TESL NS Newsletter November 2011

Editorial *Fe Baculi*

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

Yes, a day I rued. The morning, when I went to work, was bright and sunny. Not so the drive home, early afternoon. The sky was grey, the road was greasy, and I was glad when I reached home safely, heart still filled with gloom.

But when I started to walk up to my home, I saw some children on the neighbor's lawn out playing in the snow, all squeaks of delight. I hesitated a moment. There seemed so much distance between their delight and my gloom. Then I remembered the lines of Frost's poem –

... change of mood
And saved some part
Of a day I had rued,

and I dropped my bags at the front steps to roll with the children in the snow. For a little extra fun, we ended up building a snowman.

That did it. It gave me the change of heart I needed to face an evening of going over the contributions to the current Newsletter and, perhaps, to write a few lines of an editorial.

A week or two ago, we had one of the most successful ever of TESL NS professional conferences. No need for me to go into the details of it. The various contributions to the Newsletