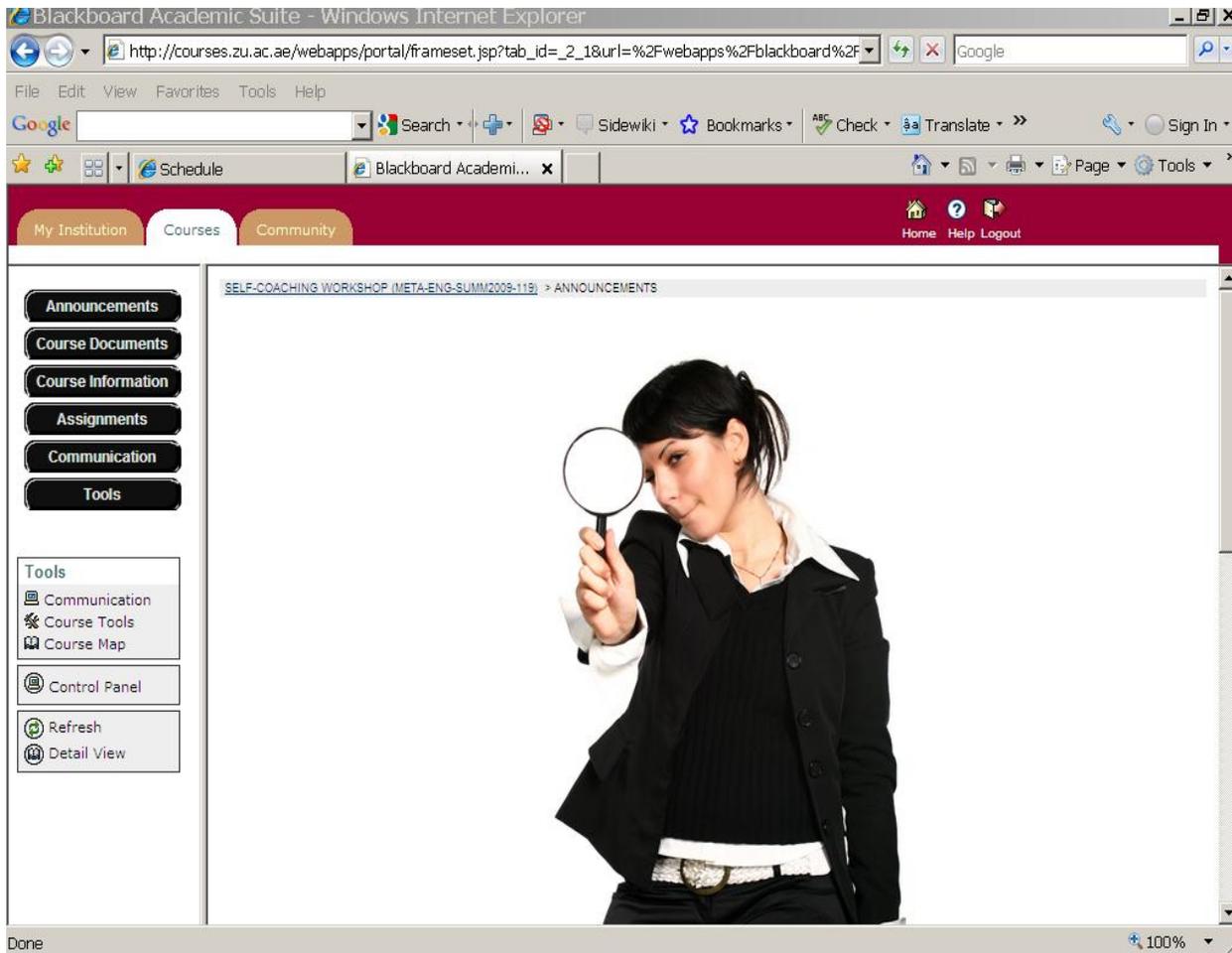


Figure 5: CMEI Workshop on Blackboard

Depending on the length of the term, students received between 7 and 9 chapters hosted on Blackboard , each chapter varying from 1 to 3 pages offering the students a model of a journal entry whereupon the participants were encouraged to alter the existing text within each document to meet their personal needs in regards to the themes of confidence, motivation and EI issues. (See Appendix

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C to view the complete journal distributed to participants in this study and Appendix D for the edited version completed by participants.)

The chapters were hosted in *Microsoft Office OneNote*. All of the participants in the study had access to OneNote on their lap top computers since it was one of the programs included in the Microsoft Office Suite 2007.

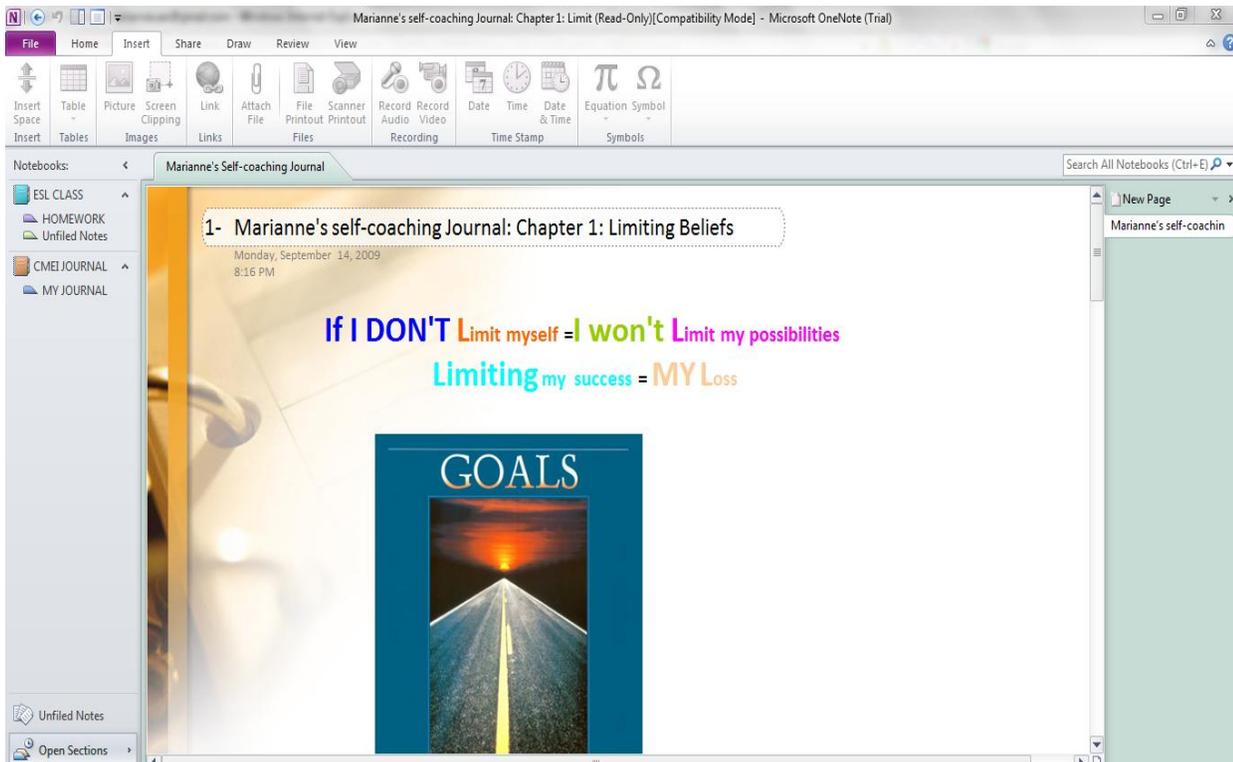


Figure 6:OneNote

OneNote is a user-friendly software package for free-form information gathering and offered participants multi-user collaboration. OneNote's interface is an electronic version of a tabbed ring binder which made it possible for participants to add a CMEI chapter to the journal each week. OneNote could then be used directly for taking textual or audio notes during the CMEII workshops as well as edit the CMEII journal entries that were delivered to them on a weekly basis. OneNote enabled participants the opportunity to listen to the CMEI audio recorded messages hosted within each journal entry created specifically for each CMEI workshop taking into consideration the attending participants' needs or EFL language abilities.

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Participants were able to easily adapt the CMEI journal (see Appendix D) entries received to a more personalized version by using OneNote to draw or capturing text and images from the internet, listen to or record audio as well as to gather material obtained from other applications such as Word or Excel etc.

Within each workshop, participants were encouraged to start a personal CMEI journal. Every week participants would receive a chapter covering various themes related to confidence, motivation and EI (see Table 2). Chapters were distributed using the OneNote software package from Microsoft Office (see Appendices within Table 2). Students were then encouraged to edit the journal in such a way as to make it their own (see Appendix D. A sample of the session outline is available in Appendix K.

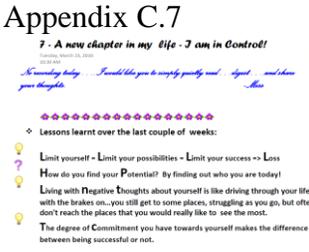
Table 2: CMEI Workshop's journal

CMEI Journal	Main topics covered in workshop		
Chapter 1: Limiting Beliefs	<ul style="list-style-type: none"> ✚ Limiting beliefs ✚ Goals ✚ Self-coaching ✚ Using OneNote 		Appendix C.1 1. Limiting Beliefs 
Chapter 2: Success is Possible	<ul style="list-style-type: none"> ✚ Believing in yourself ✚ Devotion to yourself ✚ Motivation ✚ Confidence ✚ Emotional intelligence ✚ Willingness to change 	Methods to self-coach <ul style="list-style-type: none"> ▪ Prayer ▪ Vision Board ▪ Self Talk ▪ Self hypnosis ▪ Other: _____ 	Appendix C.2 2. Success is possible! 

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CMEI Journal	Main topics covered in workshop cont'd	
Chapter 3: Getting to Know You and Your Potential	<ul style="list-style-type: none"> ✚ Finding out who you are. ✚ Seeing yourself in a positive or negative light? ✚ Negative thoughts ✚ Reaching your full potential ✚ Replace negative by positive characteristics ✚ Revisit your beliefs about yourself: either change them or eliminate them 	Appendix C.3 
Chapter 4: Confidence and self-image	<ul style="list-style-type: none"> ✚ Confidence ✚ Self-image ✚ Conditioning ✚ Motivation to change ✚ Confidence+motivation+willingness to change=>change ✚ Believe in yourself to build self-confidence ✚ *Presented motivational videos 	Appendix C.4 
Chapter 5: Where am I in My Journey of Self-Discovery?	<ul style="list-style-type: none"> ✚ Emotional Intelligence ✚ Getting to know yourself better. ✚ The methods to use to get to know yourself better. ✚ The goals you've taken on for self-improvement. ✚ Emotions ✚ Head + Heart ✚ Goals + methods + self-awareness ✚ Self-help plan ✚ Your journal 	Appendix C.5 
Chapter 6: Self-Coaching Contract	Self-Coaching contract <ul style="list-style-type: none"> ▪ Plan of action that will continue in the future. ▪ Become your own Coach and fulfill your true potential. ▪ Confidence+Motivation+EI =Success 	Appendix C.6 
	Example of Self coaching contract → <ul style="list-style-type: none"> ▪ Plan of action ▪ Possible themes to include in self-coaching contract 	Appendix C. contract 

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CMEI Journal	Main topics covered in workshop cont'd	
Chapter 7: A New Chapter in My Life- I am in Control	<ul style="list-style-type: none">  Revision of themes covered in each chapter  Putting it together 	
Chapter 8: So You Think You Can Coach!	<ul style="list-style-type: none">  Conclusion of the CMEI workshop  Appreciation for sharing your journey  Discussion of the self-coaching journey  Align with your positive self and good things will come your way. 	

OneNote, with its notebooks, provided a safe and secure area where students managed their EFL class folders alongside their personal CMEII workshop journal and documents. To protect students' privacy, OneNote offers the possibility to password protect sections and participants were shown how to make their CMEI journals secure. Therefore faculty, teachers, parents and friends could access their school work within OneNote, but should a participant decide the CMEI journal was off limits, they could easily lock it and keep it secure and private.

OneNote's ability to design, collect, organize and share materials such as video, pictures, music and is an ideal software program and is perfectly suited for this type of project whereupon students edit each CMEI journal entry to make it their own.

It is important to note that most of the students (approx 95%) were not aware that OneNote was on their computers and had never used this program prior to participating in this study. Rather than distributing the 5 – 9 chapters at one time (depending on the length of the workshops), distributing one chapter a week facilitated the task of helping participants learn how to use OneNote. OneNote has many of the same functions as Word and Excel and therefore the learning curve was not too steep.

The CMEI journal was the method used by the facilitator/researcher to present the three constructs, Confidence, Motivation and EI to the participants. Furthermore, it was hoped that the CMEI journals would motivate students to examine various ways of self-coaching to meet their personal and academic goals. Due to the very private nature of these journals, students were not required to share their entries during the workshop, however some students did volunteer to send sections of their journal to the researcher. It was interesting to note that numerous participants asked permission to present their journals during scheduled oral in class assessed presentations scheduled within their EFL classes. Some of the journal entries sent to the researcher by the participants were used as descriptive qualitative data to further inform the research questions within this study (see Appendix E).

4.7.5 CMEI semi-structured interviews

Audio recording of the CMEII sessions and semi-structured interviews (see Appendix G) were piloted in the first focus group of 3 participants (Spring B 2009) and were directed towards discovering themes and following the progress of the participants within the CMEII workshop. Furthermore, they were used to help document the strategies used within the CMEII workshops and help design future CMEII workshop sessions. Sections of the soft data retrieved from the recorded interviews, through the use of the Microsoft OneNote management system, were then transcribed within OneNote. Patterns were sought and organized into various themes and categories (Crichton & Childs, 2005) to inform and give more in-depth understanding of the research questions within this study. The recordings and semi-structured interviews, although helpful and insightful in the first workshop, were not intended for use in the subsequent workshops for various reasons; the main reasons being the large number of participants, the quality and clarity of the audio recordings in addition to time and financial constraints.

4.7.6 CMEI Progress reports

Focus groups, depending on the length of the term, were encouraged to complete 2-4 progress reports or short questionnaires indicating participant's progress or lack of progress in completing

their journal as well as their impressions regarding these journals. In agreement with Seliger and Shohamy, (1989: p. 127) that “ In second language acquisition research, questionnaires are used mostly to collect data on phenomenon which are not easily observed, such as attitudes, motivations, and self-concept”. These short informal questionnaires were created to offer the participants the opportunity to express their opinions or offer feedback on the progress within the CMEI workshops.

The format of the progress report questionnaires was changed periodically as it was noted from the onset that if one progress report resembled any other report that had been previously completed by the participants, they were reluctant to complete it a second time using the excuse that they had already done so. It became evident during the study that should comparative data be gathered, the researcher would have to change the format of these reports to give semblance of new documents. (See Appendix H for a sample of the various progress reports administered to the participants.) It’s important to note that since this study was exploratory in nature, it was not necessary to measure the exact same items in each report, but rather try to gather as much information as possible that might enlighten the research questions, and therefore the design of the questionnaires became ‘emergent’ as the research progressed (Jacob, 1987).

Participants were given hard copies of the progress reports to complete every 2 to 3 weeks depending on the length of the workshops. The data was manually entered into the online SelectSurvey.com administrative instrument.

4.7.7 Field notes

Notes were taken by the researcher throughout the period of investigation. Notes were transcribed into OneNote to help assist the researcher in keeping track of the various procedures followed during creation and administration of the CMEII survey. In addition, the field notes assisted in keeping a detailed description of the methodology throughout the various CMEI workshops and later helped adjust or improve future workshops. These same notes were used to give more depth and understanding to inform the research questions within this exploratory study.

4.7.8 Emails received from students

Emails that were sent by participants referring to this study were kept for further analysis. Participants were not requested to send emails, however, a few participants sent comments to the researcher via email.

4.8 Qualitative Data entry and analyses

Textual qualitative data was also derived from the CMEII survey open-ended question responses as was with the raw data generated from the 5 CMEI workshops' progress reports, semi-structured interviews, emails and CMEI journals, transcriptions from audio recordings as well as field notes. Data generated from these data collection instruments was analyzed, coded and categorized by themes. This was also done with recorded audio sessions whereupon the researcher found patterns and organized the emerging concepts and themes during the analysis stage using technology-enhanced data collection and analysis methods based on clipped audio files in an attempt to honor the participants 'voices' (Crichton & Childs, 2005). Microsoft's OneNote was used to audio record sessions, transcribe these sessions as well as to code selected text from the transcriptions by highlighting selected themes and concepts. Microsoft's Word and Excel were used to help code and collect themes.

It was the researcher's belief that interpretive techniques were best suited to gain an in-depth insight into the phenomenon of motivation, self-confidence and emotional intelligences and how these three concepts impact EFL/ESL learners.

4.9 *Final comments on data collection methods:*

The qualitative data accumulated from the open-ended questions on the CMEII surveys and progress reports, semi-structured interviews, recorded sessions, and emails yielded soft and natural data that reflected participants' life experiences, data that could not be generated through a positivist interpretation of statistical data.

Using a hybrid approach integrating both qualitative and quantitative methods to answer research questions can provide a more in-depth understanding and ultimately give more accurate answers to the research questions. In addition, using a mixed-methods approach ensured a certain degree of validity in regards to the type of data been collected. Furthermore, it offered insight into the phenomena under investigation, that of the effects of confidence, motivation and EI in an EFL Gulf setting. Finally, it offered the possibility to cross-validate the data obtained from the various alternative research instruments utilized to gather data to inform the research questions under study.

CHAPTER 5 – Results and Discussion

5.1 Introduction

Due to the mixed-methods approach for data collection used within this longitudinal exploratory research project, multiple sources of data needed to be analyzed to inform the research questions (Cohen & Manion, 1994). Taking into consideration the complexity and the diversity of the research questions at hand, and the need to offer clarity to the reader when discussing the results, the researcher deemed it necessary, at times, to review or summarize the methodology previously discussed in Chapter 4 when presenting the results within this section. First, we will look at the psychometric properties to establish construct validity for the confidence, motivation and EI scales found within the CMEII survey instrument. This section will then be followed by an explanation of the exploratory descriptive statistics that were performed on each of the 12 psychometrically sound scales to obtain a clearer picture of the distribution of student's scores across the different scales. This chapter will then explore the relationships that emerged from the confidence, motivation and EI data analyzed.

5.2 Psychometric properties of motivation, EI and confidence scales

5.2.1 Construct validity for motivation, EI and confidence scale variables

The Kiaser-Meyer-Olkin (KMO) test of sampling adequacy and Bartlett's test of sphericity were performed on the data and confirmed the appropriateness of conducting principal component analysis (PCA) with this sample (Tabachnick & Fidell, 1996) for each of the three a priori theoretically predetermined scales. The Bartlett's test for sphericity showed that the correlation matrix was at an appropriate level to perform factor analysis on the data for each scale, with all scales reaching a significance level of $p < 0.001$. KMO test of sampling adequacy

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was calculated for the motivation, emotional intelligence and confidence scale variables. The KMO measure provides a value between 0 and 1. Small values for the KMO indicate that a factor analysis of the variables may not be appropriate, since the correlations between variables cannot be explained by the other variables (Norusis, 1993). Values higher than 0.5 are considered satisfactory for factor analysis. The KMO test for each set of predetermined variables reached values of at least 0.67 or above. Factor analysis scree plots were also observed to estimate the ideal number of factors to be included (Cattell, 1966).

Of the original 255 participants, a total of 199 answered all the motivation, confidence and emotional intelligence questions. It was decided to exclude missing cases as opposed to sub-mean the missing data with mean-item responses. (To sub-mean is a statistical procedure that substitutes the missing data with the mean of the existing data). This method was justified as the sample size of 193 or higher was deemed sufficient to perform factor analytical techniques, as demonstrated by the Kiaser-Meyer-Olkin (KMO) test of sampling adequacy.

Principal component analysis verified the scale construct of the three original scales, which factored into 12 more parsimonious scales, 4 motivation scales, 4 emotional intelligence scales and 4 confidence scales.

Descriptive statistics for the motivation, emotional intelligence and self-confidence scales, including the number of items per scale, scale items, mean scale scores and standard deviations, item loading range, percent variance accounted for by each scale, and the scale alpha are presented in Tables 4 ,to 7, 9 to 12 and 14 to 17.

Inter-scale correlations are provided in tables 8, 13 and 18. The following table served as a guideline to determine the strength of the correlations.

Table 3: Correlation strengths

Correlation Coefficient	Interpretation
.00 - .19	Slight, almost negligible correlation
.20 - .39	Low, quite small correlation
.40 - .69	Moderate correlation
.70 - .89	High correlation
.90 - 1.00	Very high correlation

Motivation:

The 45 motivation items originally factored into 14 components (scales). An examination of scree plots suggested that ideally there should be 4 components (scales) for motivation. These components accounted for 35.8% of the variance (item factor analysis always produces a low proportion of the variance). After examining item loadings, 4 components (scales) were conserved and interpreted as motivation to learn English (4 items), motivation to self-direct in English (5 items), desirability to learn English (4 items), and short-term academic goals (5 items). The remaining 10 components were dropped from the scale development analysis due to their small number of items, each of the 10 individual components accounted for between 2.2 and 3.9 % of the variance. These items, as with other items dropped from the psychometric (scale development) analysis can be and some were used in describing motivational, emotional intelligence and self-confidence characteristics of the study participants.

It is important to note that the PCA allowed the researcher to reduce the number of items used to inform the research questions and to establish valid and reliable scales to report on different aspects of motivation and then use these valid and reliable scales to inform the research questions. Indeed, of the original 45 items a total of 18 items were maintained to measure different sub-scales of motivation. This procedure created a shorter valid and more reliable survey instrument that will considerably reduce respondent burden in further administration of said instrument. It was the researcher's intention to create a concise, valid and reliable instrument that might help initiate and support any further research endeavors in the areas of confidence, motivation and emotional intelligence in a tertiary EFL environment.

Factor loadings for the motivation scales range from .46 to .78 (see tables 4 to 7). Factor loadings of +0.30 are considered to be significant: loadings of +0.40 are considered more important: and loadings of +0.50 or greater are considered to be very significant (Hair et al., 1992).

In order to verify the reliability or internal consistency of the 4 components (scales), alphas were calculated for each scale. Internal consistency measured by Cronbach's alpha for all motivation scales ranged from .56 and .76 (see tables 4 to 8). The alphas obtained for each scale are acceptable to good.

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After the principal component analysis and reliability checks, scales were created from these variables. Reliability analyses (Pearson's correlation coefficient) were also performed on the scales to examine their distinction from each other.

Table 4: Principle component loadings and items for motivation to learn English

Items	Loading
Q 33. How motivated are you to learn English? (response scale 1= extremely motivated,.. 5=not motivated at all)	.759
Q 29. How motivated were you to learn English when you started with the ABP? (1= extremely motivated,.. 5=not motivated at all)	.757
Q 30. At the end of this academic year (June 2009) how motivated do you believe you will be to learn English? (1= extremely motivated,.. 5=not motivated at all)	.649
I would like more English class time so I could learn more English. (1= strongly agree,... 5= strongly disagree)	.505
Mean item response =1.83 SD=.53	Reliability (alpha =.76)

Table 5: Principle component loadings and items for motivation to self-direct in English

Items	Loadings
Q 27.9 When I get my assignments back, I take note of my mistakes.	.744
Q 27.31 When I'm in class, I'm very focused on learning English.	.512
Q 35.18 When I decide I'm going to do something, I do it.	.502
Q 27.14 I look forward to going to English class.	.471
Q 27.23 Studying English is important because it will mean I'm more educated.	.461
Mean item response = 1.95 SD=.58	Reliability (alpha =.71)
(Response scale 1=Strongly agree...5= Strongly disagree)	

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Comments regarding Table 5: One item (My teachers are excellent) on the motivation to self-direct in English was deleted from the scale for it did not logically line up with the other items on the scale.

Table 6: Principle component loadings and items for desirability to learn English

Items	Loadings
Q27.21 I hate learning English.	.786
Q 27.17 Studying English is enjoyable.	.711
Q27.19 Knowing English isn't really an important goal in my life.	.633
Q21.1 I find it very difficult to learn English.	.491
Mean item response =3.8 SD=.74	Reliability (alpha =.72)
(Response scale 1=Strongly agree...5= Strongly disagree)	

Comments regarding Table 6: Because all but one of these statements about desirability to learn English are negative, a higher score is sought because it indicates that the students disagree with the negative statement.

Table 7: Principle component loadings and items for motivation toward short term academic goals

Items	Loadings
Q 28.5 How motivated are you to: finish a degree in Gen Ed. (Bachelor`s degree)? (1= extremely motivated,... 5 = not motivated at all)	.762
Q31.6 To what degree do the following statements play an important role in your staying with the ABP? Getting an education. (1=very important,... 5=very unimportant)	.582
Q 31.7 To what degree do the following statements play an important role in your staying with the ABP? Getting a degree from Zayed University. (1=very important,... 5=very unimportant)	.575

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Q 28.4 How motivated are you to: finish your program with the ABP?	.528
(1= extremely motivated,... 5 = not motivated at all)	
Q31.4 To what degree do the following statements play an important role in your staying with the ABP? The level of competency I will gain in English.	.505
(1=very important,... 5=very unimportant)	
Mean item response = 1.4 SD=.45	Reliability (alpha =.56)

Comments regarding Table 7: The internal consistency alpha for the scale motivation toward short term academic goals is not as strong as it could be. If one were to delete the item – “How motivated are you to: Finish your program with the ABP”, then the alpha would increase to .68. However, the researcher decided to keep the item for theoretical reasons and because the strength of its loading is considered significant.

Table 8: Inter-scale correlations for Motivation scales.

Factor	M1	M2	M3	M4
M1. Motivation to learn English		.299**	-.231**	.019
M2. Motivation to self-direct in English			-.296**	.193**
M3. Desire to learn English				-.084
M4. Motivation toward short-term academic goals				

Note: ** Correlation is significant at the 0.01 level (2-tailed).

Comments regarding Table 8: Person’s correlation coefficient testing of the scales revealed a bivariate component score correlation range of 0.0 to 0.29 significant at the 0.01 level (two-tailed). While some of the scales are significantly correlated to each other, the strength of the correlations is considered slight (.0 to .19) or low (.2 to .39).

Emotional intelligence:

The principal component analysis on the 42 emotional intelligence items resulted in 11 components (scales). An analysis of the scree plot, examination of item loadings suggested that up to six items could be kept. After an analysis of the item loadings, it was decided to retain four of the six components. One component comprised of six items was dropped from the analysis because the items were no longer considered to be theoretically tied to emotional intelligence. These items were of the following format and theme for example – “Who would say the

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following comments about you? I am empathetic towards others; I like to help my fellow classmates...” etc. These items, while they touch on emotional intelligence, such as helping others, the response to the questions were specific to who would say it and not about the extent to which the statement was true. Another one of the six scales was dropped as it was comprised of two items only. These four remaining scales were interpreted as problem solving (10 items), emotions (8 items), life satisfaction (3 items), and academic related anxiety (3 items).

Factor loadings for all emotional intelligence scales range from .45 to .79 (see Tables 9 to 12). Internal consistency measured by Cronbach’s alpha for all emotional intelligence scales ranged from .54 and .87 (see Tables 9 to 12).

Table 9: Principle component loadings and items for problem solving

Items	Loadings
Q 35.46 I am good at resolving difficult issues.	.780
Q 35.40 I know how to deal with complicated situations.	.773
Q35.36 When I have a problem, I usually find a solution.	.750
Q35.24 I am a good problem solver.	.712
Q35.20 I am confident that I can deal efficiently with unexpected events.	.689
Q35.47 I am able to effectively help others with their problems.	.666
Q35.27 I can resolve most problems if I invest the necessary effort.	.644
Q35.7 I feel that I am very much in control of my life.	.644
Q35.16 I like learning how to improve myself.	.547
Q35.1 I am good at resolving my personal issues.	.493
Mean item response =2.1 SD=.62	Reliability (alpha = .87)
(Response scale 1=Strongly agree...5= Strongly disagree)	

Comments regarding Table 9: One item was dropped from the initial problem solving scale resulting in a final scale with 10 items. This item was “I am good at managing my time”. It was dropped due to its low relevance with the other items on this scale.

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Table 10: Principle component loadings and items for emotions

Items	Loading
Q35.31 My friends think I'm a happy person, but I'm not.	.750
Q35.22 I feel very sad most of the time.	.712
Q35.26 I feel that most people don't understand me.	.677
Q35.8 When I get upset, I continue to obsess over it for a long time.	.643
Q35.55 I'm not very happy with my life, but I accept it the way it is.	.642
Q35.17 I don't think people respect my opinion.	.573
Q35.54 If I could live my life over, I would change most of it.	.488
Q35.14 When I have too many problems, I feel sick or tired.	.482
Mean item response =2.68 SD=.76	Reliability (alpha =.80)
(Response scale 1=Strongly agree...5= Strongly disagree)	

Comments regarding Table 10: It is interesting to note here that the mean scale scores of this scale suggest that some students may tend to have a negative self-image.

Table 11: Principle component loadings and items for life satisfaction

Item	Loadings
Q35.53 So far, I have gotten the most important things I want in life.	.791
Q35.53 I am satisfied with my life.	.770
Q35.48 I am a very happy person.	.493
Mean item response = 2.3 SD=.82	Reliability (alpha =.66)
(Response scale 1=Strongly Agree...5= Strongly disagree)	

Comments regarding Table 11: Here the mean scale score suggests that students tend to agree with statements that reflect positive life satisfaction.

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Table 12: Principle component loadings and items for academic related anxiety

Item	Loadings
Q35.32 I often feel overwhelmed when I'm in a test.	.665
Q35.49 I often feel worried about my studies.	.606
Q35.15 I get very anxious when I have deadlines to keep for handing in assignments.	.454
Mean item response = 2.11 SD=.71	Reliability (alpha = .54)
(Response scale 1=Strongly Agree...5= Strongly disagree)	

Comments regarding Table 12: The mean scale scores suggest that some of the students may suffer from academic anxiety.

Table 13: Inter-scale correlations for Emotional Intelligence scales.

	EI1	EI2	EI3	EI4
EI1. Resolving problems		-.194**	.391**	.064
EI2. Negative Self Perception			-.183**	.427**
EI3. Positive Self-image				.053
EI4. Academic Related Anxiety				

** Correlation is significant at the 0.01 level (2-tailed).

Comments regarding Table 13: Pearson's correlation coefficient testing of the scales revealed a bivariate component score correlation range of 0.0 to 0.47 significant at the 0.01 level (two-tailed). While some of the scales are significantly correlated to each other, the strength of the correlations are considered slight (.00 to .19), weak (.20 to .39) to moderate (.40-.69) correlations.

Confidence:

Initially, the principal component analysis on the 24 confidence items yielded six components (scales), based on an analysis of the scree plot, item loadings, number of items and content, four scales were kept. These four components accounted for 44.6 % of the variance (item factor analysis always produces a low proportion of the variance). One scale, containing three items, was dropped from the analysis as the three items were no longer deemed to be theoretically linked to self-confidence. This item accounted for 5.58% of the variance. The sixth scale was made up on one item only and was therefore dropped from the analysis. Factor loadings for all confidence scales range from .53 to .79 (see tables 14 to 17). Internal consistency measured by Cronbach’s alpha for all self-confidence scales ranged from .48 and .83 (see tables 14 to 17).

The first component (scale) composed of 6 items was interpreted as confidence for speaking English, the second general positive self-confidence comprised of 5 items, the third, general negative or lack of academic milieu self-confidence of 5 items and the fourth and last component lack of confidence was comprised of 3 items.

Table 14: Principle component loadings and items for confidence in speaking English

Items	Loadings
Q27.16 I get nervous when I have to speak English to a tourist.	.759
Q27.13 I get nervous when I have to answer a question in English Class.	.731
Q27.12 It worries me that other students in my class seem to speak English better than I do.	.726
Q27.18 I never feel sure of myself when I am speaking in my English class.	.709
Q27.13 I worry that my classmates will laugh at me when I speak English.	.693
Q27. 3 I'm too shy so I don't ask questions.	.530
Mean item response =2.9 SD=.92	Reliability (alpha = .83)
(Response scale 1=Strongly agree...5= Strongly disagree)	

Comments regarding Table14: The questions in Table 14 are negative statements –the response scale was not reversed so that 1 = strongly agree and 5 = strongly disagree. On average

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most provided a neutral response to these questions indicating they were neither confident nor lacking confidence in speaking English and therefore the findings are inconclusive for this table.

Table 15: Principle component loadings and items for general positive self-confidence

Items	Loadings
Q35.42 I feel confident in myself every day.	.756
Q35.10 I feel confident in myself when I'm around other people.	.700
Q35.3 I feel good about myself.	.696
Q35.34 I feel confident when I go into an exam.	.646
Q35.19 In the future, I will have an important role to play in the development of the U.A.E..	.567
Mean item response = 2.17 SD=.69	Reliability (alpha = .75)
(Response scale 1=Strongly agree...5= Strongly disagree)	

Comments regarding Table 15: On average respondents agree with statements on general positive self-confidence

Table 16: Principle component loadings and items academic milieu self-confidence

Items	Loadings
Q35.4 I often feel that my teachers don't like me as much as the other students.	.640
Q35.9 I probably will not make it through the ABP.	.635
Q35.50 I lack confidence in myself.	.632
Q35.51 I don't believe I can do well.	.616
Q35.21 I often feel that students in my classes don't like me.	.550
Mean item response = 3.33 SD=.82	Reliability (alpha = .68)
(Response scale 1=Strongly agree...5= Strongly disagree)	

Comments regarding Table 16: Five items loaded onto this fourth scale named negative confidence- lack of academic milieu self-confidence. One item was dropped from this scale (I'm a good role model for other students) because theoretically it did not fit with the other items in this scale.

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Table 17: Principle component loadings and items for lack of confidence

Items	Loadings
Q35.12 I often have trouble making decisions.	.651
Q35.13 When I'm in a room with people I don't know, I feel uncomfortable.	.571
Q35.33 I am often unsure of my answers on a test.	.557
Mean item response = 2.2 SD=.56	Reliability (alpha = .48)
(Response scale 1=Strongly agree...5= Strongly disagree)	

Comments regarding Table 17: The alpha for the lack of confidence scale is acceptable considering the low number of items in the scale.

The mean scale score for lack of confidence items suggest that some students may lack confidence because on average they agree with statements that reflect a lack of confidence.

Pearson's correlation coefficient testing of the scales revealed a bivariate component score correlation range of 0.0 to 0.44 significant at the 0.01 level (two-tailed) see Table 18. While most correlations are significant they are considered slight (.00 to .19) low (.20 to .39) moderate (.40 to .69) and not high correlations (.70 to .89).

Table 18: Inter scale correlations for Confidence scales.

	C1	C2	C3	C4
C1. Confident in speaking English		-.365**	.445**	.314**
C2. Positive Confidence			-.249**	.026
C3. Academic milieu self-confidence				.279**
C4. Lack of Confidence				

** Correlation is significant at the 0.01 level (2-tailed).

5.3 CMEII Scale results overview

The analyses indicate motivation, emotional intelligence, and confidence scales have good content and construct validity. The satisfactory results of these reliability and validity tests can be attributed to the strength of the content validity process.

In assessing these results, several caveats need to be noted. Caution is advised when interpreting the analysis given the sample size. While content and partial construct validity were established for each scale, continued research examining emotional intelligence, self-confidence and motivation scales is needed to provide criterion-related validity, therefore testing how these scales would compare to other scales that measure the same constructs. As these scales are relatively new for the population under study, repeated administration for further refinement is warranted. For instance a test-retest research design could assess instrument stability that looks at whether or not the scale scores remain constant over time or if scores tend to change. Those that stay the same over time, given there are no interventions to influence scores, are deemed reliable and stable. Research on larger and more representative samples of students for U.A.E. or similar countries-populations is recommended. A much larger sample size could also provide the ability to perform additional confirmatory factor analytical work required to further establish the construct validity of the measures. Given these are new measures for the population under study, researchers may want to establish scale norms for the next generation of CMEII surveys. (The norm is establishing what would be expected-considered as a normal score for a given population). Again, such work would require large and representative samples, for example 600 participants. Finally, research should also aim at developing a shortened version of the instruments in an attempt to continue to minimize respondent burden.

5.4 Profiling scores on motivation, EI and confidence scales

Exploratory descriptive statistics were performed on each of the 12 psychometrically sound scales to obtain a clearer picture of the distribution of students' scores across the different scales. Exploring the data in this way allowed the researcher to determine what proportion of the

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students demonstrate high, average or low levels of motivation, emotional intelligence or confidence.

All positive scale response scales are anchored at '1' and '5', with '1' reflecting, a strength or total presence and '5' a total absence of the component in question. Although the benchmarks for each of the 'motivation', 'confidence' or 'emotional intelligence', scales have yet to be established for further studies with larger samples would be needed to establish such benchmarks, the researcher suggests that a score lower than 2.5 may be considered as strong 'motivation', 'confidence' or 'emotional intelligence', 2.5 to 3.5 an indication of a mediocre level of 'motivation', 'confidence' or 'emotional intelligence', and scores greater than 3.5 a reflection of weak 'motivation', 'confidence' or 'emotional intelligence'.

Negative response scales are also anchored at '1' and '5', with '1' reflecting, a total presence or weakness and '5' a total absence of the component in question, which in these negative scales would be a strength. For these negative scales there are no benchmarks that have been established for each of the negatively worded 'motivation', 'confidence' or 'emotional intelligence' scale. The researcher suggests that a score greater than 3.5 may be considered as strong 'motivation', 'confidence' or 'emotional intelligence', 2.5 to 3.5 an indication of a mediocre level of "motivation", 'confidence' or 'emotional intelligence', and scores lower than 2.5 a reflection of weak 'motivation', 'confidence' or 'emotional intelligence'.

Identified domains with weak scores may be highlighted as key areas to focus on for interventions to help students build their capacity in each of the three domains. For instance in the population under study it was found that some students tend to suffer from academic related anxiety. Perhaps these students would benefit from interventions that aim to build their confidence.

5.4.1 Motivation scales

Motivation to learn English

The distribution of scores across the motivation to learn English scale shows that most students (n=185 or 92%) responded positively (2.5 to 1) to the items in this scale. Very few (n=14) felt neutral or responded negatively to the motivation statements. Overall, these results indicate that the majority, 92% of students, appear to be motivated to learn English.

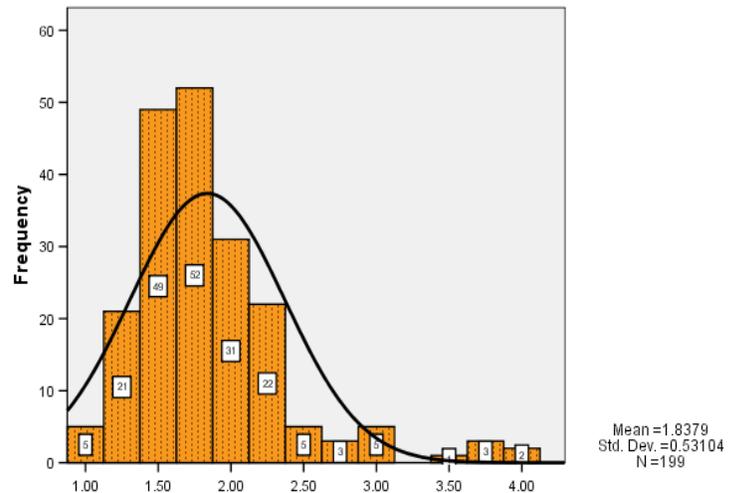


Figure 7: Motivation to learn English

Motivation to self-direct in English

Results indicate that many students scored positively on statements related to motivation to self-direct in English. However, there is an important proportion of students (24%) who scored between 2.5 and 4.5 suggesting that these students may be a little less motivated to self-direct in English.

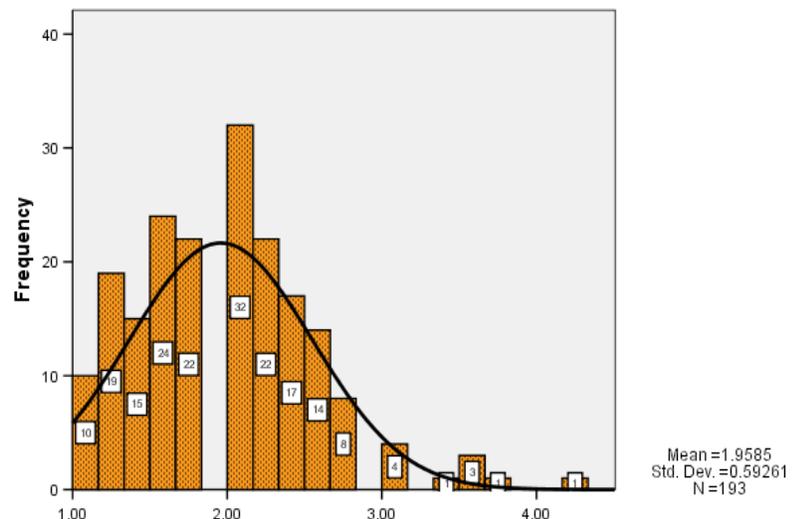


Figure 8: Motivation to self-direct in English

Desirability to learn English

For the most part this scale was comprised of a number of negative statements. As such, high scores (4 to 5) indicate that students tend to disagree with the negative statements. Overall, these results suggest that most students (n=153, 76%) do demonstrate a strong desire to learn English.

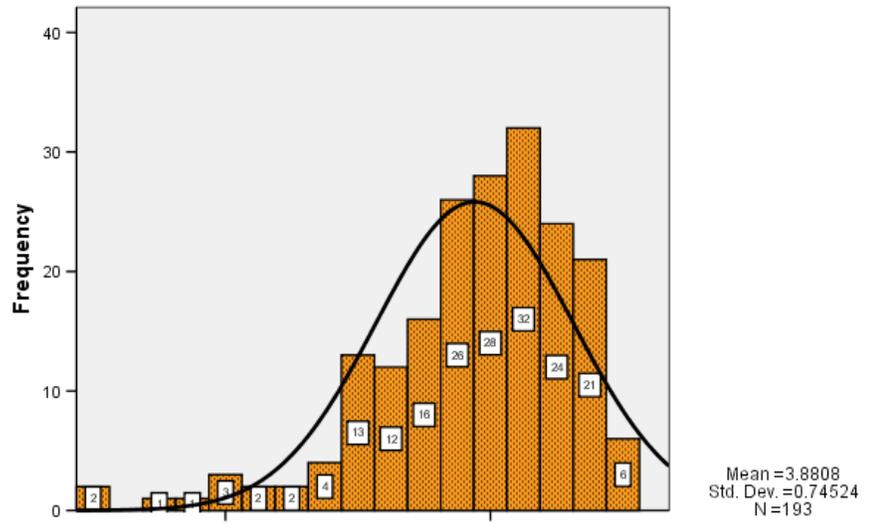


Figure 9: Desirability to learn English

Short-term academic goals

Most students (98%) responded positively to statements related to short-term academic goals such as finishing their degree. Clearly the students in this study are motivated to complete their studies.

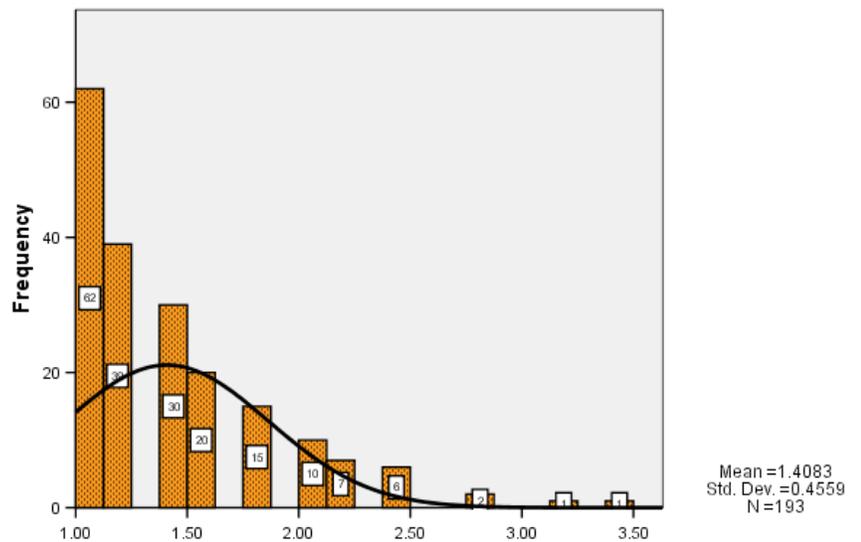


Figure 10: Short-term academic goals

5.4.1.1 Results discussion on participants' motivation

After reviewing the distribution of the students' scores across the four motivation scales, it becomes clear that overall the level of motivation is relatively high. Over 90% were motivated to learn English and to achieve short-term academic goals such as completing their degree, about three quarters were motivated to self-direct, and desired to learn English. Of note, is an important minority (about 25%) who may be less motivated to self-direct and have less desire to learn English. Attention should be paid to this group of students to ensure that they do not lose all their motivation and drop out of the program.

These findings inform the first research question “*Is there evidence that female Emirati EFL students suffer from a lack of confidence, motivation and emotional intelligence in a tertiary EFL academic setting?*”. Yes, there is evidence that an important minority (about 25%) of female Emirati EFL students may suffer from a lack of two specific types of motivation, that being motivation to self-direct and a lack of desire to learn English.

In addition, these findings inform the research question (RQ) 1d “*Is there evidence that female Emirati tertiary EFL students have a desire to self-direct or self-improve?*” Yes there is evidence that about three quarters of female Emirati EFL students have a desire to self-direct as demonstrated by their positive response to the items in the scale named “*motivation to self-direct in English*”.

5.4.2 Emotional intelligence scales

Problem solving

The problem solving scale was comprised of a number of positively worded items related to problem solving. Student`s responses for this scale are relatively normally distributed across the response options. While the majority of students (71%, n=140) tend to agree with problem solving statements, there is some indication in the results that suggest some students (n=59, 29%) were more likely to feel neutral (score above 2.5) about these statements. These findings indicate that there may be an opportunity to increase problem solving skills for some students.

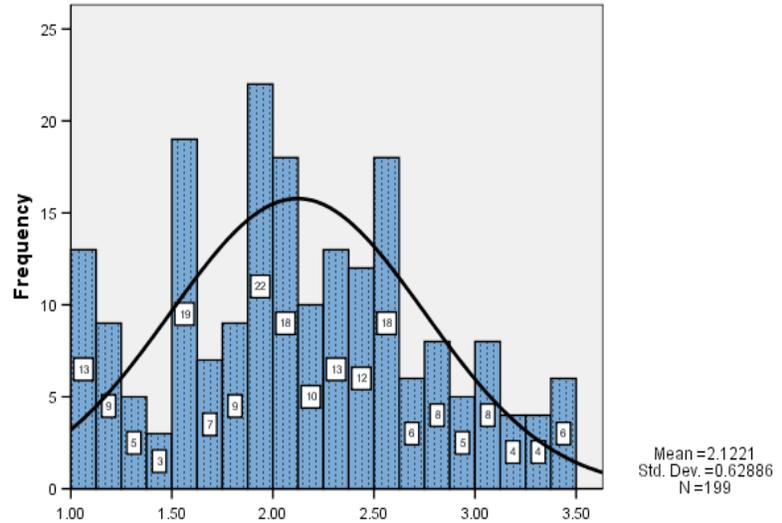


Figure 11: Problem solving

Emotions

The emotions scale was made up of negative statements about oneself. A high score on this scale would be a positive sign in that students scoring around 4 or 5 did not agree with the negative statements. Again scores tend to be normally distributed across the response categories. Of concern is the high proportion of students (n=87 or 43%) who scored from 1 to 2.5 indicating that they tend to agree with such negative statements.

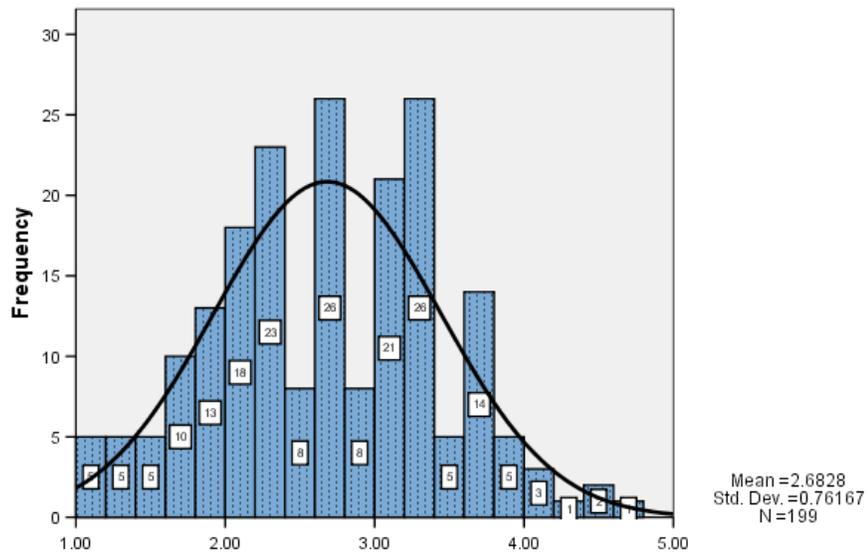


Figure 12: Emotions

Life-satisfaction

The life-satisfaction scale was comprised of a number of typically positive statements about one’s life. The distribution of scores across this scale is slightly negatively skewed. Overall most students either strongly agreed (1) or agreed (2) with the positive items in the scale. However, there is a considerable number (n=77 or 38.6%) who tended to feel neutral (3) or disagreed (4) or strongly disagreed (5) with the positive statements.

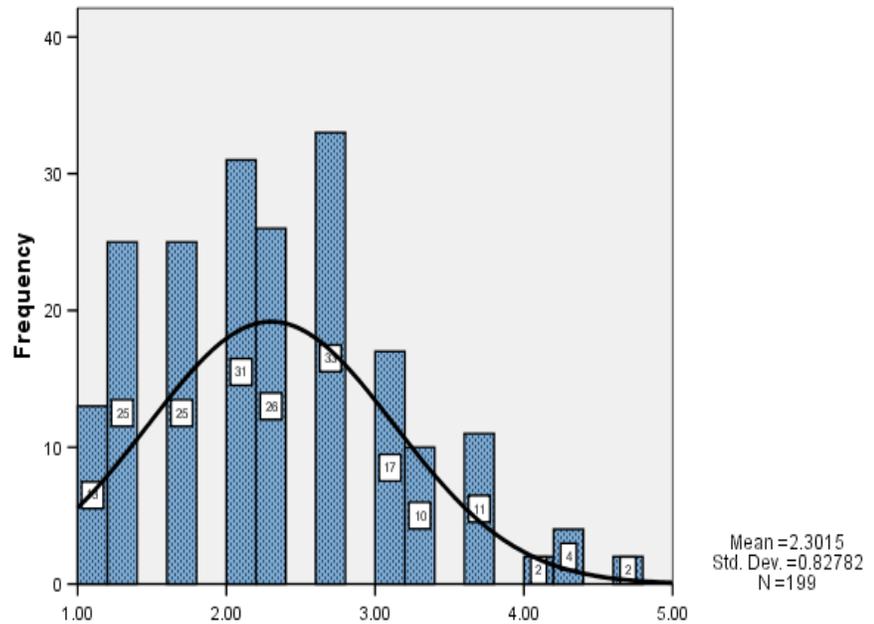


Figure 13: Life-satisfaction

Academic-related anxiety

The emotional intelligence scale, academic related anxiety was a negatively worded scale comprised of statements that reflect academic anxiety. A low score on this scale indicates a high level of academic anxiety. Noteworthy is that very few (n=10, 5%) of the students tended to disagree with these statements. In other words there seems to be a high presence of academic anxiety among these students. Indeed, 109 of the 199 or 54.7% of student respondents tend to be in agreement with statements that reflect academic anxiety. This scale was very slightly negatively skewed.

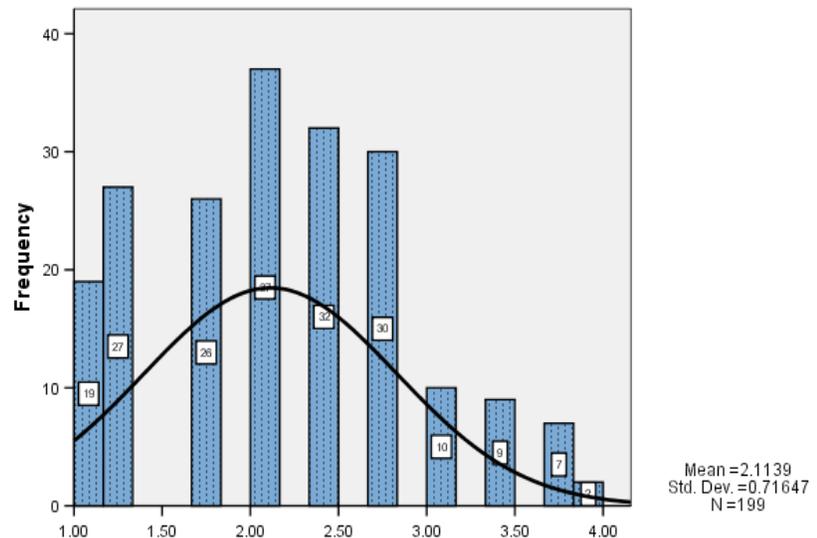


Figure 14: Academic-related anxiety

5.4.2.1 Results discussion on participants' EI

Overall the findings from the four emotional intelligence scales suggest that the majority of the students in the study (71%) demonstrate strong problem solving skills, have a positive self-perception (57%), and self-image (62%). However, these majorities are not wide and there are many students (29% to 43% depending on the scale) who suffer from a lack of the three aforementioned types of emotional intelligence. Of greater concern is the majority (55%) of students who suffer from academic anxiety.

These findings inform the first research question “*Is there evidence that female Emirati EFL students suffer from a lack of confidence, motivation and emotional intelligence in a tertiary EFL academic setting?*” Yes, these findings set off an alarm that a very high proportion of female Emirati EFL students suffer from a lack of emotional intelligence including problem solving (30%), negative self-perception (43%), and lack of a positive self-image (38%). Most alarming was the high proportion (55%) who suffer from academic-related anxiety. Of concern is the important place that emotional intelligence is taking in coping with life, academic achievement and career advancement. These women could clearly benefit from interventions that would build their emotional intelligence skills. These students may be at risk of dropping out of their EFL program.

5.4.3 Confidence scales

Confidence in speaking English

The confidence in speaking English scale has a very normal distribution of scores. This scale was comprised of a number of negatively worded statements and a lower score (1 to 2.5) on the scale demonstrates lower levels of confidence. Over one third (38%, n=77) scored 2.5 or lower on this scale, which is an indication that they lack

confidence in speaking English. About one third (n=65) of the respondents scored above 3.5 to 5, indicating that these students have higher levels of confidence in speaking English. These results indicate that there may be an opportunity to increase the student’s level of confidence in speaking English.

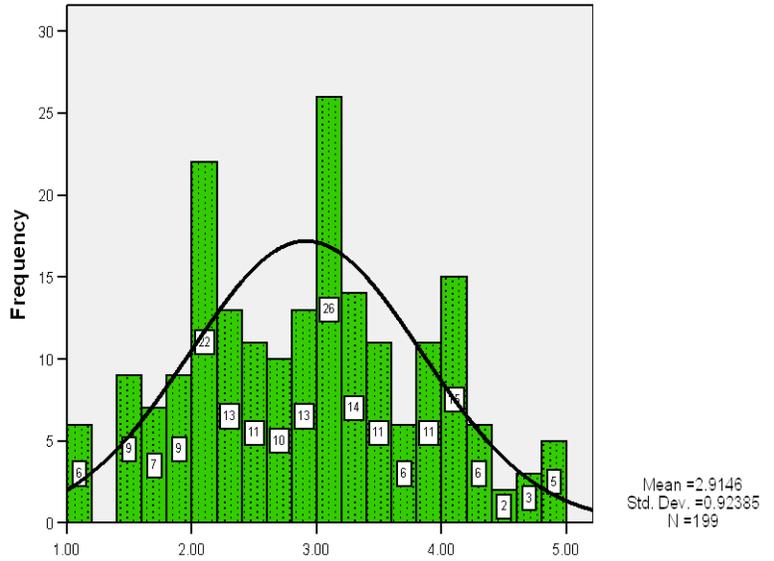


Figure 15: Confidence in speaking English

Positive confidence

The positive confidence scale was slightly negatively skewed. A low score on this scale was an indication of greater levels of positive confidence. For the most part there seems to be a wide spread of positive confidence within this group of students. Two thirds (n = 132) of the students scored between 1 and 2.5 on this scale, thus demonstrating positive confidence. Only two respondents tended to not disagree with the positive statements.

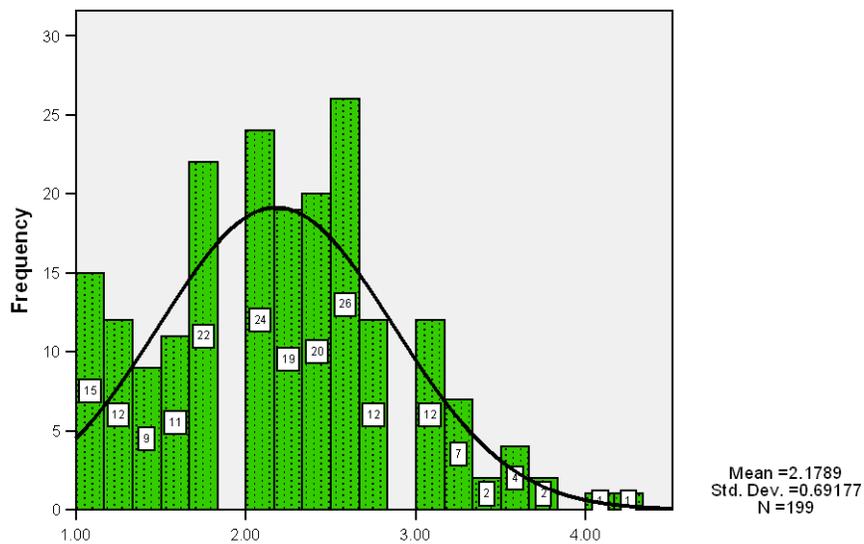


Figure 16: Positive Confidence

Academic milieu self-confidence

The academic milieu self-confidence scale was made up of a number of negative statements. A high score on this scale indicates that the students tend to disagree with the negative statements. Overall, the tendency was to disagree with the statements. Indeed, 84 or 42% of students scored between 3.5 and 5 on this scale. On the other hand, there were about 30% of students who scored between 1 and 2.5

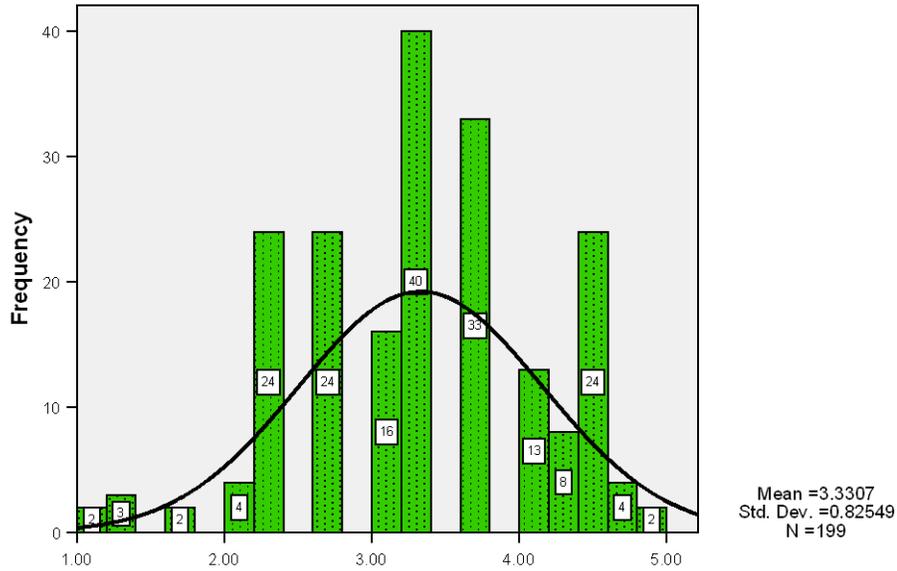


Figure 17: Academic milieu self-confidence thus

indicating that they tend to agree with the negative statements and therefore have lower levels of academic confidence. This scale was very slightly positively skewed.

Lack of confidence

Again this scale was a negatively slanted scale comprised of three items that demonstrated lack of confidence. On this scale a low score indicates that the student may have a lack of confidence in their ability to make decisions for example. The scores on this scale are negatively skewed, thus indicating that they tend to agree with statements characteristic with a lack in confidence. Overall, the vast majority of students (n=165 or 82%) scored between 1 and 2.5 on this scale. These results give rise for concern and highlight the need to increase confidence among the students.

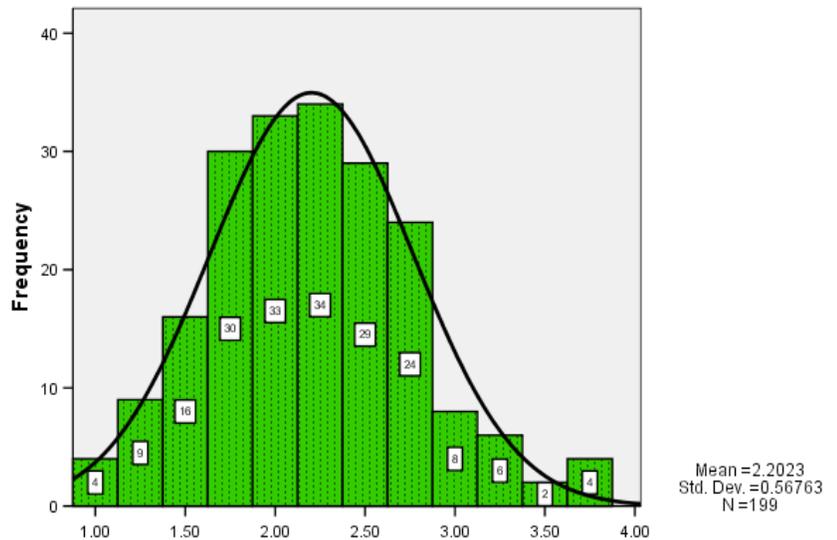


Figure 18: Lack of confidence

5.4.3.1 Results discussion on participants' confidence

The results from the four confidence scales indicate that the students do have some confidence as demonstrated on the high proportion of students (66%) who scored well on the positive confidence scale that included statements such as “I feel confident in myself every day”, and “I feel confident in myself when I’m around other people”. However, when it comes to specific confidence in speaking English, the proportion of students who demonstrate this sort of confidence falls to around one third of the entire group. As for the third scale on negative confidence, results show that over 30% of the students suffer from negative confidence (academic milieu related confidence) as demonstrated by agreement on items such as “I probably will not make it through the ABP”, “I lack confidence in myself”, and “I don’t believe I can do well”. The results for the final confidence scale sends out a red flag as the vast majority of the students under study suffer from a lack of confidence as demonstrated by their high level of agreement on statements including “I often have trouble making decisions such as...”, “When I’m in a room with people I don’t know, I feel uncomfortable.” and “I am often unsure of my answers on a test.”

These findings inform the first research question “*Is there evidence that female Emirati EFL students suffer from a lack of confidence, motivation and emotional intelligence in a tertiary EFL academic setting?*” Yes, these findings set off another alarm when it comes to students’ confidence. Indeed the findings clearly demonstrate that an important proportion (from 30% to 84% depending on the scale) of female Emirati EFL students suffer from a lack of confidence. These students may be at risk of dropping out of their program.

The findings on motivation, emotional intelligence and confidence indicate that motivation seems to be less of an issue for the students under study. On the other hand, it would appear that many students suffer from lack of certain types of emotional intelligence and confidence. These findings will inform the upcoming discussion related to this study’s research questions.

5.5 Research questions: Discussion of results:

1. Is there evidence that female Emirati EFL students suffer from a lack of confidence, motivation and emotional intelligence in a tertiary EFL academic setting?

There is evidence that an important minority of approximately 25% of female Emirati EFL students may suffer from a lack of two specific types of motivation, that of being motivated to self-direct in learning English and a lack of desire to learn English due to their opinion or experience related to learning English (i.e. 'learning English is difficult').

However, results also clearly indicated (see Figures 7, 8, 9 and 10) that overall the level of motivation is relatively high. More than 90% of the participants in this study were motivated to learn English and to achieve short-term academic goals such as completing their degree. Furthermore, approximately 75% were motivated to self-direct, and had a strong desire to learn English. However, in reference to the above RQ 1 an important minority, approximately 25%, may be less motivated to self-direct and have less desire to learn English. These results may indicate that if further attention is not paid to this less motivated group of students, they may well lose further motivation and be at risk of dropping out of their EFL program.

In regards to emotional intelligence (see Figures 11, 12, 13 and 14), alarmingly, findings would indicate that a very important proportion of female Emirati EFL students suffer from a lack of emotional intelligence including problem solving (approximately 30%), negative self-perception demonstrated in the emotions scale (43%), lack of a positive self-image in the life satisfaction scale (38%). Most worrisome is the high proportion (55%) who suffer from academic-related anxiety. Of concern to the researcher is the important role that emotional intelligence is taking in coping with life, academic achievement and career advancement. These women could clearly benefit from interventions that would build their emotional intelligence skills. These students may be at risk of dropping out of their EFL program.

To inform the last construct of the research question regarding lack of confidence the findings set off yet another alarm when it comes to students' lack of confidence. The findings clearly demonstrate that an important proportion (from 30% to 84% depending on the scale (see Figures 15, 16, 17 and 18) of female Emirati EFL students suffer from a lack of confidence.

The findings on motivation, emotional intelligence and confidence indicate that motivation seems to be less of an issue for the students under study. On the other hand, many students suffer from a lack of certain types of emotional intelligence and confidence.

a. What factors, if any, appear to affect female Emirati EFL students in the areas of confidence, motivation and emotional intelligence?

To answer this research question, participants were queried within the CMEII survey and on their progress reports on what factors or situations had affected their studies. The following results offer the themes that emerged from the data collected:

Confidence factors:

Surprisingly, in the open-ended questions on a progress report asking students what situations affected them the most inside the classroom and what situations affected them the most outside of the classroom, confidence was only mentioned once out of the 92 comments made by participants in answering both questions. In interpreting the student's written comment "*I learned to be more confidence and responsibility*" it can be assumed that the student was lacking confidence at one time, but had increased their level of confidence during the CMEI workshop.

Motivational factors:

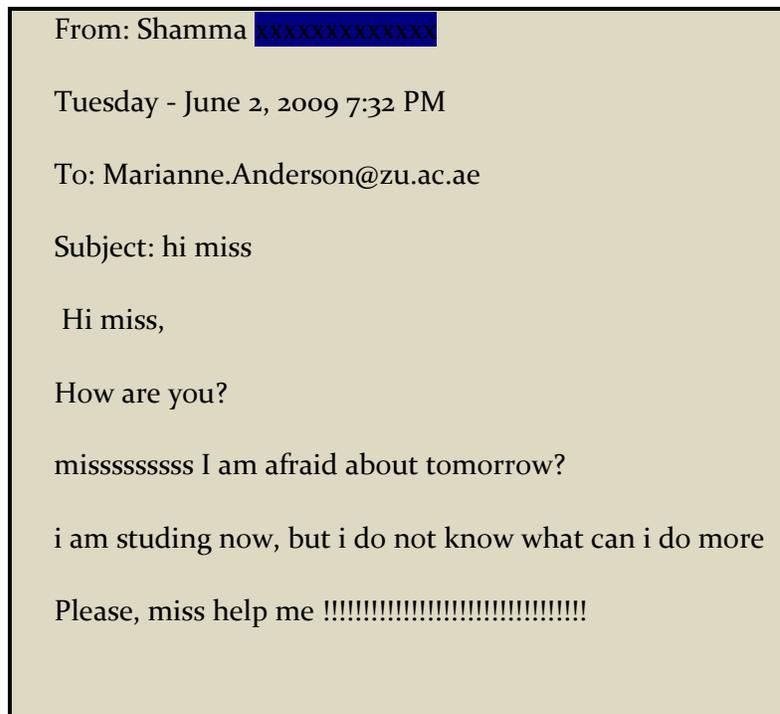
‘Losing interest’ would appear to be an extremely important motivational factor and detrimental to students successfully attaining academic goals. It was mentioned by participants in the progress reports as well as the CMEII survey. When participants were asked on the CMEII survey (Q 48) “*What factors would stop them from completing the ABP?*” 47.18% of the 197 participants who responded to this question choose ‘losing interest’ as being the most likely reason for abandoning the EFL ABP program. The second most popular selection was ‘Too much work involved’ (43.08%), the third reason ‘the program being too difficult’ (39.8%), ‘family pressure’ came in as the fourth (36.74%) closely followed by the fifth reason ‘getting married’ (36.6%) and the final choice selected would be ‘other’ at 26.51%.

EI factors:

Factors relating to EI were abundant when participants were encouraged to share their thoughts responding to the aforementioned open-ended questions on what factors affected them inside and outside of the classroom. The results were as follows:

Top of the list issues that were discussed in the open-ended questions by participants dealt with *interrelationships* with classmates and friends. ‘Classmates behavior’ was mentioned the most, closely followed by ‘disagreement with friends’ as can be interpreted from the following simple quote “disagreement with friend affect me”. Interrelationship issues were mentioned 38 times out of the 63 comments, approximately representing 60% of the participants comments regarding factors that affected them in class. Comments such as “*Some of the students really have to behave because of the laughing and Noysce*” or “*a lot of noice and talking . do not pay attention*”. It would appear that bad classroom behavior such as noise, impoliteness such as “when a girl stare at me” or being laughed at, affect students’ comfort levels in the classroom. Participants also mentioned not getting enough time with the teacher.

Anxiety issues were of priority as well in the participants' comments. Out of the 63 comments documented, those related to anxiety (14) were the second most frequent representing 22% of the comments analyzed from the CMEII survey. Mostly issues that dealt with academic anxiety were mentioned, such as 'grades' and 'having to ask questions in class'. 'Cheating' was mentioned twice. One student wrote " *student bother me when the lagh at me and take my idea and use it in their essay.*" Another wrote " *when someone cheat in the exam I feel upset because he didn't study hard.*" 'Level of skills' seemed to be an issue, as it was mentioned by two different respondents. These sentiments were echoed in unsolicited emails to the researcher/CMEI workshop facilitator as seen in this email sent by a participant in a CMEI workshop expressing her anxiety for an oral presentation that she was to present the next day.



From: Shamma [REDACTED]
Tuesday - June 2, 2009 7:32 PM
To: Marianne.Anderson@zu.ac.ae
Subject: hi miss

Hi miss,

How are you?

missssssss I am afraid about tomorrow?

i am studing now, but i do not know what can i do more

Please, miss help me !!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Figure 19: email- EFL academic anxiety

It could be assumed that students are concerned, if not frantic at times about their lack of skills in English.

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“Having to use laptops” was also a cause of academic anxiety and was mentioned twice. Having to fight with friends to study or get homework done was also mentioned.

Other in class issues were not clearly explained due to students’ level of skill in writing in English, but clearly enough explained that it was understood that personal and academic problems had an effect on their ability to focus in class:

“When I have a problem at classroom and think about it.”
“Disagreement with friend, my marks Affect me and sometimes fear about something”

Outside of the class issues was also topped by interrelationship factors. Out of the 29 comments regarding out of class issues, 12 (49%) made reference to interrelationships among family members, friends, classmates and even teachers. Comments such as the following indicate that students find it difficult to interact or resolve problems with family as well as friends and classmates.

“family situation, and personal problem can be big fact and effect in my life”
“families problems and responsibility while I take as a older sister”
“problems at home affect in me very much, I just can’t focus at class when I have problem or anything”

‘Lack of family support’ was mentioned 4 times (14%) with comments such as *“Parents who cannot understand our goals.”* or simple the one word quote *“noise”* meaning the home environment may not be conducive to studying.

Other outside of the classroom factors that had an effect on surveyed participants were ‘lack of sleep’, and ‘lack of organization’, and one that should be taken into consideration for those students who have to commute, ‘transportation problems’, as can be interpreted from the last quote, ‘lack of time’: *“I don’t have time. I arrive home at 7:30 after that I take a shower, have my dinner to sleep because I really being tired. It’s hard to manage my time.”*

Personal problems were mentioned 7 times (24%). ‘Obsessing over problems’ seems to be an issue as can be interpreted from this response:

“its same thing affect me like a problem so I can not concentarat in study and I am thinking person and thinking a lot about problems.”

Academic anxiety not only surfaces in the in class comments, but outside of class as well with the statement: *“student when they try to let me do their homework”*. It could well be that this student has been pressured into doing other students’ homework outside of class and it makes her uncomfortable.

b. Is there evidence that female Emirati EFL students who suffer from a lack of confidence and/or motivation also appear to struggle with emotional intelligence issues?

In order to investigate the RQ 1b it was necessary to explore the relationship between the different motivation, emotional intelligence and confidence scales. Bivariate and Pearson’s correlation with two tailed significance were performed on the twelve different scales in assisting in exploring relationships and seeking tendencies.

The scale motivation to learn English (M1) has a significant positive correlation with the emotional intelligence scale (EI1) resolving problems, confidence in speaking English (C1) and positive confidence (C2). This positive correlation indicates that as scores for motivation to speak English go up, so do the scores for confidence in speaking English and positive confidence.

Motivation to self-direct in English (M2) has a significantly positive correlation with (EI1) resolving problems, (EI3) higher life-satisfaction, (EI4) academic-related anxiety, and (C2) positive confidence. Interestingly the results would appear to indicate that the higher the academic related anxiety a student has

the more likely they are to self-direct in English. These results also suggest that students who have higher scores in self-directing in English also tend to score high on positive self-image and positive confidence. While interpreting these results, it is important to state that, at this point of interpretation of results are merely associations. However, it would be safe to say that the results of the Pearson's correlation matrix show that many of the scales are correlated to each other, however, correlations are, for the most part, considered weak.

Motivation to self-direct in English (M2) has a significant negative correlation with (C3) academic milieu self-confidence. Those who disagree with statements on motivation on self-directing in English also tend to agree with statements on negative self-confidence. (note: 1- strongly agree, 5= strongly disagree) As negative confidence increases, motivation to self-direct decreases. In other words, there is a significant negative correlation between negative confidence and motivation to self-direct. Therefore as motivation to self-direct decreases, negative confidence increases, therefore indicating that correlations go both ways.

Desire to learn English (M3) has a positive significant correlation with (EI2) negative emotions, (EI4) academic-related anxiety, (C1) confidence in speaking English, (C3) academic milieu self-confidence and (C4) lack of confidence. Desire to learn English (M3) has a negative significant correlation with (C2) positive confidence. Surprisingly, these correlations would indicate that the more a student desires to learn English the less they tend to have positive confidence. At this point the researcher is at a loss of how to interpret these results and deems that further investigation would be necessary to add further data that may help clarify these results. At this point it would appear that as the desire to learn English increases so does negative emotions and lack of confidence. Although difficult to interpret, it could mean that although some students may have a lack of confidence and suffer from academic-related anxiety they still want to learn English.

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Motivation toward short-term academic goals (M4) has a positive significant correlation with (EI1) resolving problems (EI2) negative emotions (C2) confidence in speaking English (C4) lack of confidence. Results indicate that as motivation toward short-term academic goals increases so does resolving problems and confidence in speaking English.

Resolving problems (EI1) has a significant negative correlation with both (C1) confidence in speaking English and (C3) academic milieu self-confidence. There is a significant positive correlation between resolving problems (EI1) and (C4) positive confidence. These results would appear to indicate that the better you are in resolving problems the more likely you are to have positive confidence and the less likely you are to have negative confidence.

The emotions scale (EI2) is significantly correlated with all four confidence scales. There is a significant positive correlation between negative self-perception (EI2) and confidence in speaking English (C1), positive confidence (C2), and lack of confidence (C4). Here if you have a low score of the negative emotions statements it would appear that you will also have lower confidence in speaking English and lower positive confidence. However, there is a significant negative correlation between emotions (EI2) and academic milieu self-confidence (C3). This would appear to indicate that if you have high negative emotions you would also tend to have low negative confidence.

Positive life-satisfaction (EI3) has a positive and significant correlation with (C2) confidence in speaking English (C1). This is a very interesting and positive finding regarding confidence and learning English. Better life-satisfaction is in line with high confidence in speaking English.

Academic-related anxiety (EI4) has a significant positive correlation with three of the four confidence scales including confidence in speaking English (C1), lack of confidence (C4), and (C3) academic milieu self-confidence.

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These correlations would strongly suggest that as academic anxiety increases so does confidence in speaking English. This rather baffling outcome is difficult to interpret other than possibly those who may stress about their academics have more confidence in speaking English. Or possibly it could be that those who have academic anxiety are concerned and are determined to do well compared to those students who aren't invested in doing well. However, these findings are inconclusive and need further exploratory research. One correlation that does make sense, however, is as academic anxiety increases so does lack of confidence and negative confidence.

Although there are significant correlations between the different scales they are, for the most part, weak correlations (see Table 19). It is also to be noted that the correlations are an indication of an association between the scales only. Correlations do not provide any indication of causation meaning that it would be inappropriate or unjustified to say, for example – “If you score high on motivation to learn English you will be better at resolving problems”.

Table 19: Inter scale correlations for Motivation, Confidence and EI scales

	M1	M2	M3	M4	EI 1	EI 2	EI 3	EI 4	C1	C2	C3	C4
M1.Motivation to learn English		.299**	-.231**	.019	.155*	.027	.081	.128	.149*	.157*	.008	.139
M2. Motivation to self-direct in English			-.296**	.193**	.478**	.003	.210**	.186**	-.028	.442**	-.140*	.092
M3 Desire to learn English				-.084	-.093	.300**	.011	.145*	.234**	-.175*	.467**	.177*
M4.Motivation toward short-term academic goals					.218**	.020	.125	.168*	.041	.144*	-.137	.159*
EI1. Resolving problems						-.194**	.391**	.064	-.186**	.765**	-.191**	.088
EI2. Emotions							-.183**	.427**	.467**	-.267**	.612**	.406**
EI3.Life-satisfaction								.053	-.110	.375**	.021	.108
EI4. Academic Related Anxiety									.412**	-.026	.305**	.444**
C1.Confident in speaking English										-.365**	.445**	.314**
C2.Positive Confidence											-.249**	.026
C3. Academic milieu self-confidence												.279**
C4. Lack of Confidence												

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Note: the yellow highlights are significant positive correlations and the blue highlights are significant negative correlations.

- c. Is there evidence that female Emirati tertiary EFL students, who have a desire to abandon their studies lack confidence, and/or motivation and/or emotional intelligence?**

Yes there is evidence that female Emirati tertiary EFL students, who have a desire to abandon their studies also appear to lack motivation and EI.

Descriptive statistics (frequencies) were performed on Q 50 '*How close have you come to abandoning your studies with the ABP?*' to examine if the distribution of students who had versus those who had not considered abandoning their studies with the ABP.

A second step in answering RQ 1 c, involved conducting a t-test for independent samples. This test was performed on the data to compare mean scale scores on the motivation and confidence scales and to determine if there were significant differences between the two groups (1. those who had vs. 2. those who had not considered abandoning). Levene's Test for Equality of Variances was performed to determine if equal variance was assumed or not. T-tests were selected over ANOVA because comparisons were being made between two groups only. Furthermore, the two statistical techniques are essentially the same, with the square root of the F score from the ANOVA being equal to the t score in the t-test.

Of the 199 students who answered Q50 on the CMEII survey "*How close have you come to abandoning your studies with ABP?*" 62.8% indicated that they had never considered abandoning and the other 37.2% had come close to or almost abandoned their studies.

Table 20: Q50. How close have you come to abandoning your studies with the ABP?

	N	Percent
Never considered abandoning	125	62.8
Came close or almost abandoned	74	37.2
Total	199	100.0

The results of the t-test indicate that overall, the mean scale scores are relatively the same for the two groups of students. However, for the motivation to learn English scale, there is a significant difference between those who did versus those who did not consider abandoning (see yellow highlight in Table 21). The mean scale score is significantly higher ($p=0.048$) among those who came close or almost abandoned their ABP (mean score 1.94, SD .66) compared to those who never considered abandoning their ABP (mean score 1.77, SD .42). A higher score on this scale is an indication of being less motivated to learn English.

The t-test also showed statistically significant differences between mean scale scores for the two groups on two of the emotional intelligence scales; the emotions scale ($p=.023$) and the academic-related anxiety scale ($p=.053$). Students who considered abandoning their ABP had significantly lower mean scale scores on the emotions scale, than did their counterparts who never thought of abandoning the ABP (mean scores of 2.52 vs. 2.77 respectively). This was a scale comprised of negative statements and these results suggest that students who considered abandoning the ABP were more likely to agree with the negative emotion statements. Moreover, students who considered abandoning the ABP had a lower mean scale score (mean scale score 1.98) than their counterparts who did not consider abandoning (mean scale score 2.18). The academic-related anxiety scale was also comprised of a number of negative statements and a lower score indicate that the students agree with the negative statements. These results indicate those students who think of dropping out, may be more likely to suffer from academic-related anxiety than their counterparts.

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Table 21: Motivation and confidence mean scale scores according to never thought of abandoning versus came close of almost abandoned.

Scale	Group	N	Mean	SD (±)	P value
Motivation					
Motivation to learn English	Never thought of abandoning	125	1.77	.42	.048*
	Came close or almost abandoned	74	1.94	.66	
Motivation to self-direct in English	Never thought of abandoning	125	1.97	.56	.559
	Came close or almost abandoned	74	1.92	.63	
Desire to learn English	Never thought of abandoning	125	3.94	.65	.107
	Came close or almost abandoned	74	3.76	.85	
Motivation toward short-term academic goals	Never thought of abandoning	122	1.41	.45	.848
	Came close or almost abandoned	71	1.40	.46	
Confidence					
Confident in speaking English	Never thought of abandoning	125	2.97	.90	.204
	Came close or almost abandoned	74	2.80	.95	
Positive Confidence	Never thought of abandoning	125	2.18	.69	.859
	Came close or almost abandoned	74	2.16	.68	
Academic milieu self-confidence	Never thought of abandoning	125	3.39	.83	.185
	Came close or almost abandoned	74	3.22	.79	
Lack of Confidence	Never thought of abandoning	125	2.18	.51	.666
	Came close or almost abandoned	74	2.22	.65	
Emotional intelligence					
EI Resolving problems	Never thought of abandoning	125	2.12	.63	.919
	Came close or almost abandoned	74	2.11	.61	
EI Emotions	Never thought of abandoning	125	2.77	.77	.023*
	Came close or almost abandoned	74	2.52	.70	
EI Life satisfaction	Never thought of abandoning	125	2.26	.83	.375
	Came close or almost abandoned	74	2.36	.81	
EI Academic Related Anxiety	Never thought of abandoning	125	2.18	.69	.053*
	Came close or almost abandoned	74	1.98	.73	

* Statistically significant at the $p \leq 0.05$ level.

d. Is there evidence that female Emirati tertiary EFL students have a desire to self-direct or self-improve?

The evidence indicates that about 75% of female Emirati EFL students have a desire to self-direct as demonstrated by their positive response to the items in the scale named ‘motivation to self-direct in English’ (see Figure 8).

2. What, if any, self-coaching methods would female Emirati EFL learners select for self-directed improvement?

Comparative statistics were performed on progress reports administered to participants who were involved in creating a CMEI journal. When asked what method(s) they chose to use to work towards reaching their personal and academic goals. Self-Talk, Prayer and Vision Boards were chosen by over 44% of the respondents, with only a few, 8.66% choosing Self-hypnoses. It is to be noted here that most students selected at least two to three methods (i.e. self-talk, prayer and vision board)

a. Which self-coaching methods were reported as being the most popular in helping students reach their developmental goals?

Self-talk appeared to be the most popular having been selected by 48.32% of the 127 participants who responded. Prayer was chosen by 45.67% and the vision board followed closely at 44.88%. Once again, it is important to keep in mind that most participants used two to three of the methods offered above to self-direct.

b. What developmental changes did female Emirati EFL learners deem necessary to make in order to become a more successful student and person?

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To inform this research question, data was gathered from the various progress reports (see Appendix H) administered to the 4 focus groups, recorded semi-structured interviews, student emails as well as participants' CMEI journal entries. The raw soft and hard data was then coded, categorized into themes that will be detailed in Table 22.

Table 22: Development changes

Progress reports, field notes and audio recorded meetings with participants:	
Participants were asked what were the goals or behavior modifications that they would like to improve on during the CMEI workshop. The participants' answers were coded and categorized by theme within this table and ordered by frequency (times mentioned by participants).	
<i>Theme</i>	<i># times mentioned</i>
Academic English	51
<p>Example statement(s) from participants:</p> <ul style="list-style-type: none"> • “improve English” • “speaking perfect english” • “IELTS” • “get english diploma” • “learn more and develop my English language” • “improve my writing in English” • “improve my grammar” • “improve my Speaking” • “”passing this course” • “Get note taking better in English” • “learning English very well and speak it with my friend” • “learning English beter” • “read more English stories” • “My dream is to learn the English language and be perfect in English no need any help.” • “spelling” • “learn new vocabulary” • “get more information in listening” • “be more careful and active in English class.” • “presentations” • “I get embarrassed when I speak to big group...even in Arabic. The group looks at me....I can't complete” 	

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Academic (goals)	34
<p>Example statement(s) from participants:</p> <ul style="list-style-type: none"> • “study level 7, work hard to pass” • “to get good grades” • “to graduate and have the bachelor degree” • “move to general” • “to do all my work by myself without depending on our teacher” • “leave level with good grade” • “study hard” • “improve my computer skills” • “more time to learn and read” • “asking about things I don’t know” • “have the ability to save more things in my mind” 	
Confidence:	28
<p>Example statement(s) from participants:</p> <ul style="list-style-type: none"> • “To be more confident” • “To have self-confidence” • “be more confidence” • “more self-confidence” • “confidence” • “I want to be more trust in myself” • “have confidence in myself and anything I choose” 	
Self-improvement	27
<p>Example statement(s) from participants:</p> <ul style="list-style-type: none"> • “improve myself” • “using my vision board to reach my goals” • “to change a lot of things in my personality” • “be good in my life” • “improve my cell to be good student and person with others” • “develop myself in many cases” • “pay more attentin in class and around me, home, friends” • “learn to work hard” • “manage myself” • “asking about the things I don’t know” • “become more ambitious” • “manage my life” • “beware organized” • “change habits” • “improve my communication skills” • “be more social in english class.” • “self-talk” • “trying to do everything myself” 	

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Success	23
<p>Example statement(s) from participants:</p> <ul style="list-style-type: none"> • “be more successful” • “successful” • “be a successful person in life” 	
EI (emotions)	19
<p>Example statement(s) from participants:</p> <ul style="list-style-type: none"> • “to control my feeling and not be so kind with everyone.” • “changing my personality and become strong” • “to be patient” • “oh be calm and nice with children.” • “to know me more” • don’t want to be angry with anyone” 	
Motivation	16
<p>Example statement(s) from participants:</p> <ul style="list-style-type: none"> • “encourage myself” • “To make possible the impossible” • “To be motivated.” • “to have an aims and goals” • “to achieve my goals” 	
Special interests	13
<p>Example statement(s) from participants:</p> <ul style="list-style-type: none"> • “help my country to grow up” • “having a driving licence” • “ride horses” • “Learn photography” • “reading more five novels” • “travel the world” • “to be a businesswoman” • “learn more about our graphic designer programs” 	
Time management	10
<p>Example statement(s) from participants:</p> <ul style="list-style-type: none"> • “Enjoying my free time and was something that I benefit from” • “manage time” • “do my assignments on time” • “organizing my time” 	

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<i>Friends</i>	8
Example statement(s) from participants: <ul style="list-style-type: none"> • “spend more time with my best friend” • “being in con tact with my friends” • “make new friends” 	
<i>Lifestyle</i>	8
Example statement(s) from participants: <ul style="list-style-type: none"> • “eat healthy food” • “reduce my weight” • “change my lifestyle to be more healthy” • “learn to relax, enjoy life. Not work so hard.” 	
<i>Family</i>	6
Example statement(s) from participants: <ul style="list-style-type: none"> • “spend time with my family” • “communicate better with my family” • “take care of my younger sister and brother” • <i>“My simblings et aids”</i> 	
<i>Religion</i>	1
Example statement(s) from participants:	
<i>Confidence in English</i>	2
Example statement(s) from participants: <ul style="list-style-type: none"> • “confidence spaking english” 	

The transcribed audio-recordings and field notes from the CMEI summer workshop were also used to collect data regarding students’ goals in changing certain behaviors as seen from the following excerpt in Figure 20 taken from the researcher’s field notes documenting the CMEI meeting that took place during the 1st pilot CMEI workshop in April of 2009. Participants’ goals or desired behavioral changes noted in such meetings were also included in the above table.

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I tell myself, but others no
M: pleas tell us so we know it is working
At least put it in your journal

M: you were working on what part of your goal this week, because your goal is pretty big.
N: too...toooit's about my life, I tend to...it's I have time...I watched a movie
M: N- did something fun
N: I did that, I have time
M: Did you feel good while you were doing it?
N: y..I did
I looking in the other room, my bedroom, seeing
M: thinking I should be there
N; yes
M: you made progress because you actually did something you liked.

M; S do you think you have an idea of what you want to work on.
S: Yes,
M: can you share
S: I have my big problem... I get embarrassed if I talk to a big group... even in arabic... all the group looks at me, I ... I can't complete..
Today when you went out...I said for the girls...it was the first time I get a presentation I look for people (meaning she made eye contact)

N->Accomplished one of her goals

M-> accomplished one of her goals

Figure 20:transcribed audio recording-goals

Also included in the table of documented desired behavioral changes were non solicited emails from students such as the following (see Figure 21). In this email, IELTS is the participant's desired EFL or English academic goal. However, it is to be noted that one of the issues this student appears to have is related to shyness. However 'shyness' was not noted since the participant did not indicate it was her desire to change this behavior.

miss Marianne
how are you >?
i hope you are fine ^^
Thank you for your E-mail ^^
i am very happy for your care about me and help me to aim my goal for ielts to help myself. i feel there is hope for me if i help me
i am very happy for joining this group and to meet you , i was very shy in that day maybe because it is the first time >>>^^
i will be in 3 pm at sunday and i will come to your office
i your number in my phone, i will communicate with you by masseges in english ^^
Thank you >>
i will achaive my goals with you ^^

Figure 21:email-IELTS goal

c. Which educational environment(s) appear to support the development of self-coaching strategies?

Since participants did not have the option of participating in more than one focus group due to time restraints and work restrictions that prevented the researcher from administering further focus groups, this question will be answered by the researcher who was personally involved in administering the 3 different types of workshop environments. The three settings in which the workshops were administered were:

1. *A small personal CMEI workshop:* A group of 3 students out of a possible 32 who had shown interest in joining a focus group met once a week during lunch period for a 45 minute lecture and discussion. Students were offered the possibility to work on a CMEI journal.
2. *A large summer school CMEI workshop:* (35+ participants) where a majority of students who had failed a term during the academic year were given the opportunity to advance their studies during the summer.
3. *In class EFL CMEI workshop:* Students, in addition to their EFL curriculum would be introduced to the CMEI lectures, discussion and CMEI journal. The researcher interacted with 2 groups (11-17 students) per term creating a focus group of approximately 34-36 participants per term. A total of 3 focus groups of this type were formed (see Table 1: Fall A, 2009, Fall B 2009, Spring A 2010).

Results:

Method 1: (Small personal CMEI workshop – Spring B 2009). When asked in the CMEII survey if students would be interested in joining a CMEII workshop, 32 students out of a possible 199 indicated that they would. However, when workshop emails (see

Appendix J) were sent out to the 32 participants who had shown an interest, only 3 students regularly participated. An additional 2 students dropped in for 2 meetings within this CMEI workshop. Signs were posted near the workshop, clearly indicating dates and times of the workshop as well as inviting students to participate.

Hypothetically, the low attendance may be due to two main reasons. Students are known for not opening emails. Although 2 emails were sent out weekly through the University's GroupWise mail server announcing the workshop, it became evident that most of the emails were never opened. Upon further investigation, it was revealed by the GroupWise administrators that a very high percentage of those emails had never been opened even if they had been flagged as being urgent. Furthermore, those participants who had given a personal email address may have received emails that were not easily accessible due to Zayed University's email provider *GroupWise*'s method of delivery system. (Further detail will be given in the limitations section in Chapter 6.)

Participants' feedback results: Three of the regular participants participated regularly over the 9 week period (only 1 student missed one session). When the 3 participants were asked on a progress report to voice their level of agreement with the following statement: *"I feel the weekly meetings have helped me to improve myself"*, all 3 participants strongly agreed (100%). In addition, all 3 participants strongly agreed with the statement *"I feel that joining the YOUU focus group has helped me to deal with my emotional issues"*. (YOUU is another name used interchangeably for the CMEI Workshop.) When asked the following question: *"What I learned in the YOUU focus group will help me become more successful in reaching my goals in the future."* All three participants responded that they strongly agreed with the statement. Furthermore, when asked if they would like to continue meeting at the end of Spring B, 100% (3 participants) indicated *"Yes"*.

Feasibility: From the research's perspective, although this setting may appear to be ideal, in view of the students' responses to how beneficial the workshops were to them, few participants who had initially shown interest (32) actually participated. As noted earlier,

logistics, timing etc. may have some impact on attendance (i.e. emails not opened, lunch hour not appropriate time for many etc.). It is of the researcher's opinion that to reach more students, this type of workshop would not be the most popular with the student population as a whole. Although it would appear that this individualized workshop was highly valued by the 3 participants, it apparently did not respond well to, nor benefit, a larger population of students.

Method 2: Large summer school CMEI workshop: The ABP summer school was offering 4 EFL classes composed of one Level 6, one Level 7 and two Level 8 classes. Out of a possible 57 students, 34 showed interest in joining a CMEI focus group. The researcher received permission from the ABP to offer a summer CMEI workshop. Contact was made with the teachers responsible for the 4 groups attending summer classes. All 4 teachers consented to having their students participate in the CMEI workshops on a voluntary basis. Students from all 4 groups were to meet, during class time in one large amphitheatre that could possibly seat up to 55 students. This venue would offer the opportunity to all of the participants who had shown interest to attend at the same time. It was a setting that would hopefully offer the students the forum to voice their opinions during CMEI discussion periods. Sessions started with a short presentation on the theme of the day (Confidence/Motivation/EI) whereupon students could access the presentation documents online through Blackboard and could add these documents to a CMEI journal within their OneNote electronic binder, that is, should they choose to work on a CMEI journal on a voluntary basis. Students were to meet in this venue once a week for 45 minutes for 5 weeks. Students were attending remedial EFL classes for the same period of 5 weeks, for a period of 4 hours daily, 5 days a week.

Participants' feedback results: At the end of the 4th week, participants from the CMEI summer workshop were queried on the statement "*In general, I find the workshop weekly meetings helpful*". Out of the possible 34 participants, 65% (22) of the respondents answered. 86% indicated that they agreed with the statement (29% Strongly Agreed, 57% Agreed, 7% had No Opinion, 7% Strongly Disagreed). When asked on a final progress report administered in the last week of the workshop, to what degree did the

participants agree with the statement “*This self-coaching workshop helped me a lot?*”, 23 (68%) of the possible 34 participants, 78 % of the participants agreed with the statement 26.09% Strongly Agreed and 52.17% Agreed, 17.39% had No Opinion and 4.35% Strongly Disagreed. Furthermore when asked “*Will you continue to self-coach after the summer school ends?*”86% responded “yes” and 14% responded “No.”

Feasibility: When queried twice about the benefit of the CMEI summer workshops, the results strongly indicate that participants’ felt that the workshops were beneficial and helped them a lot (86% + 78%). However a cautionary note from the researcher; from the researcher’s experience administering this summer workshop may not have been the perfect venue. There were a number of issues that arose during the 5 week session. The main issues detailed below should be considered should anyone wish to conduct a similar workshop.

1. It was difficult to find a time where all of the teachers administering the EFL remedial classes would allow their students to attend the CMEI workshop. In fact, even when a time was selected, some teacher’s forgot to advise their students. One class missed 3 of the 5 sessions. A second class missed two of the 5 sessions.
2. With students leaving their EFL class to go to the amphitheatre, a substantial number of students would not make it to the amphitheatre, using the time for personal endeavors that were more appealing to them. (To try to remedy this issue, I agreed to schedule individual sessions with students in adjoining classes – next to their regular class.) This method appeared to be more successful, but substantially increased the amount of time the researcher had to present on campus and administer the workshops three fold. The fact that students were skipping the workshop may indicate that their motivation to attend was low, although they strongly indicated that the workshops were of benefit to them.
3. The researcher of this study questions to what degree the teachers believed that self-coaching workshops may be beneficial to students, to what degree teachers were motivated to encourage students to attend or even what the teacher’s motives were for letting their students attend. There were, on occasion, incidents and comments from

teachers that indicated they saw this 45 minute segment as a break from teaching rather than an opportunity for students to master self-coaching methods to become more successful in their academic and personal lives.

In conclusion, the feasibility of conducting such a large workshop is difficult and would warrant serious preparation and coordination with all stakeholders. Throughout this workshop, the researcher had to adjust to various obstacles and finally had to offer smaller workshops. If not, the researcher would have had to contend with issues of absenteeism as well as be accountable for the whereabouts of the students who were skipping or not attending this CMEI workshop.

Method 3: In class EFL CMEI workshop: The final method or venue discussed will be the workshop that was offered to 6 classes of students level 6 and 7 students who formed a total of 3 focus groups. The facilitator/researcher of this study was able to offer the CMEI workshop to the EFL classes assigned to them during the Fall A, 2009, Fall B, 2009 and Spring A 2009 (see Table 1). The CMEI workshop was integrated into the Level 6 and 7 curriculum which already hosted elements of EI and career choices. While attending the ABP EFL classes, participants (105) were able to partake in discussions regarding confidence, motivation and EI. Furthermore, students were offered the opportunity to work on a CMEI journal throughout the term. (Fall A, Fall B and Spring A terms ranged from 7 to 9 weeks.) There was no set pre-determined schedule of when CMEI issues would be discussed in class. However, as mentioned earlier in Chapter 4 of this study, one CMEI journal chapter (see Appendix C) for the facilitators version of the journal) was presented weekly to the class through the online class management system Blackboard. Students were invited to edit the chapters in OneNote, thereby creating their own personal CMEI journal (see Appendices D, E and F for samples of the student's journals) and therefore making it their own.

Participants' feedback results: In week 8 of the CMEI in class workshop, 58 participants took part in a progress report. 98% agreed (47% Strongly Agreed, 51% Agreed) with the statement "*In general I find the in class discussion on self-coaching helpful?*" Only 6%

had ‘No Opinion’. An additional question “*Would you like to continue to receive self-coaching journal entries in the future?*” 91% replied “Yes”, 9% replied “No”. When asked “*Do you think the self-coaching segment of this course should be continued in the future?*” 94% responded with “Yes” and 6% responded with “No”.

It would appear from these results, that students who participated in the in-class EFL CMEI workshop highly valued this method of delivery, surpassing the participant’s appreciation of the last method, large summer school CMEI workshop presented above.

Feasibility: This last method was the method most preferred by the researcher and apparently by the participants. Students appeared to be more motivated to participate in this setting. The researcher came to this conclusion due to a number of reasons. In the first CMEI workshops, although the 3 participants appeared to benefit from the workshop as indicated in their semi-structured interviews, they were still reluctant to share their journals with the researcher. Participants indicated that they hadn’t done much work in their journals, or what was done was in Arabic and they felt a little embarrassed by the lack of effort they had put into their journals. In regards to the 2nd workshop offered to repeating students in the summer of 2009, although there were 34 participants, none of the participants volunteered to share their CMEI journals with the researcher. In fact, the researcher observed that most of the participants had little interest in creating a journal during the short 5 week session. However, it was noted by the researcher, that the 3 remaining workshops that were integrated into the EFL classes, delivered by the researcher during Fall A 2009, Fall B 2009 and Spring A 2010, students not only offered to share journals with the researcher, but in addition, many of the participants insisted on presenting their journals to their fellow classmates. Furthermore, approximately 30 students (out of a possible 105) actually volunteered to create additional chapters that could possibly be added to future CMEI workshops. Students appeared to have an interest in not only creating their own journals, but showed interest in creating material for future journals that may have benefited other students, therefore demonstrating one of the desired EI traits of wanting to help others. As discussed earlier in the literature review in chapter 3, regarding a study done by Rouhani (2008) on how short literary

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cognitive-affective readings introduced into the curriculum could help SLLs reach a desired level of intellectual empathy and intercultural understanding. It is felt by this researcher, in line with Rouhani's study, that students who had the opportunity to create a personal journal incorporating elements of confidence, motivation and EI also appeared to become more self-aware of their needs and the needs of others (hence the desire to create additional CMEI journal chapters for future workshop participants). The researcher thus concluded that participants preferred and benefited the most from CMEI workshops delivered within the EFL classroom environment. Participants appreciation of this method may be due to a number of reasons.

1. The material covered in the workshop coincided with the curriculum to a certain degree.
2. Students had the opportunity to present their journals in class should they volunteer to do so.
3. Students had the opportunity to showcase their vision boards in their respective classes.
4. Students took the initiative to present their journals or chapters they created during oral presentations and therefore demonstrated ownership of the self-coaching experience.

From the administrator's point of view, the researcher of this study, the in class EFL CMEI workshop was the most feasible venue for the main reasons stated below:

1. Students were able to build a stronger connection with the presenter, in this case the researcher and researcher, due to the number of contact hours. This connection or relationship created a climate of confidence.
2. The presenter was able to take advantage of in class situations to support the themes being presented (confidence, motivation and EI).
3. This venue removed the issue of absenteeism. Students were in their home room and there was no need to change rooms.
4. This type of workshop would have more chance of being successful since whomever

may want to offer such a workshop would most probably be committed to assisting students learn or improve their skills of self-coaching towards success. As experienced in the CMEI summer workshop, this may not have been the case regarding the teachers who were responsible for the summer classes. Reasons such as not having enough time to deliver the curriculum, or not being interested in the delivery of the CMEI workshop, may have influenced the teacher’s commitment to the project.

For the above stated reasons, combined with data generated by the participant’s progress reports, it is this in class method of delivery during regular class hours that was perceived by the researcher to be the most feasible and beneficial for delivering a CMEI workshop.

3. Is there evidence to suggest that female Emirati tertiary EFL students who are given the opportunity to mobilize and monitor their emotional intelligence and their ability to self-direct through the use of personalized individual strategies while learning English can self-coach towards an increased level of personal/and or academic success?

According to the 75 participants within this study who were queried in the progress reports about the effectiveness of the self-coaching methods used during this study, over 85% of participants indicated that the self-coaching methods they used had helped them to improve academically and personally.

Table 23: “The self-coaching methods I have been using to improve...”

	<u>N</u>	<u>Percent that</u> <u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>
Academically	74	85.14	13.51	1.35
Personally	75	86.67	12.00	1.33

5.5.1 Results: main points of interest and the literature

An overview of the results would indicate that certain areas within this study that need particular notice and attention in future research. There is evidence that approximately 25% of the participants in this study suffer from 2 different types of lack of motivation. Although participants scored relatively high on the scale of motivation to learn English (92%) the desire or motivation to self-direct in learning English was much lower. Dornyei (2001b) has claimed that very little has been researched about motivational influences that have a detrimental, that of which instead of energizing student's motivation to remain engaged actually 'de-energizes' it. Furthermore, Dornyei believes that 'this gap 'in researching this all too common phenomenon in second language learners is regrettable and needs to be addressed.

There is obviously a need to support students in learning how to become independent self-directed learners. Dornyei (2001b) and other second language researchers (Hanks, 1998) remind us as educators, as do the results in this study, that if further attention is not paid to this less motivated group of students, they may well lose further motivation and be at risk of abandoning their studies supporting Tinto (1987) warning that close to 50% of students who do not have college educated parents abandon. A slightly lower percentage (37%) of participants within this study have already shown evidence of wanting to abandon and it is felt that if no further attention is directed towards this matter, they may well abandon before completing their studies.

Furthermore, results within this study indicated that 24% of the participants appeared to be less motivated to self-direct in English. Concern has been raised that students who lack the desire to self-direct in their studies or in other areas of their life for that matter, may be in jeopardy. Those who work with placing young students in the workplace, such as Mr. Al Mulla, Executive of NWD (Moussly, 2010), learning to self-direct once arrived in a workplace placement program at the end of their studies is too late to sufficiently support Emirati students in being adequately prepared for the

workplace and the EI challenges that await them. There is a definite need to encourage self-coaching or self-direction earlier on. In support of this last statement, the executive summary report for HSBC (Oxford Strategic Consulting, 2010) concluded that although great advances have been made in women's education and emancipation in the Gulf region, the interface between academia and work continues to remain a major obstacle. According to the HSBC report (Oxford Strategic Consulting, 2010: p. 2), young Islamic women are “ill-prepared for the world of work and the world of work is ill-prepared for them.” According to many prominent researchers in behavioral developmental issues, (Gardner, 2006b; Deci & Ryan, 2002; Mayer et al. 2004; Trilling and Fadel, 2009), believe that today's students would be better equipped should they develop deeper levels of initiative and self-directed skills while progressing through their education prior to entering the workforce.

This lack to self-direct in English may be directly tied to the results found in 24% of the participants' who showed a lack of desire to learn English because they found it too difficult, or simply didn't enjoy the experience of learning English. If students became actively involved in self-coaching or self-directing their learning experience, maybe the “loss of interest” (approximately 47%) discussed below, was cited as being the most prevalent reason for wanting to abandon their studies would be eliminated through self-action to make the course more interesting and therefore meeting their personal needs within and outside of the classroom.

The following findings stresses the importance of students learning to self-coach towards emotional awareness along with reaching their academic and personal goals. Alarmingly, findings would seem to strongly indicate that a very important proportion of female Emirati EFL students suffer from a lack EI and confidence in areas such as problem solving (30%) (see Figure 11), negative self-perception (43%) as displayed in the emotions scale (Figure 12) and lack of a positive self-image (38%) as seen in Figure 13. Factors that appear to hinder student's ability to perform well inside and outside of the classroom in EI were abundant. 49% of participants' comments made reference to

interrelationship issues among family members, friends, classmates and even teachers. However, the most worrisome is the high proportion (55%) who suffer from academic-related anxiety and stress. Krashen (1982) states that motivation and confidence are not the only key players in a student's ability to learn a language, but academic anxiety and stress, in combination with the aforementioned factors can strongly enhance or suppress a SLLs' ability to learn a language and that ideally, for a student to adequately learn a language, they should feel relaxed and function in a stress free environment. According to researchers in this area (Brophy, 2004; Frame, 1996) students who suffer from stress or academic anxiety are less likely to take 'intellectual risks' as well as lose the desire to be creative while in an academic setting.

Concerns for participants abandoning their EFL studies are merited for 47 % of the 199 participants who responded to the CMEI survey choose 'losing interest' as being the most likely reason for abandoning the EFL ABP program. Other factors such as too much work (43%) program being too difficult (40%) family pressure (37%) and getting married' (37%) may affect students desire to stay with the program or abandon. Comments such as "*Parents who cannot understand our goals*" is a call that cannot go unnoticed or unheeded. Researchers investigating culture and gender issues within the Gulf setting (Bouhdiba, 1997; Crabtree, 2007; Hokal & Shaw, 1999; Schvaneveldt et al., 2005) have raised concern for the amount of stress young Islamic women who have to contend with trying to meet the challenges and ever changing needs of their rapidly progressing society, while trying to balance cultural and social issues within their homes. Crabtree's (2007) particularly interesting exploratory case study in regards to culture, gender and the influence of social changes amongst Emirati families, is one of the first studies in the UAE that has brought to light the disconnect, which was also apparent within this study, that exists, between daughters and family members. Much more attention in future research should be directed to better understand this phenomenon. Serious concern in better understanding situations that may well promote anxiety and stress in our female Emirati students, and offering self-coaching methods to help support students contend with these issues within the realm of their everyday

existence should be at the forefront of any future research initiatives in the area of EI in the Gulf academic milieu.

In concluding this section, and on a very positive note, over 85% of the participants who self-coached and used the various self-coaching methods within this study indicated that the self-coaching methods helped them improve academically and personally. To not fully understand the value of the participants' appreciation of using such methods to improve their EI/soft skills would be a shame. The results of this research study, as well as the work of other concerned researchers in this area (Bouhdiba, 1997; Crabtree, 2007; Masalamani, 2007) makes it perfectly clear that young Emirati women need the support that self-coaching and self-directing skills can offer them, to better meet the challenges of today's and tomorrow's 21st century lifelong learning journey.

This section concludes the chapter on results and discussion. The following chapter, the final chapter of this thesis, will offer the researcher's brief assumptions on the findings related to the research questions. In addition, limitations of this study will be addressed as well as possible suggestions for future research in the area of confidence, motivation and EI.

CHAPTER 6 : Assumptions, limitations and future research

6.1 *Assumptions regarding the outcomes of this study*

As witnessed through the exploration of the relationships that exist between the three main constructs of this study, confidence, motivation and EI, there are significant correlations between the different motivation, confidence and EI scales. The main assumptions of tendencies drawn by the researcher are the following:

1. There is a strong tendency that would suggest that when the level of motivation increases, so does the level of confidence in speaking English.
2. Motivation to self-direct in English has a significant positive correlation with resolving problems, higher life-satisfaction, academic-related anxiety (as stated in point 1 above), as does participants' positive confidence levels.
3. As negative confidence increases, motivation to self-direct in English decreases.
4. As motivation towards short-term goals increases, so does resolving problems and confidence in speaking English.
5. The better a student is at resolving problems, the more likely a student is to have positive confidence.
6. It would appear that students who have high negative emotions would also tend to have low negative confidence.
7. Those students who appear to have high negative emotions appear to also suffer from low negative confidence.

Outstanding points* of interest emerging from the correlation analysis of the confidence, motivation and EI scales of this study are:

8. Results would appear to indicate that those students who suffer from a higher level of academic anxiety also desire to self-direct more (i.e. the higher the anxiety, the increased desire to self-direct).

9. Better life satisfaction is in line with high confidence in speaking English.

*Note: These two last points (8 and 9) merit special attention and would deserve further attention in future research in this area.

The researcher wishes to state at this point, that her interpretations of the results are merely associations drawn from the newly created CMEII scales and that further exploratory research is needed, especially in light that for the most part, many of the correlations in this study were weak.

A further note of caution is extended to the reader. Although certain tendencies have been unveiled, these correlations do not provide causation, but merely an indication of an association between the scales.

Having summarized the above assumptions from the results that were in line with the statistical psychometric properties of the CMEII scales, the following segment is a short summary of the research questions and assumptions regarding these results drawn by the researcher. (For more in-depth detail, please refer back to section 5.5 of this study.)

- 1. Is there evidence that female Emirati EFL students suffer from a lack of confidence, motivation and emotional intelligence in a tertiary EFL academic setting?**

Yes. Approximately 25% of female Emirati EFL students may suffer from a lack of two specific types of *motivation*: motivation to self-direct and a lack of desire to learn English. Findings would indicate that a very important proportion of female Emirati EFL students suffer from a lack of *EI* problem solving skills (30%). Most worrisome is the high proportion (55%) who suffer from ‘academic-related anxiety’. Lack of *confidence* findings demonstrated that an important proportion of the participants suffered from a lack of confidence (from 30% to 84%) depending on the type of confidence.

a. What factors, if any, appear to affect female Emirati EFL students in the areas of confidence, motivation and emotional intelligence?

The factors are the following:

Confidence factors: In the open-ended questions on a progress report asking students what situations or factors affected them the most inside and outside of the classroom only one (1) comment out of the 92 responses from participants mentioned confidence. However, when students answered another open-ended question on what were the goals or behavior modifications that they would like to improve on during the CMEI workshop, improving self-confidence was noted 28 times. Therefore the findings are ambiguous and therefore inconclusive and further research is merited.

Motivational factors: Losing interest, too much work involved, EFL program being too difficult, family pressure and getting married were the factors offered by participants in order of frequency mentioned.

EI factors: Out of the three constructs, EI factors were mentioned the most frequently by participants as having an effect on them and their studies. The ‘*in classroom*’ factors mentioned the most were interrelationship issues such as students’ bad behavior (i.e. impoliteness amongst students, making noise, disturbing the teacher, unfriendliness). Disagreements, being laughed at, lack of EFL skills, having to use laptops, personal and academic anxiety issues such as being forced to cheat by peers were also mentioned. The ‘*Outside of the classroom factors*’ cited by participants indicated that family issues such as lack of family support, parents not relating to participants academic goals, having too much responsibility at home and unspecified personal problems were cited as having a definite affect on students. Lack of sleep, transportation issues, obsessing over problems were also reported.

- b. Is there evidence that female Emirati EFL students who suffer from a lack of confidence and/or motivation also appear to struggle with emotional intelligence issues?**

Results indicated that students who suffer from a lack of confidence and or motivation also appear to suffer from a lack of EI. However, these correlations are for the most part weak and merit further investigative study.

- c. Is there evidence that female Emirati tertiary EFL students, who have a desire to abandon their studies lack confidence, and/or motivation and/or emotional intelligence?**

For 37% of the participants who considered abandoning their studies, results indicated they were less motivated to learn English than those who had never considered abandoning. Furthermore, students who considered abandoning were more likely to agree with negative emotional statements and demonstrated a tendency to suffer from academic related anxiety.

- d. Is there evidence that female Emirati tertiary EFL students have a desire to self-direct or self-improve?**

The evidence indicates that about 75% of female Emirati EFL students were motivated to self-direct in improving their English.

- 2. What, if any, self-coaching methods would female Emirati EFL learners select for self-directed improvement?**

Self-talk, prayer, vision boards and self-hypnosis were selected to self-direct behavioral changes or attainment of goals.

a. Which self-coaching methods were reported as being the most popular in helping students reach their developmental goals?

The most popular method was self-talk (48.32%). A close second was prayer (45.6), third most popular was the vision boards (44.88%) and the least self-hypnosis selected by only 2 participants.

b. What developmental changes did female Emirati EFL learners deem necessary to make in order to become a more successful student and person?

The developmental changes are cited in more detail in Table 22. The summarized developmental changes are described below.

Academic English was the area that most participants noted as being an important area to self-coach towards improvement. Wanting to improve their 4 skill areas in English and passing IELTS were popular. Academic English factors were noted 51 times. This is in line with the findings of this study that many of the participants seemed to suffer from academic anxiety (54.7%) (see Table 14).

Academic (goals) the second most popular area cited for behavioral changes. Once again, academic anxiety, as cited in the previous category (Academic English) has emerged as a major concern for participants. Wanting to improve grades, study harder, move to the majors, improve computer skills, improve memory skills and become more independent to not have to depend on the teacher were developmental themes that emerged from the data 34 times.

Confidence: The desire to gain more self-confidence, were among the developmental changes desired and cited by participants. Themes of confidence were noted 28 times. These comments seem to be in line with the findings in the CMEII survey (see Figures 15, 16, 17 and 18) where the results from the 4 scales showed that participants, on average, scored well in the positive confidence scale (66%). However, it should be noted that there is still room to help students improve their confidence levels. This quantitative data also supports the findings for RQ 1 that there is evidence that female Emirati EFL students do suffer from a lack of confidence.

Self-improvement: Desired behavioral changes related to self-improvement through self-awareness was noted. Self-awareness themes ranged from improving oneself through self-management, becoming more ambitious and changing habits through the use of vision boards and self-talk. Self-awareness, goals were also on the participants agenda. Being more social and improving communication skills was also noted. A total of 27 self-improvement behavioral changes were noted. These findings also support the results found in RQ 1d “*Is there evidence that female Emirati tertiary EFL students have a desire to self-direct or self improve?*” They most definitely do.

Success “to be a successful person in life” or just “successful” was noted by many participants. Comments regarding the desire to become more successful were noted 16 times. This data also informs the question RQ 1 whereupon students may feel that they need to motivate themselves to become more successful.

EI (emotions) Desired changes related to EI (emotions) were noted 19 times. Managing one’s feelings, learning how to become “strong”, to be patient, to know themselves more. One participant wrote “don’t want to be angry with anyone”. Obviously participants have a strong desire to learn how to self-manage their emotions and therefore, these findings also inform RQ1, whereupon participants appear to sense that there is a need to better manage their emotions and improve their EI.

Motivational example statements from students ranged from encouraging oneself to achieve goals and the researcher’s favorite “to make possible the impossible”. Motivational themes were noted 16 times.

A Special interests category was formed for comments such as” help my country grow up”. This student’s goal was also noted by 4 other participants. To become a productive and active member in the growth of their country appears to be on students’ minds. Learning to ride horses, take pictures, travel the world and careers were also on the students’ list of goals to modify or achieve. Special interests were noted 13 times.

Time management issues were also on the list of behavioral changes sought after by students. Time management behaviors were noted 10 times. Wanting to find more free time to enjoy life along with getting assignments in on time were mentioned.

Friends: Making friends and spending time with friends was noted 8 times.

Lifestyle: Lifestyle changes such as losing weight, eating well, were noted 8 times.

Family issues such as taking care of family, spending more time and learning to communicate better with family members were goals or behavioral changes set by students.

Religion: was mentioned once. It may have only been mentioned once since many of the participants are extremely devoted and committed to their religion and therefore the need for behavioral changes was not needed.

Confidence in English: surprisingly gaining more confidence in English was only mentioned once.

c. Which educational environment(s) appear to support the development of self-coaching strategies?

According to the researcher, the 'in class EFL CMEI workshops' appeared to be the most supportive environment for the development of self-coaching strategies

3. Is there evidence to suggest that female Emirati tertiary EFL students who are given the opportunity to mobilize and monitor their emotional intelligence and their ability to self-direct through the use of personalized individual strategies while learning English can self-coach towards an increased level of personal/and or academic success?

Over 85% of participants indicated that the methods they used to self-coach during the CMEI workshops benefited them both academically and personally.

6.2 Methods and design limitations

6.2.1 Instrument limitations:

At the onset of this exploratory study, the researcher had hoped that adequate scales to measure all three of the investigated constructs, confidence, motivation and EI scales would be available and merit only slight adaptations. However, after an extensive literature review, confidence and motivation scales identified were deemed inappropriate by the researcher having been constructed in the 1970's and 80's and were not suited for the participants of this tertiary-level students in the Gulf, but were more directed towards students of a western context targeting primary and secondary learners, as a whole and not designed specifically for EFL students.

Furthermore it was also found that the available EI scales were directed towards the sports and/or the workplace environment and were not constructed with the tertiary EFL student in mind. In addition, these aforementioned scales did not take into consideration the EFL Arab students' cultural background, which was of the utmost importance to this exploratory research project. The researcher then had to readjust the design of the study to include the construction and validation of a survey (CMEII) that would be piloted and used within the realm of this study and therefore create adequate scales that would measure confidence, motivation and EI for the targeted EFL population of this research endeavor.

By taking the decision to create a survey for this study, this exploratory study become much more labor intensive and therefore more time consuming than previously had been anticipated. It was therefore necessary to extend the predicted length of the study for an additional year to allow for the development of a quality survey to continue the exploration into the constructs of confidence, motivation and EI in the tertiary EFL Gulf setting. The limitation to be taken into consideration therefore is that the CMEII instrument created for this study needs further experimentation and research validation.

Finally, although good content and construct validity has been established for the CMEII survey specifically designed for this research initiative continuous comparative research is needed to provide criterion-related validity of the CMEII scale sets of confidence, motivation and EI to those scales that exist or will exist in the near future that measure the same or similar constructs.

6.2.2 Translation limitations:

Although the CMEII survey was made available to students in English and Arabic, due to budgetary and time restraints the CMEI in-progress surveys (pie-chart) and reports were not. One issue that may have existed with these progress reports and questionnaires is that they may not necessarily be appropriate for subjects who have difficulty understanding English. According to Seliger and Shohamy (1989: p. 172) this is especially “relevant to research and second-language, subjects who very often have problems reading and providing answers in L2”. Therefore the limitation to take into consideration in this study is that there is no assurance that the questions that were not translated into Arabic and used by the participants within my study have been properly understood by the subjects and answered correctly.

6.2.3 Participant and data collection limitations:

Because of the time and resource constraints, and my personal agenda, it was inevitable that I had to define a narrow scope for the study (Cohen & Manion, 1994) and as a result I decided to focus only on female Emirati EFL students in the U.A.E., in particular in the ABP in Zayed University in Dubai and therefore the results of this study cannot be used to generalize findings within the Gulf region nor abroad.

The first limitation is in regards to the first workshop offered in April of 2009, only 3 of the possible 32 participants who had shown interest in the workshop regularly attended all of the CMEII lunch hour workshops. It was felt by the researcher that the numerous weekly emails inviting the 32 participants to attend meetings sent via the university email provider

GroupWise, may have presented issues in delivering the invitations. It was later discovered by the researcher, upon further investigation into the matter, that participants who had given personal addresses other than their Zayed University *GroupWise* address had received these invitations in their personal emails but in a rather user unfriendly manner by which the participants would have had to open several units to retrieve the full message regarding the invitations to the workshops.

Furthermore, additional investigation revealed that students often ignored emails sent to their Zayed University email account and for the most part, upon verification by the researcher, it was noted that these emails had remained unopened. *GroupWise* administrators indicated that a very high percentage of those emails had never been opened even though they had been flagged as being urgent. The limitation within this context of the study is that emails often remained unopened or were not easily accessible to participants.

6.2.4 Objectivity limitations

It should also be noted that since this study leans greatly on the interpretive human constructs of reality, the interpretative methods employed within this study do not guarantee value-free objective assumptions and critiques. (Guba & Lincoln; 1989). Special care, however, was taken by the researcher, to remain as objective as possible while interpreting data.

6.3 Possible future research

Brief comments on possible direction for future research issues:

Anxiety (Academic and general)

1. Which situations cause academic anxiety and stress in the men and women of the tertiary level U.A.E. student and how may self-coaching or self-direction strategies be of assistance?

Attrition

2. Research into the area of attrition rates within the tertiary level within the U.A.E. and the Gulf area in general.

Culture and gender issues:

3. Research investigating culture and gender issues within the U.A.E and Gulf setting.
4. Research investigating parents' view of what the workplace is and what their daughters may experience in the workplace in the U.A.E. and in the Gulf area.

EI

5. Within this study, participants scored relatively high (43%) on the negative emotions statements therefore meriting further research in this area.
6. What role can EI play in helping students cope with life, academic achievement and career advancement?
7. What are the possible negative outcomes of Gulf female students who do not have IE skills?
8. What interventions would build EI in female Emirati students?
9. What interventions would build EI in male Emirati students?

ESL

10. Research into how to integrate soft skills (confidence, motivation and EI) into the EFL curriculum.
11. What factors, inside and outside of the EFL/ESL classroom cause students to lack confidence in speaking English? (38% of the participants demonstrated a lack of confidence in speaking English.)

Factors that affect Confidence, Motivation and EI

12. What factors affect female Emirati students within and outside of the classroom?
13. What factors affect the male Emirati students within and outside of the classroom?
14. How do the above factors affect a SLLs' acquisition of language as well as their behavior in their role as a student?

Motivation

15. Which factors influence a student's motivation in such a way as to become detrimental? (Instead of energizing student's motivation to remain engaged, these factors de-energizes it).

Self-coaching

16. Research the effects of self-coaching methods and prayer in the EFL/ESL classroom in the Arabic context.

Self-talk

17. Arabic student's inner voice: What do they say to themselves about themselves?

Who is responsible:

18. Whose responsibility is it to introduce self-coaching skills (is it the students, the parents, the educational institution, the Board of Ministry of Education or society)?
19. If educators offer a self-support system to future self-directed learners, in which context should it be administered?

Workplace environment

20. More research is needed into how graduating Emirati students (male and female) contend with and perceive the workplace environment in the U.A.E.
21. More research is needed into how the U.A.E. workplace perceives Emirati graduates (male and female) workers.

Findings within this study that were baffling and merit further investigation:

22. Do students who suffered from high academic anxiety appeared to want to self-direct more?
23. Do those who demonstrate a high level of life satisfaction also demonstrate high confidence in speaking English?

6.4 Concluding remarks:

Tertiary institutions are being forced to adapt to a new reality of not only being held accountable for the inputs to the education process, but also for ensuring that students have attained the necessary educational skills, (Bhada, 2002; Mitchell, 2007) have moved beyond the intellectual know how and have expanded to promote emotional intelligence skills to meet the needs of the workplace and society. Future university accrediting groups (Hannay et al., 2010) may require colleges and universities to document not only learning processes, but also show that they have added value to students' ability to self-direct towards reaching their academic and personal goals and therefore becoming key role players in helping promote productive valued members of the workplace and society as a whole.

As we have seen over the years, the traditional model of academia characterized by the repetitive lecture-testing loop is progressively being replaced by a more student-centered EFL classroom that focuses on learning, “less teaching, more learning”, (Trilling & Fadel, 2009) and as a result, there has been a paradigm shift in how educators view their teaching methods and delivery. As professional and conscientious educators we must recognize the need to update our teaching methods to reflect the growing needs of our students and to adequately prepare them to meet their present needs *inside* and *outside* of the classroom as well as support them in successfully meeting their needs of the future. By promoting students to self-direct in confidence and motivation while monitoring their EI skills, teachers will not only benefit their students, but personally as educators as well (you learn from how and what you teach).

The literature review within this study is clearly testament to the fact that teachers promoting student self-direction and autonomy-supportive behaviors resulted in students' greater perceived academic competence, better academic performance, and increased achievement.

In conclusion, Emirati female EFL students are caught between a traditional upbringing and a very progressive educational system while trying to prepare for a rapidly approaching future in the workplace. Throughout this transition, female Emirati students are precariously trying to balance

cultural and societal needs, which at times appear to be very progressive, yet at times still struggling with traditional gender issues and the place of young national women, while trying to blossom in their own right. As modern Arab women, it is my belief that they may well lead the U.A.E. to even greater acclaim. There is, therefore, an immediate need in helping support these women in acquiring the necessary skills that help them monitor their confidence, motivation and EI, self-coaching skills, that help them make good choices in life; soft skills or people skills that make them succeed at home, in the workplace or within society as a whole.

Although there may be grammatical issues in the following statement, the concluding message from a female Emirati participant within this study clearly resonates the message that confidence, motivation and particularly EI can help prevent, through self-coaching and self-direction, the possible hijacking of this young woman's opportunity to reach her full potential as a student, and reaching her personal and academic goals in life:

“when ther eis some problems in my house, I really think of it all the time and it effect me. Also when there is soemthing make me happy I do well in the class.”

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Appendix A



برنامج الإرشاد الأكاديمي
جامعة زايد
موافقة للاشتراك في دراسة مسحية عنوانها
"CMEII 2009"

الهدف من الدراسة:

تهدف هذه الدراسة إلى اختبار العلاقة بين أثر الحوافز، والثقة بالنفس، والذكاء الانفعالي على نجاح الطلبة في دراسة اللغة الإنجليزية بعد المرحلة الثانوية.

أنا (الاسم بالكامل): _____

لا أوافق -

أوافق -

على إجراء الدراسة المسحية بصورة مباشرة بواسطة الكمبيوتر. و هي دراسة تقوم بها الأستاذة/ ماريان أندرسون، ضمن برنامج الإعداد الأكاديمي لطالبات جامعة زايد، و كذلك لانجاز بعض مواد الأطروحة التي يتضمنها برنامج الدكتوراه المرشحة له الأستاذة/ ماريان أندرسون.

و كما قد سبق إيضاحه لي قبل مشاركتي بهذه الدراسة، فإنني أدرك ما تعنيه هذه المشاركة، كما أن المقدمة الواردة في القسم الأول من هذه الدراسة قد عرّفتني بما يترتب على اشتراكي فيها.

كما أنني أعرف أن مشاركتي فيها هي كتطوع فقط.

و أعلم كذلك أن لي مطلق الحرية في الموافقة أو عدم الموافقة على إجراء هذه الدراسة دون أية غرامة كانت.

و أعرف أن المعلومات الخاصة التي أقدمتها في الدراسة (أو في أية مجموعة بحثية تتعقد مستقبلاً/ أو قد أشارك فيها) ستبقى سرية، و دون الإعلان عن اسمي. و مع الالتزام بهذه القيود فإن الإعلان عن نتائج الدراسة يتم بحسب طلبي.

و أعلم أيضاً أن المعلومات التي يحتوي عليها هذا البحث سيتم حفظها في مكان آمن – و لا يمكن الوصول إليها إلا بواسطة الأستاذة/ ماريان أندرسون و فريق البحث العامل معها فقط. و أعلم أيضاً أن المعلومات التي سأقدمها في الدراسة سوف لا يتم إعطائها إلى أي طرف ثالث أو جهة أخرى دون الحصول على موافقتي الخطية.

و إذا كنت أرغب في الحصول على مزيد من المعلومات أو الإيضاحات عن هذه الدراسة، فيمكنني ذلك في أي وقت.

إنني أعلم أن نتائج هذه الدراسة يمكن تقديمها للنشر بواسطة الصحف المحلية أو الدولية.

إنني أرغب في إجراء مقابلة مع الأستاذة أندرسون بخصوص هذه الدراسة؛ عنواني الإلكتروني: _____

Appendices



**Academic Bridge Programme
Zayed University
Consent form to participate in an online survey entitled
CMEII 2009**

Aim of the research:

To examine the relationship between motivation, confidence and emotional intelligence and how these factors may affect students who are learning English at a tertiary level.

I(please print your name)

Agree do not agree

to participate in the online survey being conducted by Marianne Anderson (PhD candidate), a professor within the Academic Bridge Program at Zayed University.

I understand what my participation will involve as explained to me prior to taking the survey as well as presented to me in the introduction section of the online survey in question.

I understand that my participation is entirely voluntary.

I understand that I am free to do the online survey or not, without penalty.

I understand that the personal information supplied by me in the questionnaires/and possible future focus group should I decide to join one, will be kept confidential and that I will remain anonymous. Within these restrictions, results of the study will be made available at my request.

I understand that the information contained in this research will be stored in a secure place and will only be accessed by Marianne Anderson and her research team. I understand the information will not be given to any other researcher or agency without my written permission.

I understand that, if I want it, I can receive additional explanation of the study at any time.

I understand that the results of this study may be submitted for publication to national and international journal(s).

.....
Your Name (Print)

.....
ZU ID

Signature

Date

I would be interested in participating in a follow up interview with Ms. Anderson.

_____ (ZU email address)

Appendix B CMEII English/Arabic-April 2009 Survey

Thank you for doing this survey.



شكراً لعمل هذه الدراسة المسحية

أولاً، شكراً لإعطاء هذه الدراسة المسحية ما تستحقه من وقت لمساعدتنا في الوفاء باحتياجات طالباتنا أثناء دراستهن لبرنامج الإعداد الأكاديمي بجامعة زايد، وكذلك لإنجاز بعض مواد الأطروحة التي أقوم بإعدادها لبرنامج الدكتوراه بجامعة إكسيتير في بريطانيا؛ ويشمل هذا البرنامج تأثير عدة عوامل على نجاح الطلبة في دراسة اللغة الإنجليزية بعد المرحلة الثانوية. وتتضمن هذه العوامل: أثر المحفزات، و الثقة بالنفس، والنكاء الانفعالي.

أمل أن تساعد هذه الدراسة المسحية على تسهيل فهم الطرق التي تؤدي بالطلبة إلى التعرف على كيفية إتباع "أسس التدريب أو التوجيه الذاتي لتحقيق النجاح". إن هذه الدراسة المسحية لا تشمل التعرف على اسم الطالبة التي قدمتها، و سيتم معالجتها بكل نزاهة و سرية. أما إذا كنت ترغبين في مشاركة مجموعة من الطالبات بغرض التعرف بصورة مركزة على "أسس التدريب أو التوجيه الذاتي لتحقيق النجاح"، فالرجاء إضافة اسمك و بريدك الإلكتروني في آخر هذه الصفحة، أو إرسال اسمك و عنوانك الإلكتروني إلى Marianne.anderson@zu.ac.ae و سيسرني الاتصال بك لتحقيق ذلك.

و مع أنني أعرف أن وقتك ثمين، و لكن عند تخصيص بعض الوقت لإجابة هذه الدراسة بالكامل، فإنني متأكدة بأنك ستستفيدين من الوقت الذي خصصته لها و التعرف على رأيك الشخصي كتمليذة، و من ثم ستكون هذه الفائدة أعم و أعمق – ليس في جامعتك فحسب، بل بمنطقة الخليج بصورة خاصة.

أما إذا لم يكن الكمبيوتر المحمول معك اليوم، فتوجد عدة نسخ إضافية من هذه الدراسة لدى المدرسين يمكنك الاستفادة منها. و من ناحية أخرى، فإذا رغبت في الحصول على نسخة من نتائج هذه الدراسة فيمكنك ذلك بمجرد طلب ذلك في نهاية الدراسة، أو عن طريق عنواني الإلكتروني.

و ختاماً أشكرك لتخصيص الوقت لتقديم إجاباتك بإخلاص.

ماريان أندرسون ماريان أندرسون
Marianne.anderson@zu.ac.ae

ملاحظة: إذا وجدت صعوبة في رؤية النص العربي بوضوح في جهازك فالرجاء إتباع الخطوات التالية بالتسلسل (ويندوز) Arabic (؛ ٣ Encoding (؛ ٢ View (ضغطي على: ١)

First, let me thank you for taking the time to do this survey. To help us better meet the needs of our students in the ABP (Academic Bridge Program) and as part of my thesis for a doctoral program with the University of Exeter the UK, I am doing a study on how motivation, confidence and emotional intelligence may affect students who are learning English at a tertiary level.

It is hoped that the data accumulated from this survey will facilitate a better understanding on how students can better self-direct or self coach themselves towards success. This is an anonymous survey, and the data from this survey will be will be kept confidential.

Should you be interested in joining a focus group of students who will work towards finding

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various innovative methods to "self-coach" towards success, please add your name and email address at the end of the survey, or simply send an email to marianne.anderson@zu.ac.ae and I will contact you.

I know your time is valuable, but please do take the time to complete the entire survey. Your insight, from a student's perspective, will undoubtedly add more depth to this area of groundbreaking research, especially in the Gulf region.

Should you desire to receive a copy of the findings, you will be able to do so by making a request at the end of the survey or by sending an email to my attention.

Your honest response is most appreciated,

*Marianne Anderson
marianne.anderson@zu.ac.ae*

Note: Should you have trouble seeing the Arabic version in your browser, please go to "view" in your browser, select "encoding" and select Arabic (Windows)

The Arabic version of this survey may have formatting issues in certain areas. The survey instrument would not allow us to format as needed. My sincere apologies.

في حال وجود بعض الصعوبة في الإخراج بالنسبة للنص العربي من هذه الدراسة، إذ قد يكون من الصعب مزج النص باللغتين العربية والإنجليزية كما يجب بصفحة واحدة، فاقترضى الاعتذار، و شكراً

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Please take the time to answer all the questions.

يرجى أخذ الوقت اللازم للرد على جميع الأسئلة

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1. What campus do you study at? *في أي حرم جامعي تدرسين؟

edit move

-- Please Select --

2. How old are you? *كم عمرك؟

edit move

-- Please Select --

3. Do you have children? If so, how many children do you have?
هل لديك أطفال؟ إذا أجبت بنعم، فكم عددهم؟

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-- None --

4. Please select your marital status.
*الحالة الاجتماعية:

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5. How long have you been with the Academic Bridge Program? (ABP)
*المدة التي قضيتها في دراسة برنامج الإعداد الأكاديمي

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Note: 1 term = 10 weeks فصل واحد = ١٠ أسابيع

-- Please Select --

6. What level are you presently in? *في أي مستوى تدرسين حالياً؟

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7. Where do you live? *أين تقيم، أثناء دراستك بجامعة زايد؟
(While attending Zayed University.) أثناء دراستك بجامعة زايد؟

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8. Do you live away from home while attending Zayed University?
*هل تقيم بعيداً عن منزلك الأصلي خلال دراستك في جامعة زايد؟

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-- Please Select --

9. If your answer is yes to the above question, do you find living away from home makes it easier or more difficult for you to pursue your studies?
إذا كانت الإجابة "نعم" عن السؤال السابق، فهل تجد الإقامة بعيداً عن منزلك الأصلي أكثر سهولة أو أكثر صعوبة في سبيل متابعة دراستك؟

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-- None --

10. How do you usually get to and from the university?
*وسيلة المواصلات المستخدمة للذهاب إلى الجامعة والعودة منها

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11. On average, how long does it take you to commute to and from the university every day?
*في المعدل: ما هي المدة الزمنية التي تقضيها كل يوم ذهاباً وإياباً من وإلى الجامعة؟

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-- Please Select --

12. Does the time that you travel affect your attitude towards your studies?
*ما تأثير الوقت الذي تقضيه من وإلى الجامعة على دراستك؟

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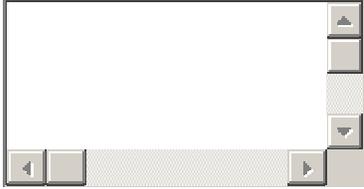
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13. How do you usually spend your travel time to and from the university?

* (بصورة عامة: كيف تستغلين الوقت الذي تقضينه في الذهاب إلى الجامعة و العودة منها؟) (أجيبني على ١ فقط ممّا يلي)
Please choose only one answer. (أجيبني على ١ فقط ممّا يلي).

- I study or do my homework. الدراسة و كتابة الفروض.
- I relax and do nothing. الاسترخاء و عمل لا شيء.
- other, explain تفسير آخر



edit move

14. How many times are you late for classes per term? كم عدد المرات التي تتأخرين فيها عن الحصة الدراسية في كل فصل*
*فصل؟

-- Please Select --

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15. If you are late for class, what is usually the reason for being late?
* إذا تأخرت على الحصة الدراسية، فما هو السبب عادة؟

(أجيبني على ١ فقط ممّا يلي)

- I am often responsible for being late. أكون أنا السبب في التأخير غالباً.
- My bus driver is often late. التأخير من قبل سائق الحافلة.
- My personal driver is often late. التأخير من قبل السائق الخاص.
- Other, explain: خيار آخر



edit move

16. Does being late have an effect on your studies? هل ينتج عن تأخرك أي أثر على دراستك؟

-- Please Select --

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17. What percentage of classes were you absent last term? *ما هي النسبة المئوية لتأخرك في الفصل الماضي؟

edit move

-- Please Select --

18. How do you usually feel when you walk into class late?

edit move

* (ما هو الشعور الذي يفتابك عادة عندما تتأخرين في دخول الحصة الدراسية؟) (أعطي إجابة واحدة فقط)

Please choose only one answer. (أعطي إجابة واحدة فقط.)

لا أتضايق. It doesn't bother me.

أشعر بالإحراج. I feel embarrassed.

الرجاء ذكرها, other choice

19. On average, how much sleep do you get every night during the week?

edit move

* (في العادة، ما عدد ساعات نومك كل ليلة من أسبوعياً؟)

-- Please Select --

20. On average, how much television do you watch every day?? عدد الساعات التي تقضيها في مشاهدة التلفاز كل يوم

edit move

*

-- Please Select --

21. On average, how much exercise do you get every week (7 days)..

edit move

كم عدد متوسط الساعات التي تمارس فيها الرياضة في كل إسبوع؟

0

ساعة / 1 hour

ساعتان / 2 hours

ساعات / 3 hours

ساعات / 4 hours

ساعات / 5 hours

ساعات أو أكثر +6 / 6 hours +

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22. Do you feel that you can manage difficult everyday situations?

*ما مدى صعوبة الدراسة في المنزل بعد الجامعة؟

-- Please Select --

edit move

23. To what degree are the following statements true: *إلى أي مدى توافقين على التصريحات التالية:

edit move

	Strongly agree موافقة بدرجة كبيرة	Agree موافقة	No opinion محايدة	Disagree غير موافقة	Strongly disagree غير موافقة بدرجة كبيرة
It doesn't matter how busy I am, I'll find a way to keep up with my school work. مهما كنت منشغلة فاني أجد وقتا لواجباتي الجامعية	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family encourages me to spend time on my studies. عائلتي تشجعني على تخصيص وقت للدراسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't like what I have to do in my studies, it's boring. لا أحب واجباتي الدراسية وأجدها مملة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are too many things that distract me from my books when I'm at home. هنالك الكثير من الأشياء التي تعطليني عن الدراسة عندما أكون في البيت	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's important to me to do well academically. إنني أهتم كثيرا بأن يكون أدائي الأكاديمي جيدا	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The only reason I am in the ABP is be with friends and meet new people. السبب الوحيد لتواجدي في برنامج الإعداد الأكاديمي لتعزيز اللغة الإنجليزية هو بسبب صديقاتي و رغبتني في التعرف على صديقات جدد	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I entertain myself on my computer rather than study. أسلي نفسي بواسطة الحاسب الآلي بدلاً من الدراسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't have enough time to work in my books at home. لا	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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وقت لدي لعمل واجباتي الدراسية في المنزل

It's easy to study at home. من السهل علي أن أدرس في المنزل

Spending time with my friends and having fun is more important to me than my studies. قضاء الوقت مع صديقاتي أهم بالنسبة لي من دراستي

24. Who is usually most responsible for you not being able to get your homework or assignments in on time? edit move

*من هو المسؤول في أغلب الحالات عن عدم تسليمك لفروضك في الوقت المحدد ?

-- Please Select --

□

25. During the school week, approximately how much time do you spend studying or doing homework after classes every day? edit move

*خلال الأسبوع الدراسي، ما هي عدد الساعات التي تقضيها في الدراسة خلال الاستراحة اليومية؟

-- Please Select --

26. If I'm studying for an important exam that day, and my friends start to fool around and have fun, I would usually: edit move

*إذا ما كنت تدرسين لامتحان مهم و جاءتك صديقتك و بدأت تتسلى فأنت :

- تبحثين عن مكان آخر للدراسة. find another place if I can't get them to focus.
- تستائين ولا تقولين شيئاً محاولة التركيز. get upset, not say anything and try to work.
- أتسلى مع صديقاتي. have fun with my friends.
- اغضب كثيراً منهن. get very angry at them.
- لا رأي لي بذلك. No Opinion

Thank you شكرا لك.

You have completed more than half of the survey. Please continue on. Your valuable input is much appreciated. لقد أكملت الآن نصف هذه الدراسة. استمرّي، أرجوك، إنني أقدر مشاركتك و تعاونك

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27. To what degree are the following statements true?

* إلى أي مدى توافقين على التصريحات التالية؟

	Strongly Agree موافقة بدرجة كبيرة	Agree موافقة	No opinion محايدة	Disagree غير موافقة	Strongly Disagree غير موافقة بدرجة كبيرة
I find it very difficult to learn English. أستصعب الدراسة جداً باللغة الانجليزية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers are too demanding. أساتذتي يطلبون الكثير.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm too shy so I don't ask questions. أخجل كثيراً لذلك لا أسأل أية أسئلة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers are excellent. أساتذتي ممتازون	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes are really interesting. إنني أهتم بدروسي كثيراً.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I wasn't in the ABP, I would still find a way to learn English. لو ما كنت في برنامج تقوية اللغة الانجليزية، لوجدت طريقة أخرى لتعلم اللغة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I have a problem understanding, I ask my teacher to help me. عندما أجد صعوبة في فهم دروسي، فإنني أسأل أساتذتي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If my teacher wanted someone to do an extra English assignment, I would volunteer. إذ طلب الأستاذ من أحد منا أن يعمل أي فرض إضافي، فإنني أتطوع لعمل ذلك	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I get my assignments back, I take note of my mistakes. عندما يعيد لي أساتذتي واجباتي الدراسية، فإنني أراجعها لأفهم أخطائي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we correct homework in class, I make sure I correct my mistakes. عندما نحل الفرض المنزلي في غرفة الصف، فإنني ألتزم بتصحيح أخطائي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We get too much homework. يُطلب منا عمل الكثير من الواجبات الدراسية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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I wish I could speak many foreign languages. أتمنى لو أستطيع التحدث بعدة لغات أجنبية

I get nervous when I have to answer a question in English Class. أتوتر عندما أحاول الإجابة على سؤال باللغة الإنجليزية في غرفة الدراسة

I look forward to going to English class. أتشوق لحضور حصص اللغة الانجليزية

I like that English is spoken in most public places in Dubai. تعجبني حقيقة أن اللغة الانجليزية يتحدث بها معظم الناس في المناطق العامة في دبي

I get very nervous when I have to speak English to a tourist. أشعر بكثير من التوتر عندما أضطر إلى التحدث بالانجليزية مع أحد السياح

Studying English is not enjoyable. دراسة اللغة الانجليزية غير ممتعة

I never feel sure of myself when I am speaking in my English class. لا أشعر بالثقة في نفسي عندما أتحدث بالانجليزية في غرفة صفي

Knowing English isn't really an important goal in my life. إن تعلم اللغة الانجليزية ليس هدفا مهما في حياتي

My parents feel that it is very important for me to learn English. والداي يشعرون بأنه من المهم جداً أن أتعلم اللغة الانجليزية

I hate learning English. أكره دراسة اللغة الانجليزية

I would like more English class time so I could learn more English. أريد دراسة المزيد من حصص اللغة الانجليزية لأتعلم أكثر

Studying English is important because it will mean I'm more educated. تعلم اللغة الانجليزية مهم لأنه يوحي بأنني أكثر تعليماً

We should be allowed to miss as many classes as we wish without

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being penalized. يجب السماح لنا أن نتغيب عن الحصة متى ما أردنا دون أي عقوبات

It worries me that other students in my class seem to speak English better than I do. أقلق عندما أرى العديد من الطالبات في غرفة الفصل يتحدثن اللغة الانجليزية أفضل مني

I usually give up if I don't understand something in class. اقطع الأمل في العادة إذا لم أفهم شيئاً في غرفة الدراسة

I plan to learn as much English as possible. اخطط لأتعلم أكثر ما يمكن أن أتعلمه باللغة الانجليزية

I wish my teacher would give explanations in Arabic. أتمنى لو أن أستاذي يشرح باللغة العربية

I wish I could speak English as well as I speak Arabic. أتمنى لو أتحدث باللغة الانجليزية كما أتحدث بالعربية

I wish my English teacher's mother tongue was Arabic. أتمنى لو أن اللغة الأم لأستاذي هي اللغة العربية

When I'm in class, I'm very focused on learning English. عندما أكون في غرفة الفصل فإن تركيزي يكون على تعلم اللغة الإنجليزية

I'm easily distracted in English class. يسهل علي عدم التركيز في حصة اللغة الإنجليزية

I worry that my classmates will laugh at me when I speak in English. أخشى من سخرية صديقاتي مني عندما أتحدث باللغة الانجليزية

When I finish the ABP, I will stop learning English. بعد أن أنتهي من برنامج التقوية في اللغة الانجليزية، سوف أتوقف عن دراستها

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28. How motivated are you to: ما مدى تحفزك ل:

edit move

	Extremely motivated متحفزة جدا	Motivated متحفزة	No opinion لا رأي	Not very motivated متحفزة قليلا	Not motivated at all غير متحفزة على الإطلاق
Speak English with friends. التحدث باللغة الانجليزية مع صديقاتك	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak English with family members. التحدث باللغة الانجليزية مع عائلتك	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak English in class. التحدث باللغة الانجليزية في غرفة الدراسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finish your program with the ABP. الانتهاء من الدراسة في برنامج اللغة الانجليزية	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finish a degree in Gen Ed. (Bachelor's degree) الانتهاء من الدراسة و الحصول على شهادة البكالوريوس	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get a Master's degree. الحصول على شهادة الماجستير	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get a Doctorate degree. الحصول على شهادة الدكتوراه	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. How motivated were you to learn English when you started with the ABP?

edit move

* ما مدى حفزك لتعلم اللغة الانجليزية عندما انضممت إلى برنامج تعزيز اللغة الانجليزية

-- Please Select --

30. At the end of this academic year (June 2009) how motivated do you believe you will be to learn English?
مع نهاية العام الأكاديمي في يونيو ٢٠٠٩ ماذا تتوقعين أن يكون مقدار تحفزك لتعلم اللغة الانجليزية؟

edit move

-- Please Select --

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31. To what degree do the following statements play an important role in your staying with the ABP?: edit move
 * إلى أي مدى تؤثر الأسباب التالية في بقائك في برنامج تعزيز اللغة الانجليزية

	Very Important مهم جداً	Important مهم	No opinion لا رأي لي بذلك	Unimportant مهم	Very Unimportant غير مهم ابداً
The quality of the curriculum. طبيعة الحصة الدراسية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of the teachers. طبيعة الأساتذة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The class sizes. عدد الطالبات في الصف	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of competency I will gain in English. جودة ما حصلت عليه من معرفة اللغة الإنجليزية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being taught by teachers from different countries. التعلم من أساتذة من مختلف البلدان	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting an education. تحصيل التعليم	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting a degree from Zayed University. الحصول على شهادة من جامعة زايد	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time with friends. قضاء الوقت مع الصديقات	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting new people. الالتقاء بالعديد من الأشخاص	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being away from home. البقاء بعيداً عن المنزل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being with people who want to learn English. تمضية الوقت مع أشخاص مهتمين بتعلم اللغة الانجليزية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advancing towards my professional goals. التقدم نحو أهدافي المهنية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Gaining more self confidence. تعزيز ثقفتي بنفسي	<input type="radio"/>				
Making my parents happy. إسعاد الوالدين.	<input type="radio"/>				
Using technology. استخدام التكنولوجيا	<input type="radio"/>				



32. Indicate, to what degree, do the following individuals or factors, motivate you to learn English. *

edit move

	Motivate me a lot يحفزوني كثيراً	Motivate me a little يحفزوني قليلاً	No opinion لا رأي لي بذلك	Don't motivate me لا يحفزوني	Don't motivate me at all لا يحفزوني أبداً
Friends الأصدقاء	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents الوالدان	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siblings الأخوة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers الأساتذة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



33. How motivated are you now to learn English?

edit move

* إلى أي مدى أنت متحفزة الآن لتعلم اللغة الإنجليزية؟



34. If you are more motivated, or less motivated than you were when you first started the ABP, please explain why your level of motivation has changed over time.

edit move

إذا ما كنت في الوقت الحالي متحفزة كثيراً أو أقل مما كنت عليه عندما انضمت إلى برنامج تعزيز اللغة الإنجليزية، اشرحني سبب تغير تحفزك للتعلم مع الوقت

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35. How true are the following statements. *ما مدى مصداقية الجمل التالية.

edit move

	Strongly agree موافقة بدرجة كبيرة	Agree موافقة	No opinion محايدة	Disagree غير موافقة	Strongly disagree غير موافقة بدرجة كبيرة
I am good at resolving my personal issues. لدي المقدرة على حل مشاكلي الشخصية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never lose my temper. لا أفقد أعصابي أبدا	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel good about myself. أشعر بالرضا عن نفسي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel that my teachers don't like me as much as the other students. أحس بأن أساتذتي لا يعملونني كما . يعاملون الطالبات الأخريات	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be a life long learner. سأسعى لأن أتعلم طوال حياتي و لن أتوقف	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a disciplined person. أنا شخصية منضبطة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am very much in control of my life. أنا قادرة على التحكم بحياتي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I get upset, I continue to obsess over it for a long time. عندما أساء أو أقلق، فإن هذا الشعور . ينتابني لفترة طويلة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I probably will not make it through the ABP. لا أظن أنني سأنتهي تعليمي في برنامج تعزيز اللغة الانجليزية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in myself when I'm around other people. أكون واثقة بنفسي عندما أكون حول أناس آخرين	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually finish everything I start. أنهي كل ما أبدأ به	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often have trouble making decisions. في بعض الأحيان، أجد صعوبة في اتخاذ القرارات	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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When I'm in a room with people I don't know, I feel uncomfortable. عندما أكون في غرفة مليئة بأناس لا أعرفهم، لا أحس بالارتياح	<input type="radio"/>				
When I have too many problems, I feel sick or tired. عندما تكون لدي العديد من المشاكل فأني أحس بالتعب و الإحباط	<input type="radio"/>				
I get very anxious when I have deadlines to keep for handing in assignments. أتوتر كثيرا عندما يتعلق الأمر بتسليم فروضي في الوقت المحدد	<input type="radio"/>				
I like learning how to improve myself. استمتع بكيفية تطوير ذاتي	<input type="radio"/>				
I don't think people respect my opinion. لا أظن أن الناس يحترمون آرائني	<input type="radio"/>				
When I decide I'm going to do something, I do it. عندما أقرر أ القيام بعمل ما، فأني أقوم به	<input type="radio"/>				
In the future, I will have an important role to play in the development of the U.A.E. في المستقبل، سيكون لي دور كبير في تطوير دولتي	<input type="radio"/>				
I'm confident that I can deal efficiently with unexpected events. لدي الثقة بقدرتي على التعامل مع الأحداث الغير متوقعة في حياتي	<input type="radio"/>				
I often feel that students in my classes don't like me. أحس أحيانا أنني لا أروق لزميلاتي في غرفة الدراسة	<input type="radio"/>				
I feel very sad most of the time. أشعر بالحزن في معظم الأحيان	<input type="radio"/>				
I often get discouraged and give up when it comes to doing my homework or assignments. غالبا ما أحس بالإحباط وأستسلم عندما لا أستطيع القيام بفروضي	<input type="radio"/>				
I am a good problem solver. أعتبر نفسي قادرة على حل المشاكل	<input type="radio"/>				

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It's difficult for me to set goals. أستصعب وضع أهداف لحياتي	<input type="radio"/>				
I feel that most people don't understand me. أحس بأن أغلب الناس لا يتفهموني	<input type="radio"/>				
I can resolve most problems if I invest the necessary effort. أستطيع حل معظم مشاكلي إذا ما حاولت جاهدة لحلها	<input type="radio"/>				
I sometimes have to resort to cheating because I don't think I'll pass if I don't. في بعض الأحيان ألجأ إلى الغش لأنه يكون السبيل الوحيد لنجاحي	<input type="radio"/>				
I already have a good idea of what I want to do in life. لدي مخطط في ذهني لما أريد أن أقوم به في حياتي	<input type="radio"/>				
I have a plan on how I will become successful in the future. لدي خطة لأكون شخصية ناجحة في المستقبل	<input type="radio"/>				
My friends think I'm a happy person, but I'm not. صديقاتي يظنون أنني فتاة سعيدة، لكنني لست كذلك	<input type="radio"/>				
I often feel overwhelmed when I am in a test. في بعض الأحيان أحس بالارتباك في الامتحانات	<input type="radio"/>				
I am often unsure of my answers on a test. في بعض الأحيان لا أكون متأكدة من إجاباتي على ورقة الامتحان	<input type="radio"/>				
I feel confident when I go into an exam. أكون واثقة بنفسني عندما أذهب لأقدم لامتحان ما	<input type="radio"/>				
I remain calm when in a conflict with someone. أبقى هادئة عندما أكون في خلاف مع شخص ما	<input type="radio"/>				
When I have a problem, I usually can find a solution. عندما أكون واقعة في مشكلة، فإني قادرة على إيجاد حل لها	<input type="radio"/>				

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I like to be challenged in my studies. استمتع بتحديات دراستي	<input type="radio"/>				
When I am in trouble, I usually remain calm. عندما تواجهني مشكلة ما، فأني أكون هادئة	<input type="radio"/>				
I find it difficult to stay focused in my studies. أجد صعوبة في التركيز على دراستي	<input type="radio"/>				
I know how to deal with complicated situations. أعرف كيف أتعامل مع المواقف المعقدة	<input type="radio"/>				
When I'm upset, I often say things that I later regret. عندما أكون مسنوءة، فأني أتفوه بكلام أندم عليه لاحقاً	<input type="radio"/>				
I feel confident in myself every day. أكون بالثقة بنفسي كل يوم	<input type="radio"/>				
I am good at managing my time. أجيد تنظيم وقتي	<input type="radio"/>				
I would like to learn how to deal with conflicts. أود أن أتعلم كيفية التعامل مع الصعوبات	<input type="radio"/>				
I wish I had more control over my feelings. أتمنى لو أنني أستطيع التحكم أكثر بمشاعري	<input type="radio"/>				
I am good at resolving difficult issues. أجيد حل المشاكل الصعبة	<input type="radio"/>				
I am able to effectively help others with their problems. أجيد حل مشاكل الآخرين بفعالية	<input type="radio"/>				
I am a very happy person. أنا شخصية سعيدة	<input type="radio"/>				
I often feel worried about my studies. كثيراً ما أقلق بسبب دراستي	<input type="radio"/>				
I lack confidence in myself. أفتقد للثقة بنفسي	<input type="radio"/>				
I don't believe I can do well. لا أجد الثقة بكوني قادرة على أن أقوم بعمل جيد	<input type="radio"/>				

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I am satisfied with my life. أنا راضية بحياتي	<input type="radio"/>				
So far, I have gotten the most important things I want in life. لحد الآن أعتبر أنني حصلت على معظم الأشياء التي أريدها في حياتي	<input type="radio"/>				
If I could live my life over, I would change most of it. لو استطعت أن أعيش حياتي من جديد، سأغير أغلب ما فيها	<input type="radio"/>				
I'm not very happy with my life, but I accept it the way it is. لست سعيدة بحياتي، لكنني أقبلها كما هي	<input type="radio"/>				



36. If my teachers could describe what type of student I am, they would say:

edit move

*لو أن أساتذتي يصفون أي نوع من الطالبات أنا، فإنهم سيقولون :

Please select only one answer. (أجيب على ١ فقط ممّا يلي. If you select "other" please explain. إذا اخترت "أخرى" يرجى توضيح)

- I'm a hard worker and get good grades. طالبة مجتهدة و درجاتها عالية.
- I do just enough to pass. تقوم بعمل ما يتطلب لتتجح فقط.
- I don't do very well because I'm not motivated. لا تقوم بعمل جيد لأن لا شيء يحفزها.
- Sometimes I do well and sometimes I don't. في أحيان تكون مجتهدة و في أحيان أخرى لا تكون.
- I try hard, but I still have trouble passing. تعمل جاهدة لكنها تجد صعوبة في النجاح.
- Other, please specify. أوصاف أخرى، الرجاء ذكرها



37. If I were to describe what type of student I am, I would say: : لو أنني أصف أي نوع من الطالبات أنا، :

edit move

*فإنني أقول

Please select only one answer. (أجيب على ١ فقط ممّا يلي. If you select "other" please explain. إذا اخترت "أخرى" يرجى توضيح)

- I'm a hard worker and I get good grades. طالبة مجتهدة و درجاتي عالية.
- I do just enough to pass. أقوم بعمل ما يتطلب لأنجح فقط.
- I don't do very well because I'm not motivated. لا أقوم بعمل جيد لأن لا شيء يحفزني.
- Sometimes I do well and sometimes I don't. في أحيان أكون مجتهدة و في أحيان أخرى لا أكون.
- I try hard, but I still have trouble passing. أعمل جاهدة لكنني أجد صعوبة في النجاح.
- Other, please specify. أوصاف أخرى، الرجاء ذكرها

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38. Who would say the following comments about you?

*من سيقول عنك التعليقات التالية

edit move

	I would أنا	My teachers أستاذتي	My teachers and I أنا وأستاذتي	no one أحد
I'm a very positive person in class. أنت إيجابية في غرفة الدراسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to help my fellow classmates. تحبين مساعدة زميلات الدراسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm very confident. أنت واثقة بنفسك	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm very smart. أنت ذكية جدا	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm very motivated in class. أنت متحفزة للتعلم في غرفة الدراسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will do well in life. قادرة على أن تتدبري أمور حياتك جيدا	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm a good role model for other students. أنت مثال للطلاب الأخريات	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get my assignments done on time. أنت تنهين فروضك في الوقت المحدد	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually hand in very good work. أنت تسلمين فروضك كاملة و بامتياز	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm attentive in class. أنت تنتبهين لشرح الأساتذة في غرفة الدراسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm very easy to get along with. من السهل على الآخرين التعامل معك	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't get discouraged easily. لا تستسلمين بسهولة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm lazy. أنت كسولة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to participate in class. تحبين المشاركة في غرفة الدراسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to learn as much as I can. تحاولين أن تتعلمي كل ما يمكنك أن تتعلميه	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will ask questions when I don't understand. تسألين عندما لا تفهمين سؤالا ما	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would rather socialize in class than work. تفضلين أن تكوني اجتماعية في غرفة الفصل بدل أن تدرسي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am honest and would not cheat on exams. أنت أمينة ولا تغشين في الامتحانات	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendices

I am empathetic towards others.

تتعاطفين مع الآخرين

I have no trouble expressing how I feel to others.

لا تجدين صعوبة في التعبير عن نفسك أمام الآخرين

I'm a great communicator.

تجيدين التواصل مع الآخرين بشكل ممتاز



39. List various factors that you believe would help motivate you to learn English.

edit move

أذكرني العوامل التي تحفزك لتعلم اللغة الانجليزية:

مثال ذلك: المزيد من الوقت الخاص مع المدرسين

1st

factor: العامل

الأول:

2nd

factor: العامل

الثاني:

3rd

factor: العامل

الثالث:



40. Have you ever had to repeat a level in the ABP? هل سبق لك أن أعدت أحد المستويات في برنامج تعزيز اللغة.

edit move

*الانجليزية؟

-- Please Select --



41. What type of student are you? *أي نوع من الطالبات أنت؟

edit move

-- Please Select --



42. What grades do you usually get? *ما هي العلامات التي تحصلين عليها في العادة؟

edit move

-- Please Select --



Appendices



43. How do you feel about studying within the ABP at Zayed? ما هو شعورك اتجاه الدراسة في برنامج تعزيز *اللغة الانجليزية؟

edit move

-- Please Select --



44. Do you believe you get the grades you deserve? هل تعتقد أنك تحصلين على الدرجات التي تستحقينها؟ *
Complete this sentence: My grades are usually:

edit move

-- Please Select --



45. If the university offered workshops on how to self coach for success, you would most probably: إذا ما وفرت الجامعة لك دورات تدريبية تساعدك على أن تدريبي نفسك من أجل أن تكوني شخصية ناجحة ، فأنتك :

edit move

-- None --



46. Have you ever sought help to better deal with personal issues (school, councillor etc.) *
(هل لجأت إلى طلب المساعدة من أحد عندما واجهت الصعوبات في حياتك؟ (الجامعة، استشاري، الخ

edit move

-- Please Select --



47. Have you ever read any self-help books? هل قرأت أي كتب تتعلق بمساعدة ذاتك؟

edit move

-- Please Select --



48. What factors could stop you from completing the ABP?. ما هي العوامل التي من المرجح أن تؤدي بك إلى التوقف عن إكمال برنامج تعزيز اللغة الانجليزية

edit move

	Very Likely مرجح جدا	Likely مرجح	No opinion محايد	Unlikely غير مرجح	Very Unlikely غير مرجح على الإطلاق
The program being too difficult. صعوبة البرنامج	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much work involved. كثرة الفروض	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendices

Getting married. الزواج	<input type="radio"/>				
Family pressure ضغط العائلة	<input type="radio"/>				
Losing interest فقدان الحماس	<input type="radio"/>				
other أخرى	<input type="radio"/>				



49. If you indicated "other" as being an important factor in the possibility of you leaving the program, please explain.

edit move

إذا أجبت ب "أخرى" ككونه سببا مهما في إمكانية تركك لبرنامج تعزيز اللغة الانجليزية في السؤال السابق، الرجاء التوضيح



50. How close have you come to abandoning your studies within the ABP?

edit move

* إلى أي مدى فكرت في ترك دراستك في برنامج تعزيز اللغة الانجليزية



51. If you would you like to receive the findings from this survey please provide your email address.

edit move

* إذا كانت لديك الرغبة في الحصول على نتائج الاستبيان الرجاء كتابة بريدك الالكتروني



52. Would you like to learn more about self-coaching? Would you like to participate in a small focus group that will work towards finding creative and inventive ways to self coach or self-direct to success? Then please leave your email address in the text box below and I will contact you.

edit move

هل ترغبين في تعلم المزيد عن تدريب الذات من أجل النجاح؟ هل تودين أن تشاركي في مجموعات صغيرة تقوم بالبحث عن الإبداعات لتدريب الذات من أجل النجاح؟ إذا كنت مهتمة فالرجاء ترك بريدك الالكتروني و سنتواصل معك

Appendices

53. Would you be available for a short interview? هل سيكون لديك الوقت الكافي لإجراء مقابلة معك؟ If so, please leave your email address in the text box or contact me at: إذا أردت ذلك يرجى كتابة عنوانك الإلكتروني أو الاتصال بي على عنواني هذا: marianne.anderson@zu.ac.ae



- Thank you for giving so generously of your time. شكراً لتكرمك بتخصيص الوقت الكافي لعمل هذه الدراسة،

Marianne Anderson
marianne.anderson@zu.ac.ae

The Arabic version of this survey may have formatting issues in certain areas. The survey instrument would format as needed. My sincere apologies.

الصعوبة في الإخراج بالنسبة للنص العربي من هذه الدراسة، إذ قد يكون من الصعب مزج النص باللغتين العربية والإنجليزية كما يجب بصفحة واحدة، فاقترضى الاعتذار، وشكراً

Appendix C-1 **1. Limiting Beliefs**

Wednesday, February 10, 2010
8:00 AM



1. Limiting Beliefs

Note: Click on the audio to listen



Limit yourself = Limit your possibilities = Limit your success = Loss



❖ **Do you have goals...personal and educational goals that you want to reach? How can you make this happen?**

To help you become more successful this term, I am offering this short workshop on "self-coaching to success." A very important part of being successful is learning more about yourself and **setting goals that you can reach**. During this 7 week workshop, you will look inside of yourself and find areas in your behavior or the way you act that you would like to change or improve on. You may already be a great student, but there is always room for improvement. YOU are going to work on becoming a better and more successful YOU! The techniques that you learn or discover on your own today, will no doubt help you with future goals in your academic and personal life!

❖ **Let's get started!** Every week you will receive a page or two of important information and exercises to do that you should put into your **One Note Self-Coaching Journal**. These exercises should help you reflect (think) about who you are, why you react the way you do, and how you can reach your potential, and therefore target in on your goals, as a student and as a person. By the end of week 7, you will be able to continue the last two chapters in your journal on your own...and yes continue on with your own chapters that you will make up as you progress through life. Success is yours...for the taking!

❖ **How does Self-Coaching fit into learning English?** I've always wanted to find a way for students to use English in a useful way, to actually accomplish real life situations, in speaking, reading and writing. This is an exciting opportunity to improve your English. What better way to learn new words, put into practice what you have learned in class, by doing! Working in your "Self-Coaching Journal": sharing your thoughts and ideas in class helps you with all of your English skills you have learned within the classroom; what a great way to practice what you have learned. Instead of just working in a textbook, we are dealing with real life issues...issues that make you a better individual! I will be checking with you weekly to see how your journal is coming along and to support you in any way I can. I'll also be anxiously awaiting to hear your "solutions to problems" as well as "your position" (does that ring a bell) on many of the themes we cover in this journal.

❖ **Why use OneNote?** We'll be using OneNote to keep all your journal entries along with all (yes, you heard me) all of your assignments, homework, textbook work etc. You'll find that OneNote is a great friend to have because it keeps everything in one place. As you have already probably figured out... no more getting lost in documents! Here are some other reasons you will love OneNote:

- With OneNote you will be able to share your life journey with your friends, parents, and even your own children in the future!
- With OneNote you can record how you feel instead of writing it.
- With One Note you can take screen shots of anything on the internet that you want to save or even put into your journal...and yes, vision board with just one mouse click.
- With OneNote you can draw, color design and create amazing diagrams...from scratch (try this with your vision board)
- With OneNote you never have to fear losing your work again, because everything you work on is automatically saved

Remember: it's important to complete your journal every week. This way you can keep track of your progress. I'm hoping that you will share your journal with me so I can encourage your progress and offer support. By keeping a journal, you'll know what methods worked well for you and which ones didn't. Your reflections in your journal may offer support for others, so sharing is very much part of this workshop. Remember you can always ask me for help when you don't understand something!

❖ **Make this journal your own!** Once you have read this part, or any part of the journals I leave for you on BB, you can erase or keep anything you wish. Be creative! Start a "Self-Coaching" journal that reflects who you are and one that will follow you for life. Write down, or record thoughts that come to you every day... "lessons" learnt as you take your journey through life. Save everything you write, and maybe you can share some of these lessons with your children later on. This is a keeper! Your children, family and friends will want to share your life journey in years to come...and who knows...maybe this very journal, that helped you find your way through life, might be something you pass on to your children...and they in turn, may share their journal with you in years to come. Ask yourself this...how many times do we lose precious moments, precious pictures of events in our lives? Too many to count...but from this point onward, they will all be captured here. What are some of the things you are going to include in your journal? Pictures, music, voice diary...and the list goes on!

❖ **Ok! Are you ready!** The first thing you are going to do is set some goals! I would like you to think of 3 goals that, if you reached them, would help you become a better student and or a better you! For example, maybe it's working on improving your reading skills, maybe it's getting more sleep at night so you are more alert or awake during classes. Maybe it's just learning how to get along with a family member or a friend. Any goal, education or personal is worth working on. You decide what things you would need to do or improve on to make you a more efficient and happier student.

Exercise 1

To reach my Academic and/or personal goals the 3 things I would like to change or modify to improve myself are:	Reasons why I haven't been successful in making these changes in the past are:
1.	
2.	
3.	

❖ **B) Beside each goal above, write down 1 or 2 reasons why you have not been able to accomplish the above goals before.**

Do any of the reasons you listed above resemble the following: "I'm not smart enough." "I'll never be able to find the time to do my work." "I'm just not good at this kind of stuff." Often, the reasons why you haven't accomplished something is called "**limiting beliefs**"...meaning beliefs that limit you from reaching your potential. These limiting beliefs really do affect your confidence and your motivation when it comes to reaching your goals. Better understanding yourself and how you react and feel (emotional intelligence) will help you remove these limiting beliefs from you life and set you on your journey to a more successful YOU!

❖ **C) Put these 3 goals (from exercise 1 above) in order of importance (1 being the most important to you). Indicate if, in reality, they are possible or impossible to reach. Explain only if you indicate they are impossible. (impossible meaning you can not do them no matter how much you change your behavior or try.)**

3 goals in order of importance	Possible/impossible
1.	
2.	
3.	

❖ **D) Below, list 3 ways in which your life would be different if you were able to "self-coach" and reach the 3 goals you set for yourself in the above table.**

Goal 1: My life would be different because...
Goal 2: My life would be different because...
Goal 3: My life would be different because...

*Keep these goals safe here. At the end of week 7, let's look back and see if you have made any progress towards reaching the first goal on your list! You may have surprised yourself and reached all 3!

APPENDIX C– Sample of facilitator’s journals

Appendix C-2 **2. Success is possible!**

Wednesday, February 17, 2010
8:00 PM



Why do some do well and other's don't?



Answer: It is the degree of commitment to themselves



"People think I'm disciplined. It is not discipline. It is devotion. There is a great difference."
Luciano Pavarotti (1935-2007, Opera Singer)

? Here's a question for you...does the above quote mean that if you are devoted to yourself, then you don't need a lot of discipline?

- ❖ Being committed to reaching your goal(s) and being successful at reaching your goals, means you usually possess the following:
 - Motivation
 - Confidence
 - Emotional intelligence, and last, but not least
 - Willingness to change

- **Motivation:** This is how much you really want or desire to bring change into your life
- **Confidence:** This is how much you believe in yourself and your abilities.
- **Emotional intelligence:** The ability to understand your emotions and why you do what you do. Understanding yourself helps you make good decisions in your life. The journey of self-discovery is one of the most amazing journeys you will ever take in your lifetime.
- **Willingness to change:** This is about being able to challenge yourself and taking those first steps out of your comfort zone to make changes.

Note: If you are missing **even one** of the 4 elements above, your chances of being successful in life aren't very good.

💡 Here's a thought: Once you become really good at self-coaching and feel that you know exactly what Emotional intelligence is, you just might come to understand that Emotional Intelligence is actually what helps you keep or build your motivation and confidence as well as the drive to always want to change (willingness to change)

This term you are going to challenge yourself! We only have 7 weeks left to get through this term so....Get to know you...and get to know your Potential!

What does that mean?

- You are going to get to know yourself;
- you are going to question yourself and everything you know, including things that you have believed about yourself for years and years.

💡 It is necessary to create new ways of thinking. "If you stick with the known and the familiar, you'll miss out on the new and the possible and end up staying just where you are"

Exercise 1

On a scale of 1 to 5, (1 being very little and 5 being the highest) highlight how you would rate yourself today in the following areas?

	Motivation	Confidence	Willingness to change	Emotional Intelligence (how much you know yourself)
Today?	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
At the end Of Spring A 2010	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5

Now do the same in the box called "At the end Of Spring A 2010?". Highlight where you would like to see yourself!

💡 The degree of commitment I have towards yourself makes the difference between being successful or not!

Exercise 2

The goal or the change in my life that I would like to modify or improve is: (Remember: goals you choose focus on improving your English or your personal self) 3 goals in order of importance and why I chose this one: Goal 1: My life would be different

The method (s) that I will probably use to make these changes is/are:

- Prayer
- Vision Board
- Self talk
- Self hypnosis
- Other:

Quote of the week:

Reaching My potential will bring me to new places...and I will reach new heights - I few do I do this? By getting to know myself!



Finding the right method that works for you!

This week I will try one or more of the above methods. I will write down my plan on how I will use this/these new method (s) in my life. I am now taking my first steps towards a new and improved me!

EXTRA NOTES ON TECHNIQUES: (Remember, before you start to make up your own journal every week, remove the sections you don't need.)

Prayer: You may decide to choose prayer on it's own or to use it along with any of the methods below

- **Self talk:** is how you talk to yourself. Pretend you have a little loud speaker on your shoulder and anything you say will be heard by everyone who is around you. The idea behind this method is if you feel uncomfortable when people say negative things about you, then you should also avoid saying negative things about yourself. Give it a try. Imagine the next time you call yourself "stupid" or anything else that you wouldn't like others to say to you...imagine what you are saying to yourself everyone else in the room can hear it. The only way you can build your confidence is treating yourself with the respect you deserve...every day!

- **Self-hypnosis:** Ok, this is not like we see in the movies...where people do things when they are in a trance, as if they are asleep...and they have no control over what they are doing or saying. No, in this case, you are awake. You are in control. Here's what you do! Make up a little recording that you listen to before you go to sleep at night, or before you get up in the morning. In this recording, you, or someone you chose, says positive things...or how you are going to be successful at reaching your goals. For example, you could tell yourself you are going to have a very productive day today. Wait, I'll give you an example right here in the recording...

BTW, when you are recording your audio script...don't use negatives. For example, don't say the following: "I will not be lazy" (Your subconscious will not understand the "not" but only "I will be lazy". So instead, try something like "My days will be productive. I will get a lot done"

- **Vision board** link: <http://www.orangepeel.co.nz/help/> (that is how I made my poster, screen saver and motivation pop ups that appear on my screen every 15 minutes. (MY POPUP MOTIVATION)

Other (your choice) -

- ❖ Use one of these methods
- ❖ Or a combination
- ❖ Or one of your own (which you will share with others)
 - Example: One of my students had a "RESET Button List"...I'll explain in the audio

Appendix C-3 **3. Getting to know you and your Potential**

Wednesday, February 24, 2010
10:00 AM



? **HOW** do you find your potential?

By finding out who you are today!

🔑 The key to the door of self-discovery is starting from "within". How do *you* see yourself, how do *you* think and feel about *yourself right now*???? Ask yourself these very important questions.

🌸 / Exercise 1

Who do I think I am?

Next to this image, write approximately 10 to 20 key words/phrases that best describes how you see yourself (don't worry if they are positive or negative, just write what comes to mind. (example: helpful, lack confidence, energetic, lazy, determined... etc...))



/ A. + or - characteristics

1. lack confidence	11.
2. energetic	12.
3. lazy	13.
4. patient	14.
5. care	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

Copied from ->http://3.bp.blogspot.com/_8Vyo_2ak70k/R5d5L4ndfE4/AAAAAAAAAAQ/4e2a3m3RE7g4600ar6%28normen%2827%28%28%28.jpg

☐ Now go back to your list and count the number of positive things that you have said about yourself and write the number here: _____

☐ How many negative things you have said about yourself: _____

☐? Do you see yourself in a positive or a negative light?(MEANING WERE THERE MORE NEGATIVE OR POSITIVE CHARACTERISTICS.)

? If I have negative feelings about myself...what does that really mean?

💡 Living with these negative thoughts about yourself is like driving through your life with the brakes on...you still get to some places, struggling as you go, but often you will not reach the places you would really like to see.

ASK YOURSELF:

☐? How many of these characteristics may be stopping me from reaching my full potential (the person I would like to see myself become)? (Highlight them in the box above in the negative characteristics section).

☐ # _____ characteristics I think about myself are stopping me from reaching my full potential.

☐ If you had any negative characteristics above write them below. Next to them, think of some positive characteristics that could replace them. Replacing them with positive ones will help you become who you believe you should be.



/ B.

Negative characteristics Taken from above	Replaced by positive characteristics
1. i.e. procrastinate	Get things done on time
2. lazy	Stop being lazy->productive
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

!💡 I need to revisit these "beliefs" or things that I think about myself and either eliminate them (get rid of them) because they are not true, or work on changing them so they will no longer be true!

💡 To be the best / can be in the future, to be able to reach my full potential, it is important to first see how I see myself today.



- Marianne Anderson



! / **Week's reflections on my journey**

Quick Revision Exercise:

?☐ Have you selected the 1st goal or behavioral change you want to work on?

?☐ Have you selected your methods to help you self-coach? What are they?

- Prayer
- Vision Board
- Self-Talk
- Self-hypnosis
- Other:

?☐ Have you decided how you will use the method(s) to help you self improve? (Do you have a plan?)

☐? **Suggested additional activity:** Create something visual that shows who you are now and next to it who you would like to be. It could be a drawing of you, or whatever your creative mind comes up with! Surprise me...surprise you!)

Appendix C-4 **4. CONFIDENCE and Self Image**

Wednesday, March 03, 2010
1:00 PM



Let's reflect (or think back) on what we have discussed over the last couple of weeks:

- **Limiting beliefs**...how they can hold us back! Fix them or get rid of them!
- **Success**...it's possible for everyone...YES! If we believe in ourselves.
- **Potential**...what stops us from reaching our potential? You got it! **Our beliefs**...Are you beginning to get the picture? *smile*.

🔑 **Our beliefs make us or break us and if it breaks us, we never reach our full Potential!**

★ **This week: Confidence and your self Image.**

Confidence and self image go hand-in-hand. Have you ever asked yourself why you are so confident or why you are not confident enough? How you see yourself is your self-image.

The **Self-Image** that you have now....where did it come from?

	<p>■ The present self-image that you have is the result of the repeated experiences/messages you received when you were growing up...coming from a number of sources...parents, neighbors, friends, teachers etc.</p>		<p>■ It's called conditioning.</p>
<p>💡 Your life to date is the result of your past beliefs. Your future will also be determined by these same beliefs, the beliefs you decide to hold true today.</p>			

- You are the one who shapes your future, **right here** and **right NOW**.
- It's your choice to live a life of limitations or a life of unlimited, amazing opportunities.
- The way you think about yourself determines everything you say, do or believe.

💡 Your self-image is no more fixed and certain, than what you are going to have for breakfast tomorrow. You could wake up tomorrow and decide to have strawberries in chocolate with an omelet and a peach drink... instead of just a plain piece of toast.



💡 **You make the decision, You make the choices!**

- If you believe that you aren't smart, *then you aren't*. If you believe you aren't interesting, then you send exactly that message out to people, and they will see you exactly the same way you see yourself. **They will believe what you believe.**
- If you believe you will not do well, you will look for proof to justify your belief. **You will be blind to all the great things you do**, simply because you are looking to prove your negative beliefs towards yourself. You will be who you make yourself out to be.

! **Be motivated** to make this decision today... Decide that you are going to choose the best for yourself. You have the ability, you have the control, but do you have the motivation to take those necessary steps?

💡 It's simple...the goals that you have set for yourself are less likely to be reached if you lack **confidence** in yourself and don't have the **motivation** or the **willingness to change**. Only once you have found that strong, healthy self-image and believe in yourself enough to try to make the necessary changes, will you see that everything else falls in place. You will soon notice that everything just becomes easier to accomplish!

💡 **Building up your confidence** is simply believing in yourself!...and exercising that belief every day!

🌸 / **Exercise 1**

Here are some points I would like you to reflect on and write about in your journal this week:

- What methods are you using right now to help you make changes in your life?
 - Example: are you using prayer, or the vision board, self talk or self-hypnosis
 - YOUR ANSWER:**
- Are these methods working for you?
 - YOUR ANSWER:**
- Are these methods helping you reach a healthy self-image of yourself?
 - If yes, how?
 - YOUR ANSWER:**
 - If not, what can you do to change your methods or improve them to work better for you?
 - YOUR ANSWER:**

Last week we completed our LDAs, and many of you realized that some of the points/marks we lost on our test was because of a lack of confidence, not trusting ourselves enough. After the exam we looked back and found 2, 4, 5 extra marks on each exam...marks that we lost because we didn't trust ourselves. Having a strong sense of self-confidence, and liking who we are changes how we react to any given situation AND THE LEVEL OF SUCCESS WE REACH.

🌸 / **Exercise 2**

How can we gain self-confidence? I've started the list off for you, maybe you can add a few ideas yourself.

- Prepare well for you test, or whatever you are doing.
 - **Fail to plan, plan to fail**
- **Don't let past failure affect the present:**
 - **The only power we have is now**, in this very moment. Yesterday is gone, like the sunset. Tomorrow is not here yet...but now...that is where our power lies!
 - Live in the **"NOW"**
 - Be conscious of your actions at all times.

🌸 / **Exercise 3**

Look and listen to this video...what are your thoughts on it after having watched it?(click on the link)

<p>http://www.finishstrongmovie.com/ http://www.thefinishstrongmovie.com/preview/</p>	<p>http://www.simpletruths.com/movies.asp http://www.youtube.com/watch?v=5y1m5MHG4Q4</p>
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Week's reflections on my journey

Appendix C-5 **5. Where am I in my journey of Self Discovery?**

Wednesday, March 10, 2010
9:37 AM



Stop...let's stop and reflect for a moment... Where Am I in my Journey of:

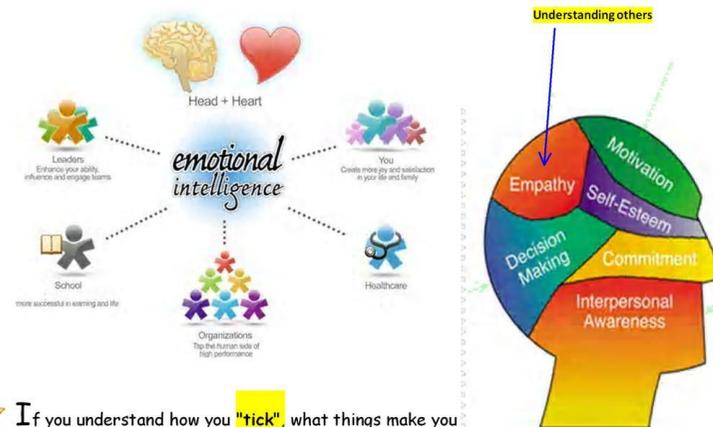
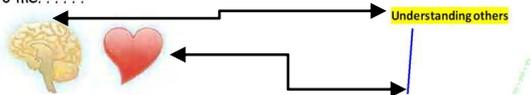
- Getting to know myself better?
- The methods I'm using to get to know myself better?
- The goals I've taken on for self-improvement?

This is probably the most important chapter in this *Journal of Self-Discovery and Self-Improvement*. This week, let's take the time to just stop for a little while and reflect on how our journey to self improvement is actually going or should I say, **working for you**. Are you committed to improving yourself???? Or are you simply moving along, letting every day pass without paying attention to what is going on around you...or what is going on within you?

Please take the time to answer these questions.

- Do I want to Self-Improve? Yes No
- If yes, what areas do I want to self-improve?
 - ❖ Your Answer:
- If no, why not?
 - ❖ Your Answer:

Think about this for a moment....how does my "taking the time to better understand myself" change anything in my life? Why is emotional intelligence important to me?????



If you understand how you "tick", what things make you many other feelings we all go through in a day, you'll have a better understanding of what things you want to avoid in your life. If you learned more about who you are and who you want to be...then there is a good chance you will become exactly who you deserve to be and reach your full potential. You will feel really confident about who you are and who you are going to be!



Are you beginning to connect the dots? (Meaning: Get the big picture...get the bottom line????)If you use your head and your heart and understand why you do what

APPENDIX C– Sample of facilitator’s journals

you do, then the pay off is enormous! You will take better care of yourself---> you will be able to take better care of others and you will get to where you really want to go in life!



Ok...so we've cleared that up...Ok, are you ready for the next set of questions?



Once again, if you want to self-improve, what areas do you want to self improve in...what are your goals/behavioral changes you need to make to reach your full potential in life?

❖ **Your answer:**

- Goal 1:
- Goal 2:
- Goal 3:

? Which goal is the most important to you now, the area that you would like to improve upon right here and now?

❖ **Your answer:**

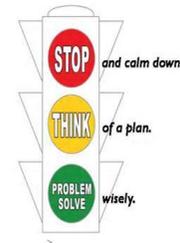
How are you going to make reaching your goal(s) possible? What is your plan today, tomorrow, for the rest of your life? What methods are you using or are you going to be using if you haven't already started? Are you going to use:

- Prayer
- Self-Talk
- Self-Hypnosis
- or visualization (Vision Board)
-or do you have another method in mind?

❖ **Your answer:**

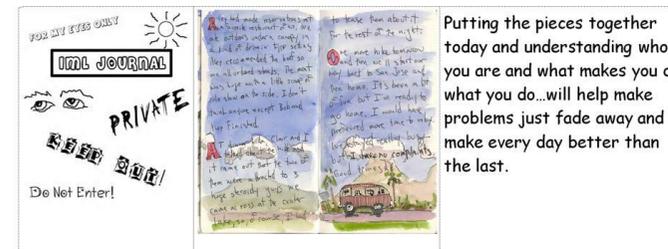


STOP yes...**stop** and think about it... *Emotional Awareness*...being aware of what is happening to you at this very second, in the here and now... instead of being "tuned out" of your own life just following it along, day after day, with no idea why you react the way you do, what role your emotions play in your life, where you are going or what you want in life...is to be lost.



💡 You deserve to have the best options out there...you deserve to be the happiest person ...you deserve an "AWARE" you that will do everything it can to give you what you deserve! The bottom line: You need you to be your own best friend and support system! You need to be in the driver's seat when it comes to *how you react to every day situations* (good or bad) *and the choices you make* in your life!

Hopefully your journal is also part of your plan to self-help plan. Writing in your journal, reflecting on questions in past chapters, along with questions you are asking yourself here and now is another method of self-discovery. Your journal may start out as an activity that we do in class..but it can lead to something so much more...something so much bigger than just an in class assignment! It could lead to a documented journey of your whole life story...pretty exciting when you think about it! Imagine if you kept all your thoughts, pictures, voice messages to yourself, right here in your journal, instead of letting them slip away never to be seen or heard of again. Your special moments in your life, good or bad, are worth saving...so tuck them away here so you can come back and see how you made your way through life to become the beautiful, smart, talented awesome unique, one of a kind, woman that you are!



Putting the pieces together today and understanding who you are and what makes you do what you do...will help make problems just fade away and make every day better than the last.



Week's reflections on my journey

Appendix C-6 **6-Self-Coaching Contract**

Wednesday, March 17, 2010
8:00 AM




6-Self-Coaching Contract...
Audio recording

Now you are on your own

YOUR Self-Coaching Contract



You've come a long way! Now that you know more about yourself...and your needs for the future, it is time for you to create **your own Self-Coaching contract**. You design it and you use your own words to describe what you are going to do for yourself. Here are some of the elements that need to be in your contract. Word it any way you like...but remember, you want to be the best you can be, so tell yourself, in the contract, what you will do to accomplish this. Your contract is not only a promise you make to yourself today, but a **plan of action** that will **continue on in the future!** I'm sharing mine with you ([My Self-Coaching Contract](#)) and I ask that you not share it with others since it is quite personal. I made it up quite some time ago, but it is very present in my life. It's on the wall in my home where I can see it every day.

Here are some suggestions to keep in mind when you are making your contract. (And yes, please do send it to me if you wish when you finish. I would love to see it).

First: Plan and design your contract (see below). Of course, add any additional promises that you think are necessary.

Second: Post your contract where you can see it every day!

Third: Take the time (5/15 minutes) every day to work on becoming a better you by taking the time to follow your own suggestions in your self-coaching contract.

Fourth: Never think you aren't worth the 5-15 minutes a day...you are worth it! And so much more!!!

★ **Themes that you should consider including in your Self-Coaching Contract:**

✓ (check) them off as you put them in your contract. You can use your own words or write in Arabic should it feel more natural for you.

- Put at least 5 to 15 minutes aside every day to work on your self-coaching
- You will give yourself exercises and challenges to work on.
- You will look at your life and look at what is working well for you and what isn't.
 - You will congratulate yourself on what you have accomplished.
 - You will continue to work on what needs improvement.
- You will build an indestructible self-belief.
- You will work on your self-image to reflect who you want to be and what you want others to see.
- You will eliminate doubts and limitations that hold you back from reaching our goals
- You will become mentally fit
- You will learn to think like an optimist
- You will expect to succeed with everything you decide to do in your life
 - Success in your personal life
 - Success in your academic life
- You will learn to handle setbacks quickly and with calmness.
- You will clarify your desires, dreams and ambitions into clear, precise goals
 - These goals will be reachable.
- You will learn to motivate yourself to take action every day.
- You will learn to honor, respect and appreciate yourself and see your true value.
- You will become someone who reaches their potential
- You will never be a victim...you are in the driving seat...you have control!

💡 **Your** quest, this upcoming term (hopefully level 8), and hopefully for the rest of your life, is to become your **own Coach** and **fulfill your true potential.**

CONFIDENCE ■ MOTIVATION ■ EMOTIONAL INTELLIGENCE ■ SUCCESS

ARE YOU GOING TO FINISH STRONG?

Khadija sent this link to us...if you watch it...you will realize how your attitude, your confidence and how you react to life's trails determines how "strong" you are! Thank you Khadija for finding the perfect video for us: <http://www.guzer.com/videos/are-you-going-to-finish-strong.php>



Your contract: [Plan and design it here](#)

APPENDIX C- Sample of facilitator's journals

Appendix C.7a **7 - A new chapter in my life - I am in Control!**

Tuesday, March 23, 2010
10:30 AM



❖ **Lessons learnt over the last couple of weeks:**

- 💡 Limit yourself = Limit your possibilities = Limit your success => Loss
- 💡 How do you find your Potential? By finding out who you are today!
- 💡 Living with negative thoughts about yourself is like driving through your life with the brakes on...you still get to some places, struggling as you go, but often don't reach the places that you would really like to see the most.
- 💡 The degree of commitment you have towards yourself makes the difference between being successful or not.
- 💡 The only time you really have power is "now" right here, right now! Yesterday is history and tomorrow is the product of how you use the power of Now!
- 💡 *Believe it and you will live it.*

Other key lessons you have learned on your own:

Let's take a look back at the goals you set for yourself:

Goal(s) I set for myself	Did I reach it	Yes	No	Still working on it
Goal 1->				
Goal 2->				
Goal 3->				

What were my biggest obstacles in reaching my goals: _____

The next goal on my "To do list" is -> _____

🌸 **Exercise 1**

Self-Coaching Contract: Some of the important points I will include in my contract are?



🌸 **Exercise 2**

Highlight where you were...and where you are today!

	Motivation	Confidence	Emotional Intelligence	YOU TODAY
YOU 7 WEEKS AGO	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
YOU TODAY	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5

My Self-Image today



🌸 **Exercise 3**

Complete the boxes.

Here are my qualities, this is who I am today:

<input checked="" type="checkbox"/> Confident	<input type="checkbox"/> Positive	<input type="checkbox"/> Organized
<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"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections on my journey this week (Please write about your experiences this week while you were self-coaching on your own.)

Talk about:

- how you felt,
- what progress you made
- how you feel about your future.
- Will you continue to use the methods you have been using to reach your goals?
- Will you continue to self-coach or self direct yourself towards success?

You are going to be Confident - Motivated- and make great choices in 2010!

Success is yours!



Would you like to meet with me in Spring B 2010/to see how you are doing?



Thank you for sharing this journey with me



Miss

APPENDIX C– Sample of facilitator’s journals



This contract is a contract that I make with myself in honor of my mother. I know that she would want the best for me...and the best would be for me to take very good care of myself. She would want me to see myself for who I am, in the moment, in the now. She would want me to see and appreciate my true value and qualities...to acknowledge my hard work as well as being conscious of what remains to be done, and the improvements to be made. In honor of her...in honor of myself I make this contract today.

On the 23rd day of May, 2009, I Marianne Anderson pledge the following:

- ❖ I put time aside every day to work on my self-coaching.
- ❖ I am conscious of the progress I have made ...
 - and note what needs to be worked on tomorrow
- ❖ I take the time to appreciate what is working well in my life
 - And what isn't...will be my next goal(s).
- ❖ I take heart in my progress
 - For each successful step makes the next step easier.
 - I will find my momentum
- ❖ I build an indestructible self-belief in who I am and my journey in this life.
 - my self-image reflects who I strive to be
 - and what I want others to see in me.
 - I eliminate doubts and limitations that hold me back from reaching my goals
- ❖ I am mentally fit

- Thinking like an optimist...leaving no room for negativity
- ❖ I expect to succeed in everything I decide to do in my life.
 - Yet handling setbacks quickly and with calmness.
 - And starting again with an invincible belief in myself.
 - In the immediate future
 - I will complete my doctorate
 - Then...
 - Take on new goals and challenges
 - I will create new and exhilarating challenges
 - I follow my passions
- ❖ I clarify my needs, dreams and ambitions
 - into clear, precise goals
 - These goals are reachable.
- ❖ I am motivated to take action every day.
- ❖ I honor, respect and appreciate myself
 - as well as honor those who are important to me.
 - I value their true potential...as well as value my own.
 - I help them see the good within themselves
 - not focusing on the negative.
- ❖ I am someone who reaches for my potential
 - A potential that truly represents my whole being
 - every successful step takes me closer
- ❖ No matter what happens to me, I am never a victim...
 - I choose how I react to adversity,
- ❖ Challenges are my stepping stones to reaching my potential
 - They are what makes the journey worthwhile
 - They are what makes me value every day
 - They are my lessons in life that make me stronger
 - They are a reminder to appreciate what I have
 - and who I have become.
- ❖ I control my journey in life.
 - The choices are mine.
 - Success is mine.



Appendix C.8a 8 - So you think you can coach!

Tuesday, December 29, 2009 10:41 AM

Well you are absolutely right....you can!



From me--> to you

This is my last Chapter in your journal,what a journey the last 9 weeks have been. I want to thank you for taking me along that journey with you...and sharing your rainbow with me. Your rainbow is very much like your journey...it's not just reaching the other end (or your goal(s)) that is important...the most important part is your journey, how you get to where you are going, *not just arriving*. Like the rainbow, it's not what's at the end of it that counts, but the beauty that you see and find from its beginning to the end, the beauty that stops us in our tracks and makes us appreciate the "now moments" of how beautiful life is. Enjoy these "now" moments...they are truly the treasures we have been blessed with and that truly help us understand why we are on this planet.

Over the past few weeks we've talked about what it takes to self-coach or self-direct towards success. I believe, nine weeks later, not only have you found some incredible ways to help you self-coach, for instance, like prayer, the vision board, self-talk and self-hypnosis for some of you, but you've also discovered what success means to you.

If you have really taken the effort to understand what makes you "tick" chances are, success now means something quite different from what you first thought it was 9 weeks ago. In our journey we have learned that success is something that is not necessarily material, it's not necessarily how rich we are, or what we own, or how popular we are or even what our IQ is. Success is when we are aligned with our positive selves. Being

CMEI TEACHER'S JOURNAL Chapter 8 Page 1

positive is like a magnet, it brings positive things into our lives. If we see good, we find good things. If we always think we are the victims, and that the world is a really bad place, then we only see bad things. *Change your outlook on life*, and your life will change to align with your beliefs. Trust me on this...or better yet, trust yourself...try it for yourself and you will see.

? Now here is my last question for you. It may well be the key question to how well you can self-coach in the future. Have you ever wondered why some people become so inspired...but only for a very short time? Like today, you may well tell yourself that you love self-coaching towards success...and that you are going to continue your journal for years to come...but will you? And if you are so excited about it now, is it a "sure thing" that you will continue to self-coach, change certain behaviors and improve yourself? Chances are you will not...if you don't understand the "Secret to Motivational Change" that I'm going to share with you now.

The only way that you will continue to self-improve is if it comes from within...YOU. Up until this time, you've had at least two coaches, you and I *smile*. The secret is to know that to succeed, the motivation has to come from within You...and not from anyone else. Yes, of course, external motivation, like videos, or seeing someone accomplish something amazing, or hearing us talk about emotional intelligence and how important it is; these things can motivate you, and you should continue to look for these...but to sustain your efforts, to keep that "high"...you have to be your own motivator... you have to believe that you are the best coach, the best teacher that you will ever have.... You have to be your own hero! You have to believe in yourself, love yourself, and build up your confidence, step by step, every day...because you are so very unique...because you are so very perfect already (ah, yes there is always room for improvement young lady *smile*)....because You are more than worth it.

You have motivated me, that you can be sure of...and I too have to be my own best self-coach and teacher...so in a way, we are continuing this journey to success together....let's touch base in the future and see how we are enjoying the rainbow of life .

CMEI TEACHER'S JOURNAL Chapter 8 Page 2

APPENDIX D- Sample of participants' journals

Appendix D ch1. Limiting Beliefs
 Tuesday, December 22, 2009
 7:14 PM



To reach my Academic and/or personal goals the 3 things I would like to change or modify to improve myself are:	Reasons why I haven't been successful in making these changes in the past are:
1. Be responsible about every thing that I've done	Because our teachers in the school don't let me a lot of responsibility
2- Do all my work by my self	Because when I was in the school we all depend on our teacher
3- Enjoy my free time with something that I benefit from it	Because when we were in the school we were not read or listen to outsource but, we just depend on our text boob

❖ Put these 3 goals (from exercise 1 above) in order of importance (1 being the most important to you) indicate if, in reality, they are possible or impossible to reach. Explain only if you indicate they are impossible. (impossible meaning you can not do them no matter how much you change your behavior or try.)

3 goals in order of importance	Possible/impossible
1. Be responsible about every thing that I've done	Possible
1- Do all my work by my self	Possible
3- Enjoy my free time with something that I benefit from it	Possible

❖ D) Below, list 3 ways in which your life would be different if you were able to "self-coach" and reach the 3 goals you set for yourself in the above table.

Goal 1: My life would be different because I am in university and I want to be successes

Goal 2: My life would be different because I want to let my Father and my Mother happy about me

Goal 3: My life would be different because I want to be more convinced about myself

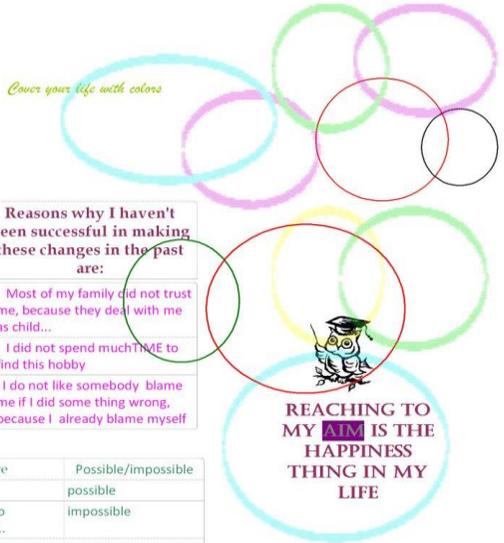
💡 *Keep these goals safe here. At the end of week 7, let's look back and see if you have made any progress towards reaching the first goal on your list! You may have surprised yourself and reached all 3!
 Now, I am in week 7. I really did a good job and I improve myself. There is a big different between week 1 and week 7. It is like I am anew girl.

STUDENTS' JOURNAL CHAPTER 1 Page 1

Appendix D.1 1- limiting believes
 Friday, February 12, 2010
 5:16 PM



Cover your life with colors



3 things I would like to change or modify to improve myself are	Reasons why I haven't been successful in making these changes in the past are:
■ Having more confident to myself.	■ Most of my family did not trust me, because they deal with me as child...
■ Having special hobby	■ I did not spend much TIME to find this hobby
■ Feeling afraid from telling any secret to somebody especially if I did wrong thing..	■ I do not like somebody blame me if I did some thing wrong, because I already blame myself

3 goals in order of importance	Possible/impossible
1- Having more confident to myself.	possible
2- Feeling afraid from telling any secret to somebody especially if I did wrong thing..	impossible
3- Having special hobby	possible

REACHING TO MY AIM IS THE HAPPINESS THING IN MY LIFE

Goal 1: My life would be different because... I could make strong confident to myself in any work I do and give positive aim to my mind that I can do everything.....

Goal 2: My life would be different because... I could make close friend who has the same behavior which I have and tell her my secret even if I did something wrong and do not disappoint me or blame me

Goal 3: My life would be different because... I would make and find special hobby which I could invest my time in doing something good...

STUDENTS' JOURNAL CHAPTER 1 Page 1

APPENDIX D- Sample of participants' journals

Appendix D.2. **Success is possible!** In MY life always
 Tuesday, September 29, 2009
 6:58 PM

Why I'm doing well and other's don't?
 because of the degree of commitment I have to myself



I want to give special thanks to "ALLAH" then my "SOAL", "MYSELF" finally to my whole "FAMILY" because without them I want reach and get what I have get until now.

- > Motivation
- > Confidence
- > Willingness to change , and last, but not least
- > Emotional intelligence:

- **Motivation:** How much I really want or desire to bring change into my life.
- **Confidence:** How much I believe in myself and my abilities.
- **Willingness to change:** Being able to challenge myself and taking those first steps out of your comfort zone to make changes.
- **Emotional intelligence:** The ability to understand my emotions and why you do what you do. Understanding yourself helps you make good decisions in your life.

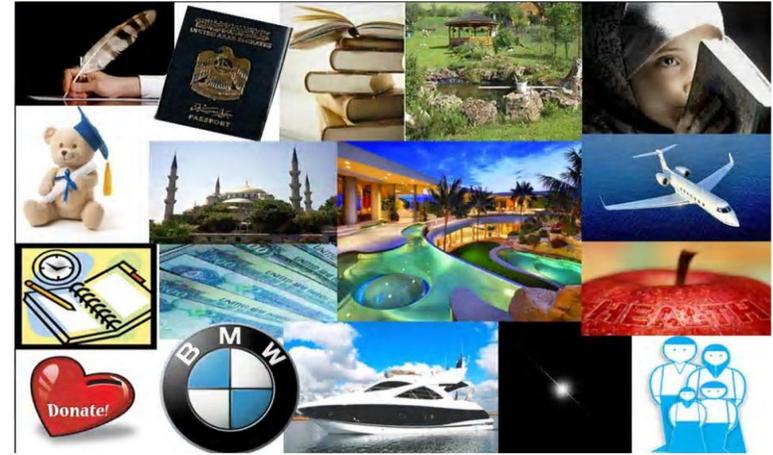
	Motivation	Confidence	Willingness to change	Emotional Intelligence (how much you know yourself)
Today?	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
At the end October?	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5

The goal or the change in my life that I would like to modify or improve is:
 Improve my skills in Grammar

The method (s) that I will probably use to make these changes is/are:
 Prayer



Vision Board



Self-Talk
 ((before I go to sleep I said to myself that I'm a successful woman and I'm going to reach the goals which I put for myself in these days and in the future))

- Being committed to reach my goals and being successful at reaching my goals, means I usually possess the following: :
 Reaching My potential will bring me to new places...and I will reach new heights -
 How do I do this? I get to know myself!



This week I will try one or more of the above methods. I will write down my plan on how I will use this/these new method (s) in my life. I am now taking my first steps towards a new and improved me!

Some of the ways I'm going to use to improve my skills in GRAMMAR is to read and listen to different stories weakly. Also I will practice more exercises on internet and the with using "Fog" a special grammar program. Of course when of the methods I going to use is to look in books and papers that I have and study them well. These what I have now in my mind I will use, but if I found new ways I will write them down soon.

While I'm doing the methods in the upper paragraph I will pray to ALLAH to help me all the time and he will because I don't go to hem when I need thing I go to him always if I have what I want to thank him always and always I will never leave that because it is what give my life real test of life... I really love you "ALLAH" because you always see me and take care of me and you give me what I need and what I want. So I will try to do things you told us to do as you asked. In addition of that I state my vision board down these words below.

APPENDIX D- Sample of participants' journals

Appendix D._chapter3

Thursday, November 05, 2009
12:20 PM

3. Getting to know you and your Potential

Who do I think I am?



1.lack confidence	11.tense
2. energetic	12.volatile
3.lazy	13.excited
4.shy	14.funny
5.afraid	15.sad
6.kind	16
7.patient	17.
8. curious	18.
9.calm	19.
10.nervous	20.

Now go back to your list and count the number of positive things that you have said about yourself: 7

How many negative things you have said about yourself: 8
Do you see yourself in a positive or a negative light? **negative**

If I have negative feelings about myself....what does that really mean?

I have a lack confidence and I need some support from others by advise and guide me. I need to not be shy any more but strong.

lack confidence characteristics I think about myself are stopping me from reaching my full potential.



Negative characteristics Taken from above	Replaced by positive characteristics
1. i.e. procrastinate	Get things done on time
2.lazy	Stop being lazy
3.lack confidence	High confidence
4.nervous	To be more calm
5.tense	Stop being tense

Week's reflections on my journey

By the week I'm getting to know my self better and I find the most problem which is a lack of confidence .i need to believe in my self and become more a strong.

Quick Revision Exercise:

- Prayer
- Vision Board
- Self-Talk
- Self-hypnosis
- Other:

STUDENTS' JOURNAL CHAPTER 3 Page 1

Appendix D._Chapter3

Wednesday, November 04, 2009

Living with **negative** thoughts about yourself is like driving through your life with the **brakes** on...you still get to some places, struggling as you go, but often **DON'T** reach the places that you would really like to see the most.



Who do I think I am?



How do you find your potential
By finding out who you are today!

how you see yourself (don't worry if they are positive or negative, just write what comes to mind. (example: helpful, lack confidence, energetic, lazy, determined... etc...)



Exercise 1

1. fun	11. romantic
2. procrastinate	12. confidence
3. lazy	13. kind
4. helpful	14. motivation
5. funny	15. friendly
6. thankful	16. stress
7. dreamer	17. nervous
8. loving	18. prognostic
9. thinker	19. lack of focus
10. ambitious	20. hate

number of positive things that you have said about yourself: 11

How many negative things you have said about yourself: 9

Do you see yourself in a positive or a negative light? I see myself in the positive more than negative side. I will say this before but now I could tell you even if the positive more than the negative I am in the negative place before all.

Living with these negative thoughts about yourself is like driving through your life with the brakes on...you still get to some places, struggling as you go, but often you will not reach the places you would really like to see.

[9] characteristics I think about myself are stopping me from reaching my full potential. think of some positive characteristics that could replace them. Replacing them with positive ones will help you become who you believe you should be.



Negative characteristics Taken from above	Replaced by positive characteristics
1. i.e. procrastinate	Get things done on time
2.lazy	Stop being lazy
3. Hasty	I should be more patient
4. Lack of focus	I should be more focus
5.Sleepy	I should take more sleep and rest
6.Stubborn	Stop being stubborn
7.Strick	Stop of being Strike
8. Nervous	Become cool
Misprable	Try to be more happy

I need to revisit these "beliefs" or things that I think about myself and either eliminate them (get rid of them) because they are not true, or work on changing them so they will no longer be true!

Week's reflections on my journey

I can't say anything, I can say only: Everything around me is pulling me in the dark side and not letting me to continue my way to the light. They are killing me in a way that they don't know... I HATE THIS HOUSE

- Prayer
- Vision Board
- Self-Talk
- Self-hypnosis
- Other:

? Have you decided how you will use the method(s) to help you self improve? (Do you have a plan?)

Finish my collage and over with my life.

STUDENTS' JOURNAL CHAPTER 3 Page 1

APPENDIX D– Sample of participants’ journals

Appendix D. **4. CONFIDENCE and Self Image**

Tuesday, November 24, 2009
1:00 PM

I am trying to be more useful and control my self confidant and emotion.



Reach your goal and don't let any thing to distract you.

Here are some points I would like you to reflect on and write about in your journal this week:



Week's reflections on my journey

My thoughts after watching this video; you must to reach your dream no matter what it is Because if you did not try hard you will never reach them.. If you fail in some thing don't be sad and try more. It's not happens to you but how you react to it that matters.

Appendix D._Ch4 :
Sunday, December 13, 2009
12:06 PM

Confidence and self Image.



It's called conditioning

**My self image come from my childhood
Something that I wonder to get it when I was a child
until now**



- > What methods are you using right now to help you make changes in your life?
 - **Example: are you using prayer, or the vision board, self talk or self-hypnosis**
 - YOUR ANSWER: Self talk
- > Are these methods working for you?
 - YOUR ANSWER: its working great.
- > Are these methods helping you reach a healthy self-image of yourself?
 - **If yes, how?**
 - YOUR ANSWER: Its helping me to be more confidence and strong.



Week's reflections on my journey

In the past weeks I've been working hard I am encouraging my self , doing my best and keep in my mind that I must never give up if I do then its really going to be hard to me but now I think I'm handling it I'm trying to succeed and now I feel that I'm more confidence about my work and I think I'm moving forward in my progress.

APPENDIX D- Sample of participants' journals



? Please take the time to answer these questions.

- > Do I want to Self-Improve? Yes No
- > If yes, what areas do I want to self-improve?

❖ Because I want my life to improve to the positive way . I want my Intelligence and my memory to improve

If you want to self-improve, what areas do you want to self improve in...what are your goals/behavioral changes you need to make to reach your full potential in life?

❖ Your answer:

- > Goal 1: I want my intelligence to improve
- > Goal 2: I want my memory to be stronger to remember more
- > Goal 3: I want to be more flexible

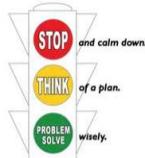
? Which goal is the most important to you now, the area that you would like to improve upon right here and now?

❖ Your answer: I want to be more flexible .. To talk about anything that I believe it is true

How are you going to make reaching your goal(s) possible? What is your plan? What methods are you using or are you going to be using if you haven't already started? Are you going to use:

- Prayer
- Self-Talk
- Self-Hypnosis
- or visualization (Vision Board)
-or do you have another method in mind?

❖ Your answer: by pray and self hypnosis



? Please take the time to answer these questions.

- > Do I want to Self-Improve? Yes No

- > If yes, what areas do I want to self-improve?

❖ Your Answer:

be successful in my life

- > If no, why not?

❖ Your Answer:

❖ Your answer:

In any things not good I have I wish I changes.

- > Goal 1: be successful in ZU
- > Goal 2: Help my country to grow up
- > Goal 3: ride horses

? Which goal is the most important to you now, the area that you would like to improve upon right here and now?

- Your answer: be successful in ZU

How are you going to make reaching your goal(s) possible? What is your plan? What methods are you using or are you going to be using if you haven't already started? Are you going to use:

- Prayer
- Self-Talk
- Self-Hypnosis
- or visualization (Vision Board)
-or do you have another method in mind?

❖ Your answer:

When I prayer I fill very relax so I can do any things. Also, prayer brings me to God. When I talk with myself I know what my mistakes, and try not repeated in the future.



To understand myself, I have to know what my actions are bad or good. Also, what bad things I do to improve this in myself. Also, I have to get the keys to help me self to change for the better.

APPENDIX D- Sample of participants' journals

Appendix D_7 - A new chapter in my life - I am in Control!

Tuesday, March 1, 2011 10:30 AM

💡 Limit yourself = Limit your possibilities = Limit your success => Loss

💡 Believe it and you will live it.



Other key lessons you have learned on your own:

I believe in dictum (Nothing is impossible) „And I'm working for now Since human will not get what they want without attempt and resolved. Also I think that people didn't success without tired and effort. Therefore, we should BOTHER to get what we want.

Exercise 1

Let's take a look back at the goals you set for yourself:

Goal(s) I set for myself	Did I reach it	Still working on it
Goal 1-> famous designer	Not yet	yes
Goal 2-> going to Spain	Not yet	yes
Goal 3-> have my own business		yes

What were my biggest obstacles in reaching my goals:

The challenge of self and to prove to myself that I am able to do it.

The next goal on my "To do list" is ->

Excellence in the university and to obtain the highest certification

Highlight where you were...and where you are today!

	Motivation	Confidence	Emotional Intelligence	YOU TODAY
YOU 7 WEEKS AGO	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
YOU TODAY	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5

Reflections on my journey this week (Please write about your experiences this week while you were self-coaching on your own.)

Talk about:

- > how you felt,
- > what progress you made
- > how you feel about your future.
- > Will you continue to use the methods you have been using to reach your goals?
- > Will you continue to self-coach or self direct yourself towards success?

Of COURSE ,

I am going to get this way ..

Its help me so much

And am really thanks full to you miss Marianne .

Success is yours!



APPENDIX D- Sample of participants' journals

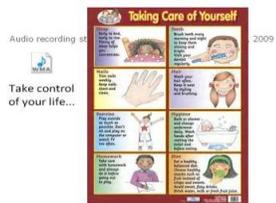
Appendix D.8a *Take control of your life...*
 Wednesday, December 16, 2009
 2:17 PM



Taking control of your life is getting in touch with your values, setting meaningful goals and identifying your vision. To be in control of where life is taking you means being more productive, dealing more effectively with stress, having the ability to solve problems, handling change and developing healthy optimism. Start with these 6 steps and you are on your way.



Positive thinking allows you to focus on your strengths and accomplishments, which increase satisfaction and motivation. This in turn helps you make progress, and spend less time feeling down and stuck.



1. Take care of yourself

It's much easier to be positive when you are eating well, exercising, and getting enough rest.

2. Get out more

By increasing social activity, you decrease loneliness. Surround yourself with healthy, happy people, and their positive energy will affect you in a positive way.

3. Volunteer

Everyone feels good after helping. You can volunteer your time, your money, or your resources. The more positive energy you put into the world, the more you will receive in return.

4. Take a break.

If you find negative thoughts dragging you down, interrupt the pattern and do something completely different. Sometimes the easiest response when you feel overloaded is to take a short break. Go for a walk.

Listen to some music Find a quieter or a different space to work. If you're experiencing major stress, it may be time for a vacation. Taking a break may seem counterintuitive to getting things done, but you need energy to stay positive and be productive.

5. Save some money!!

Make a goal to save at least 10% of your income. This is after all what taking control is about.

To put cash away: Eat out less, shop at discount stores, and don't splurge. This will ensure you getting off to the right start in taking by your life!

6. Stop caring about what others think!!

If you live according to your own values - you will feel more confident and believe in yourself. Doing this will ultimately end up in taking control of what YOU want!

APPENDIX D- Sample of participants' journals

Appendix D.contract_6-Self-Coaching Contract

Monday, December 14, 2009
8:59 PM




- I will try hard to be successful girl
- I will reach my goals and my points if encourage my self to do it
- I have to be more self control of my life
- Take things easy to let your life ore easier
- Put list what you want at future :
 - ❖ Like have a list and check off what I done or reached
 - ❖ Put some pictures near my goals to remember
- Be independent girl
- Have more self stream
- I will mangle my time :
 - ❖ There are time for work and time for fun "don't mixed up !"
 - ❖ Have time for my self
- Do my work at the time I get it ,, I don't have to leave it for another day
- I know that I don't do what I have to do ! But I'm trying hard to be a responsible girl .. And I wont take my work playfully ..

Appendix D.Contract_Ch6. Self-Coaching Contract

Monday, December 14, 2009
8:59 PM



I make this contract for my self. To talk about my beautiful things in my life. Moreover, I want to about some people who I love and I will never forget them



This picture means a lot of thing for me. I really want to cry when I sea it :(
Nothing to say



My nephew I really love him so much and I wish for him a happy life as he made my life happy

- I will work for 15 minutes in my self contract
- I will be more responsible
- I will achieve all my goals
- I will made my life happy
- I will not be shy anymore

APPENDIX E– Sample of participants’ creative EI moments found in journals

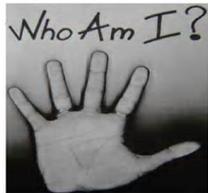
Appendix E_Creative_A Journey Of Self Discovering

Sunday, December 20, 2009
5:58 AM

Journal Writing: A Journey of Self Discovery

Idea, Personality, and Emotional Exploration,
Examining Life Roles, and Goal Planning

- ★ A self discovery journal is an important tool for expressing emotions of love, happiness, peace and fulfillment, as well as outlining feelings of anger, anxiety, resentment or depression and stress in your life. The entries you make in your self discovery journal can highlight a pattern of behavior to help you discover who you are on a deeper level, and help you better understand your life. It is a great method for understanding your behavior, and to begin to get better control of your life.



- What sort of creative ideas do you think about?
- What do you believe?
- What do you value?
- How would you describe your personality?
- Why do you feel the way you feel?
- Who do you admire most and why?
- What are your interests and talents?
- What sort of career do you think you'd like to do?
- Have you made any goals? What are they?

Also writing a journal about yourself where you would express all of the emotions I just mentioned would offer a good opportunity for you to get rid of the negative charges that you developed in your body from daily life stress, and as I see it is one of the best places where you can write about your feelings freely.

- ★ Personal Journaling is a way for you to explore these types of questions and develop better self understanding.

- ★ "Diary, Journal ... what's the difference?"



Diaries and journals contain very personal and private information which is usually not shared with others. Diaries track daily experiences and record feelings and reactions to those experiences. Journals offer the same opportunities for emotional exploration as diaries, except that journal writing usually has a:

- purpose (specific theme/subject) and a
- goal (better self-understanding)

Journaling lets you see your inner growth over time:

- Read old journal entries to see whether or not your thinking has made progress.
- Take time to reflect and decide which actions you need to take in order to meet your goals.

Here are a few prompts to begin your journal writing:

- ★ Idea Explorations
 - What do you value?

- What are 10 things you love to do and why do you like doing those things?
- Describe a time when you were deeply inspired

★ Define Your Personality

- How would you describe yourself?
 - o Think about how you approach life?
 - o What are you curious or passionate about?
 - o How do you communicate?
 - o What is your own social nature?
 - o I believe in God and in myself to do my best and always think positive.

★ If you are struggling in a relationship with a parent, friend, ask yourself:

- o Am I treating this person based on my values and beliefs?
- o If not, what do I need to do to get back on track?
- o Am I closing this person out? Why?
- o Is this person closing me out? Why? What can I do to improve this relationship?

★ Role Playing through Journaling

- Think of someone who has been a positive influence in your life. What are the qualities that this person has that you think you would like to develop?
- List your talents, interests and strengths. Are any of these skills used in careers?

★ Goal Planning through Journal Writing

- Where to start? Write about your values and beliefs and set goals that don't compromise them. Here are some values to consider:



More on Goal Planning

- Just Do It! Describe an experience where you just stepped out in determination and confidence. After thinking about this, what is one step you can take now toward one of your goals? Promise yourself to explore your self concept, self-esteem, and identity through journal writing and you'll be on your way to self understanding.



Enjoy the journey!

APPENDIX E- Sample of participants' creative EI moments found in journals

Appendix E_creative *Silly ..?! I don't think so...*
 Thursday, December 17, 2009
 10:35 PM

? **What have I gained from self coaching-journals...?**
 Now.. I know my self deeply and clearly..!

★ **The first station in my self-discovery journey is:**

- sitting specific goals...

Goal 1 : memorizing the holy Quran.
 Goal 2 : improve my English.
 Goal 3 : become more ambitious.
 Goal 4 : keep in touch with my best friends.

So, my Ames and goals are clear now.



★ **The second station in my self-discovery journey is:**
 Choosing the methods that will help me in achieving my goals:

✓ prayers.	✓ Self talk.	✓ Vision board.
		

★ **The third station in my self-discovery journey is:**
 ★ the most exercise helped me in my self discovery is :

ADDITIONAL CHAPATERS CREATED BY STUDENTS Page 1

■ Who do I think I am?

- Before I do this exercise my vision about my self was blurred and in unclear.
- here I've written my characteristics wither they are positive or negative.
- Then I've replaced the negative characteristics with positive characteristics.
- So, the vision has become more clear.

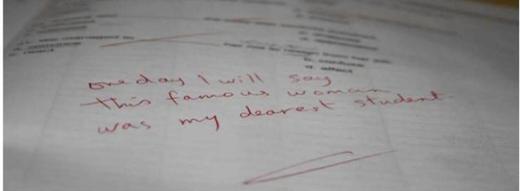
1. lack confidence
2. determined
3. angriness
4. sensitive
5. Seriousness
6. helpful
7. fear
8. Balanced
9. Faithful
10. Hesitative
11. Postponement




Negative characteristics Taken from above	Replaced by positive characteristics
1. postponement	Get things done on time
2. Lack confidence	become more confident trust my abilities.
3. Hesitative	Go ahead stop being hesitative.
4. sensitive	Don't care about others brickbat
5. Fear	Fight my fears.
6. Angriness	Manage anger.

★ **The fourth station in my self-discovery journey is:**
 These words have truly built my self-confidence.

- If you believe that you aren't smart, then you aren't. If you believe you aren't interesting, then you send exactly that message out to people, and they will see you exactly the same way you see yourself. **They will believe what you believe.**
- If you believe you will not do well, you will look for proof to justify your belief. **You will be blind to all the great things you do,** simply because you are looking to prove your negative beliefs towards yourself. You will be who you make yourself out to be.



ADDITIONAL CHAPATERS CREATED BY STUDENTS Page 2

APPENDIX F– Sample of participants’ vision boards

Appendix F. Visionboard_6-(Mine) Self-Coaching Contract
 Vision board :

STUDENTS' VSIONBOARD Page 1

My goals are: Reduce my weight.
Be more self confidence.
Improve my English.

My plan is:

The goal	My plan to reach it
Reduce my weight	<ul style="list-style-type: none"> - Do not eat a fat of chocolate - Do exercises regularly.
Be more self confidence	<ul style="list-style-type: none"> - try to talk more with my classmates. - Believe in a good way in front of my friend. - Try to be bold. - Be brave. - try something new.
Improve your English	Read English more, listen to English more, write essays more and speak English more.

**CONFIDENCE + MOTIVATION + EMOTIONAL
 INTELLIGENCE + Willingness to change = SUCCESS**

Things that I should keep it in my mind are :

I will put at least 5 to 15 minutes aside every day to work on my self coaching.
I will congratulate my self on what I have accomplished.
I will continue to work on what needs improvement.
I will eliminate doubts and limitations that hold me back from reaching my goals.
I will learn to think like an optimist.
I will expect to succeed with everything I decide to do in my life.
I will Success in my personal life
I will Success in my academic life.
I will Learn to handle setbacks quickly and with calmness.
I will clarify your desires, dreams and ambitions into clear, precise goals
My goals will be reachable. (I will reach my goals).
I will learn to motivate myself to take action every day.
I will become someone who reaches their potential
I will never be a victim... I am in the driving seat... I have control!

STUDENTS' VSIONBOARD Page 2

APPENDIX F– Sample of participants' vision boards

Appendix F._visionboards

Saturday, October 02, 2010
2:06 PM



STUDENTS' VSIONBOARD Page 1

Your contract: Plan and design it here

EXAMPLE OF VISION BOARD



In the future, after graduation I am hoping to continue my studies and acquire a masters degree in Business Administration. My plan is to open a business and to become the owner of a famous company. Every person has a dreams, my dreams are to learn house siding, become a model, and success in every step I do. The most important thing in my life is to have a healthy body, a life full of success, happiness, trust, have an excellent friendship, have a strong religious belief, and live in peace. I have nothing to change except to be careful in each and every step I do, and the things that I want to improve are my knowledge and writing skills.

STUDENTS' VSIONBOARD Page 2

APPENDIX G– sample of semi-structured interviews

<p>Case 3 Friday, June 05, 2009 10:57 AM</p> <p style="text-align: center;">[Redacted Name]</p> <p style="text-align: center;">3 recordings Audio recording started: 4:18 PM Monday, June 08, 2009 and finished at 4:58PM Monday, June 08</p> <p>Everything we talk about today will remain confidential. Your name will not appear anywhere in my notes...and no one, other than myself will know who gave this interview. I may use the these notes or part of them for research purposes in my doctorate program.</p> <ul style="list-style-type: none"> ★ If I don't understand something when I'm transcribing later on, I may come back and ask for clarification. ★ I'm going to ask you questions...sometimes one question is not related to what we have just talked about...and I may, at times, come back to something we have already talked about. ★ I'll also want to confirm with you that this is really what you wanted to say. So maybe I might follow up with you regarding this interview ★ Please really relax...and maybe talk to me as if you were talking to yourself...like answering these questions to yourself... make yourself comfortable. <ul style="list-style-type: none"> <input type="checkbox"/> What made you decide to join the YOUU Focus group? <input type="checkbox"/> How did you keep track of your progress? <input type="checkbox"/> How did you keep track? <input type="checkbox"/> Can I please have a copy of your journey through the weeks (journal/or whatever you used,)? <input type="checkbox"/> What were the goal(s) you worked on again? <input type="checkbox"/> What were the methods you used for each goal? <input type="checkbox"/> Did you have a vision board? Can I have a copy? <input type="checkbox"/> Do you believe your goals that you were/are working on affected you in any way when it came to your student life here at Zayed? <input type="checkbox"/> With learning English? <input type="checkbox"/> How important were the meetings to you? <input type="checkbox"/> What are the biggest obstacles in your learning English? <input type="checkbox"/> Do you ever suffer a lack of confidence in the classroom? <ul style="list-style-type: none"> <input type="checkbox"/> Before <input type="checkbox"/> Now <input type="checkbox"/> How do you see your future <input type="checkbox"/> In the past...what were some of the things that affected your confidence? <input type="checkbox"/> Have those changed over the years? <input type="checkbox"/> What affects your confidence now? <ul style="list-style-type: none"> <input type="checkbox"/> And in the classroom, learning English? <input type="checkbox"/> ON a scale of one to 5: How comfortable are you in English when you are speaking with: (August, now) <ul style="list-style-type: none"> <input type="checkbox"/> visitors to your country? <input type="checkbox"/> Family? <input type="checkbox"/> Friends? <input type="checkbox"/> Classmates? <input type="checkbox"/> Giving presentations in front of the class? <input type="checkbox"/> Giving presentations in front of all of the university (year end gala)? <input type="checkbox"/> Your English teacher? <input type="checkbox"/> Possible employer? <input type="checkbox"/> New acquaintances? <input type="checkbox"/> With people online? <input type="checkbox"/> On a scale of one to ten: How comfortable are you talking in Arabic to: (August, now) <ul style="list-style-type: none"> <input type="checkbox"/> visitors to your country? <input type="checkbox"/> Family? <input type="checkbox"/> Friends? <input type="checkbox"/> Classmates? <input type="checkbox"/> Giving presentations in front of the class? <input type="checkbox"/> Giving presentations in front of all of the university (year end gala)? <input type="checkbox"/> Your English teacher? <input type="checkbox"/> Possible employer? <input type="checkbox"/> New acquaintances? <input type="checkbox"/> With people online? <input type="checkbox"/> How good is your English? <input type="checkbox"/> Do you do as well as you expect to do (does your guess usually = what you get)? <input type="checkbox"/> Do you do as well as you think you have the potential to do on your exams? <input type="checkbox"/> Why not? <input type="checkbox"/> Has anything every happened to you in an English class that caused you to feel embarrassed/made you uncomfortable enough to lose confidence (even a little)? In the past? 	<ul style="list-style-type: none"> <input type="checkbox"/> How did you deal with it (eq) then? <input type="checkbox"/> Recently? <input type="checkbox"/> How would you deal with it today? <input type="checkbox"/> Are there times you are not happy with the way you deal with other every day situations...ie. Arguments with friends, family members. When you wish you had dealt with things better? <input type="checkbox"/> On a scale of 1 to 10, how effectively do you think you deal with "emotional situations"? <input type="checkbox"/> Do you think working with the YOUU group will help you do better in various situations? <input type="checkbox"/> What are some of the things that affect your confidence in everyday life (not necessarily to do with learning English)? <input type="checkbox"/> With your friends...you get to know your friends well...what are some of the areas where they lack confidence? (what are some of the things that affect their confidence?) <input type="checkbox"/> Do you have problems in the same area(s)? <input type="checkbox"/> ON a scale of 1 to 10, what was your level of confidence? Motivation <input type="checkbox"/> On a scale of 1 to 10...what was your motivation level at the beginning of the Academic year(August) when it came to learning English? <input type="checkbox"/> On a scale of 1 to 10....What is it now: when it comes to learning English? <input type="checkbox"/> On a scale of 1 to 10When it comes to everyday things, with accomplishing other goals, When it comes to everyday things? <input type="checkbox"/> What factors de-motivate or discourage you when it comes to you as a student? (i.e. Time you spend in the bus, something at home, accidents/deaths maybe friends) or something else? <input type="checkbox"/> How do you cope with those situations...so that you don't miss school or start doing badly? <input type="checkbox"/> Do you find that your motivation is affected by your level of confidence and visa versa? <input type="checkbox"/> Do you think confidence is affected by your emotional intelligence and how you deal with issues or the choices in life you make? Emotional Intelligence <input type="checkbox"/> What does emotional intelligence mean to you? <input type="checkbox"/> Is being aware of your emotions important? <input type="checkbox"/> How can your emotions/way you react affect your success or not? <input type="checkbox"/> On a scale of 1 to 5 I will ask you questions that relate to your emotional intelligence, confidence/motivation? <input type="checkbox"/> How much do you think emotional intelligence plays a role in your? <input type="checkbox"/> When you think about making choices in regards to Emotional intelligence, what areas come to mind? <input type="checkbox"/> Do you think that all 3: Confidence, motivation, emotional intelligence are important <input type="checkbox"/> ?On a scale of 1 to 5, how much did the focus group help you self-coach or self-direct you towards your goals? <input type="checkbox"/> Will you continue to work on making changes in your life, like we have done over the last 8 weeks? <input type="checkbox"/> What goal(s) are you going to continue on with? <input type="checkbox"/> What goal(s) are your next priority? <input type="checkbox"/> Do you want us to touch base every week online? <input type="checkbox"/> This time you will be driving in regards to: <ul style="list-style-type: none"> <input type="checkbox"/> What goals you will be working on? <input type="checkbox"/> If you keep a journal or not? <input type="checkbox"/> What methods will you be using? <input type="checkbox"/> But please note down "what you do" <ul style="list-style-type: none"> <input type="checkbox"/> Your strategies <input type="checkbox"/> Your methods <ul style="list-style-type: none"> <input type="checkbox"/> i.e. vision board etc...so you can share it with me when we meet again? <input type="checkbox"/> There will be another online survey near the end of the summer as well as another interview with me in August when you come back to the University? <input type="checkbox"/> Is there anything more you would like to say? <input type="checkbox"/> Did you get emails from me that were sent twice a week like this?
<p>APPENDIX G SEMI-STRUCTURED INTERVIEWS Page 1</p>	<p>APPENDIX G SEMI-STRUCTURED INTERVIEWS Page 2</p>

APPENDIX H- Sample of a progress report

APPENDIX H



ZU ID: _____ (please make sure you write you ZU ID here, thank you)

Self-Coaching Progress Report # 1 (October 8th 2009)

Over the next couple of weeks you will be asked track your progress with your self-coaching by reflecting on how you are developing as a student (academically) and as a person (on a personal basis). To do this, please complete this short survey.

1. List the 3 goals that you decided to work in your self-coaching journal (Fall A) .

1st goal: _____

2nd goal: _____

3rd goal: _____

2. Have you worked on any of the above goals or behaviors since you started Fall A ?

Yes No

3. If you answer is "Yes" to question 3, please list below the goals you have worked on, putting the most important goal you have worked on 1st.

1st goal: _____

2nd goal: _____

3rd goal: _____

4. Have you been able to make progress towards reaching your goal(s). Please select the option below that best represents how you feel about the progress you have made up to this week.

No progress at all slight progress moderate progress good progress A lot of progress

5. Please explain in more detail what progress you have made or why you feel you have not progressed.

6. What method(s) did you choose to use to work towards reaching your goal(s)? Tick all that apply.

Prayer Self-talk Vision board Self-Hypnosis

Other: (please explain) _____

Please continue on the other side of this page....thank you!

7. Please indicate your level of agreement with the following statement by selecting the option that best represents your opinion.

The self-coaching methods I have been using have helped me to improve academically

Strongly agree Agree No opinion disagree Strongly disagree

Please briefly explain your answer to question 9.

8. The self-coaching methods I have been using have helped me to improve personally

Strongly agree Agree No opinion disagree Strongly disagree

Please briefly explain your answer to question 10.

9. In general, I find the in class discussion on self-coaching helpful.

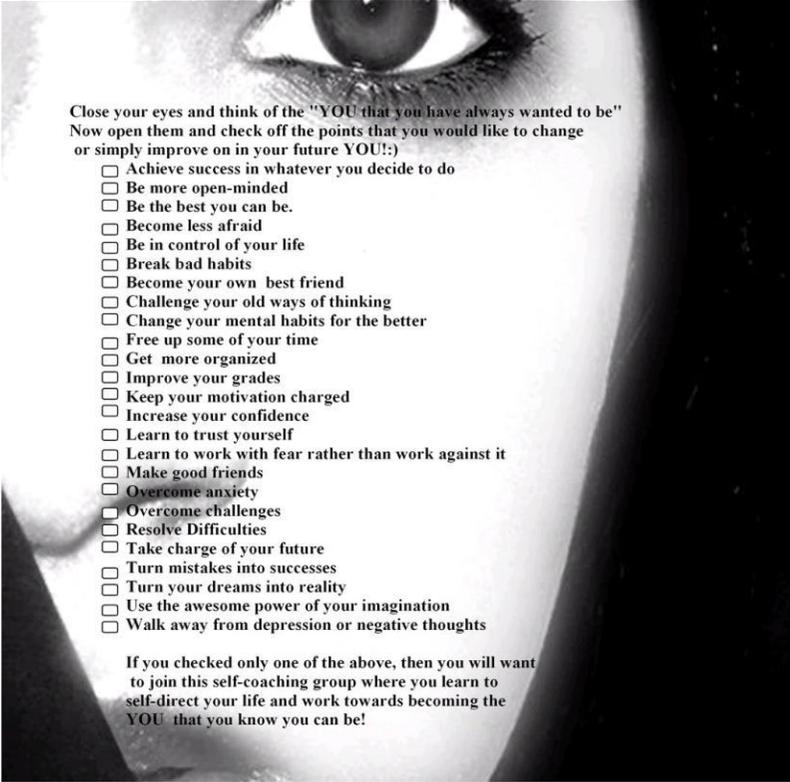
Strongly agree Agree No opinion disagree Strongly disagree

Please briefly explain your answer to question 11.

10. Is there anything else you would like to share with me about your self-coaching experience ?

Thank you!

APPENDIX I– Invitation flyers and posters



Close your eyes and think of the "YOU that you have always wanted to be"
Now open them and check off the points that you would like to change
or simply improve on in your future YOU!:)

- Achieve success in whatever you decide to do
- Be more open-minded
- Be the best you can be.
- Become less afraid
- Be in control of your life
- Break bad habits
- Become your own best friend
- Challenge your old ways of thinking
- Change your mental habits for the better
- Free up some of your time
- Get more organized
- Improve your grades
- Keep your motivation charged
- Increase your confidence
- Learn to trust yourself
- Learn to work with fear rather than work against it
- Make good friends
- Overcome anxiety
- Overcome challenges
- Resolve Difficulties
- Take charge of your future
- Turn mistakes into successes
- Turn your dreams into reality
- Use the awesome power of your imagination
- Walk away from depression or negative thoughts

If you checked only one of the above, then you will want
to join this self-coaching group where you learn to
self-direct your life and work towards becoming the
YOU that you know you can be!

Join the YOUU club today. The Club where it's not just about learning new skills as much as
understanding what you do, and then doing it a bit better every day! Join today to make good
choices tomorrow! Join the club where you learn to help yourself...and others!

Y- You
O- on
U- Understanding
U- You

Come to *YOUU* and learn more. 1st meeting on Wednesday
and every Wednesday at 1pm, E-GF-012.
For more information, email Marianne.Anderson@Zu.ac.ae or drop in at my office; D wing 2nd floor office #45

APPENDIX J – Weekly workshop reminder



THE ABP SELF-COACHING WORKSHOP

A GENTLE REMINDER

Please remember to bring your **computer** and **headphones** to
Wednesday's workshop (E-GF-014). To attend these sessions it is
compulsory (necessary) to have your computer with you, along with
earphones or headphones.

To do list:

- ❖ Please make sure you have created a SELF-COACHING folder in
OneNote
- ✓ Please make sure you have completed last week's journal entry
on "Limiting Beliefs".
- ✓ For those who wish to share, please deposit your journal entry
in BB under Self-Coaching → Course documents → Assignments.
(If you have any trouble, please ask me for help during the
workshop this week☺.
 - Always keep a copy of your journal for yourself



C U Wednesday!

APPENDIX K- Sample agenda and field notes from CMEI workshop

May 6th week 3 Potential - meeting notes

Wednesday, May 06, 2009
1:00 PM

Sign
3 recordings
Pointer
Hub
copies



Audio recording started: 1:08 PM Wednesday, May 06, 2009



May 6th w...

What we have covered up to now: By now we should have a good idea of how we are going to help ourselves reach our goals now...and for the rest of our lives.

- Limiting beliefs** (things you believe in about yourself that stop you from reaching your goals getting ahead.
 - We wrote down 3 goals that we wanted to improve or had not reached
 - We selected one that we wanted to work on
- Success:** Why do some do well and others don't?
 - Motivation
 - Self-belief
 - Self-discipline or devotion towards reaching our goals [Week 2](#)
 - Willingness to change
 - Quick look into what methods will we use to reach our goals or make our behavioral changes
 - Prayer
 - Self-talk
 - Self-hypnosis
 - Vision board
 - Other [Week 2](#)

💡 My lesson from last week was:
Fail to Plan, Plan to Fail
Be conscious at all times of what you are doing

? Does anyone have a lesson they have learned (maybe about yourself or others)?

3. **This week: Potential**

? How do you find your **potential**?

💡 *By finding out who we are today!*

! [Who do I think I am?](#) Reminder: **Please keep a OneNote journal** or another form of journal because this is a focus group and not only will your journal help you, but I will need to have an interview at the end of the term.

📄 Review the Potential chapter together but work on this at home

Today: WORKSHOP ON "FINDING THE METHOD THAT WORKS FOR ME"

We quickly discussed 4 methods last week:

- 📄 ➢ **Prayer** (Members share thoughts on this. Could you not include prayer into the other methods?)
- 📄 ➢ **Self-talk**
 - Imagine you have a loud speaker next to you and everyone hears what you are saying to yourself
- 📄 ➢ **Self Hypnosis**
 - Use an audio editing software such as [Audacity](#):
 - Download at: <http://audacity.sourceforge.net/>
 - [example](#)
- 📄 ➢ **Vision Board:** <http://www.orangepeel.co.nz/help/>
Or make your own!
 - 📄 • Vision Poster

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- 📄 • Vision PowerPoint
- 📄 • Vision Screen saver

Example of someone's vision board: and for the future:



- ✔ ➢ **Other**
 - You might have your own method...share it with the rest of us
 - What works for you?

? Which one(s) do you want to use?

📄 Work on your "method" this week.

Remember:

Fail to Plan, Plan to Fail...

💡 therefore make a plan

- Then support your plan with an effective method that will motivate you through your journey to success!
 - You are on your way!!!

Field notes:

★ Present at the meeting: N, H, St
H and St are very quiet

Little conversation with N while waiting for the other girls

Talking about her relationship with her **step-family**

Sometimes it can be hurtful...go to your home, this is not home...but very understanding

Father has 2nd wife (his cousin) 2 wives

Mentioned how when she was younger, how her brother and her put a spell under her step mother's pillow...a really professional job...when she was little

St entered:

We continued to talk about how difficult it is when you are young and going through a situation where your dad gets married to another woman

Talked about making sure that they keep notes...either onenote or some other method that works for them.

Revised what we had covered in the 3 weeks because St had missed previous meetings.

Talked about using these techniques to make good choices and liking yourself more...which makes it easier to make good choices

MEMBERS MEETINGS Page 2

APPENDIX K– Sample agenda and field notes from CMEI workshop

if we like ourselves more.

Revised limiting beliefs:

N gave us an example about limiting our possibilities "limit our beliefs about everything, about success... limit our possibilities about everything we end up with failure...and it changes our future"

Revised the 3 goals: choose one

Success...why some do well and some don't : revised the what makes people successful.

We talked about choices, like in food...

N asked why they don't put healthy good at functions
Explained that they do...if you look, but it's when you aren't decided to do well

★ H came in late: (one extra reason why we were revising)
I need to give them a chance to answer...I'm too much in a rush

✓ Be conscious at all times is my lesson this week
Fail to plan, plan to fail

? Ask them what they learned again

They didn't seem to have anything in mind
So mentioned to them to write down what they have learned
We've now added a place at the end of each chapter

15:15 N says if she has positive things, she won't mention them.
Explained to her that she can give herself a pat on the back when she's done something positive

N: if it is a positive thing, I will not mention them because they are ok, I'm fine with them, I'm good.

M: you deserve a pat on a back for the good things

You mean that will motivate me?

M: I suggest that she not only focus on the negative...but both, be your best friend but also your couch.

N: I should do better...I'm not very good with that. I should be better... Sometimes when I sit with a group of girls...and they are discussing something smart, and I don't have any idea about it, I feel stupid, why I don't know about this subject, I will go, I will study and know about it... because the next time when I sit, I'll have something to say.

M: that's so good

N: you know with my sister...sometimes she tells me to tell her a story...sometimes I don't know a story, so I make a story...then she says what happened...and then I say "they got married"

M: maybe you are really good at making stories, maybe you should do that in the future...

N...maybe I should

■ F doesn't share much...it might be because of language issues or it just might be because she's quiet

MEMBERS MEETINGS Page 3

M: explained what Potential is.

This week when at home: how do you see yourself, how do you think and feel about yourself right now...that is what we are working on this week...put down 20-24 words that come out that make you think of you...count the number of positive things you said about yourself...see

Out of the 20 ...how many would you see as negative and how many do you see as positive...do you see yourself more as a negative person, or more as a positive person.

 May 6th w...

"living with negative thoughts about yourself is like driving through life with your brakes on"

Highlight the negative ones...and if it is true...work on it...if it is not true...throw them out

N: Sometimes I ask people what they think about me...do you think negative things about me

M: and do they tell you

N: Yea, they do

????but they have another opinion...you can't count on people
N: Don't feel angry and upset (if they don't see you the way you see yourself)

N: someone in your life, someone like your friend...dear person tells you that?

M: yes, that hurts, but what positive thing can you get out of it...not as bad as what they said..

N: if it's my friend, I'm ok with that

M: if you take it right off...then you are dealing with emotions

Fat: signals with her head...that she is in agreement that family comments bother her more...

New topic:

Number of characteristics that I think about myself are stopping me from reaching my potential. If you count the number of things out of the negative things that you said, if you put a number on them, you can see why...

N: I saw 3 positive things about me

M: oh you did them already

N...hmm, yea I wrote honest, brave, and don't know how to say it in English (says something in Arabic) like you what is in the list

M: oh yea, dependable, responsible, accountable.

N: yea responsible

M: so, some of us haven't done it, I always do it after our meeting, need to revisit these beliefs I have about myself and either eliminate them, get rid of them or adapt my behavior so they are no longer an issue. I'm going to work on that this week.

These are the methods....

N: I choose the 3 methods,

M: Tell me about it

N: pray, vision board and self-talk

M: If you need my vision board, I can set up time for you

N: No, I'm going to make my own

M: I explain different ways of doing it

N: (starts to laugh), I'm going to put her big house on it

Going to use powerpoint and my desktop

Screensaver

S: asks to go get water, offers to get me some (very quiet all this time, must be trying to catch up in her mind)

MEMBERS MEETINGS Page 4

APPENDIX K– Sample agenda and field notes from CMEI workshop

N: I can't deal with people who take control of your life...I'm your friend but you have to do what I tell you to do
 S: nodes...I can't deal
 M: is she still your friend?
 S: yea
 M: you are strong enough to keep the friendship and keep her at a distance
 S: I said for her, I don't like that..I don't like who control my life..who say to me..do that do this..and don't do
 N: she's like your mother or
 N: She's not really my friend...she's a friend of my friend and they were friends, but, she choose good friend in the beginning and then she started to ..why your sitting with Dohar? She's telling her, she's like her husband...and I tell her, is she your husband or something, yea really and she's controlling you all of the time..and she says, yea I feel that...
 M: how do you feel about you when you kinda decide I'm not going to be controlled...how do people feel about you? How do you think people see you:
 N: they respect me, they respect me a lot more.
 M: because you teach people how to treat you
 M: I explain it's easier to start younger, when you get older, the path is already made...
 N: I think people have 2 ways to look at you...the first time they look at you outside of your look and the 2nd time when you start to talk and show your personality. And they will treat you as you saw them...ah, first of all if you are a good looking person, if you are a good looking person, they will smile at you and say come sit with us..if you start to say stupid things..and you are better than you and things like that...they will start to ..you know, underestimate you and talk to you...like um....we have a say in Arabic (says something in Arabic) treat you like you want them to...
 M: Treat other like you want to be treated?
 N: yea
 M: you teach people...
 N..yea how to treat you
 N: I think learning to like people with the time, with experience with the time.

 M: to do what is right
 N: your not the last people on earth...like you have to be with them..people do that...I now some, 5 years ago..picking on you, forgot your money today...N can you bring, this, can you pick this up..
 M: so do you do it
 N: NO I'm just giving you an example
 M: I know, but do you do it.
 N: No, I say, no, I'm not your maid, go get yourself, but I say it in a nice way...I say the truth, but in a nice way
 How we did last week
 F still working on the same goal..got better...communicate with my family in the house and the other family
 M: so you have broadened your scope, before just with your family, now with other family members..outside the house.
 F: yes.
 M: has anybody noticed the change?

F: No,
 M: NO, what do you think, will it take a little while for them to notice?
 F: No, I don't say for that.....I was silent..I live my life in silence.
 M: are you going to tell us when someone finally notices..
 F: no, I don't like to say
 I tell myself, but others no
 M: pleas tell us so we know it is working
 At least put it in your journal
 N-> Accomplished one of her goals
 M: you were working on what part of your goal this week, because your goal is pretty big.
 N: too...tooo it's about my life, I tend to...it's I have time...I watched a movie
 M: N did something fun
 N: I did that, I have time
 M: Did you feel good while you were doing it?
 N: y..I did
 I looking in the other room, my bedroom, seeing
 M: thinking I should be there
 N: yes
 M: you made progress because you actually did something you liked.
 M: S do you think you have an idea of what you want to work on.
 S: Yes,
 M: can you share
 S: I have my big problem... I get embarrassed if I talk to a big group...even in Arabic...all the group looks at me, I ...I can't complete..
 Today when you went out..I said for the girls...it was the first time I get a presentation I look for people (meaning she made eye contact)
 M-> accomplished one of her goals
 M: concern your fears and it is a big ...
 Next week
 They get better every week (the meetings) I
 N, like confessions
 Get better
 M: Talked about next week, self image
 N: and then you have to use this method...that will stop these things..
 N: posters in my bedroom
 M: F please keep your notes for me so I can follow you...keep your notes there in Arabic..so when we sit we can go over them
 They started to try to teach me some Arabic

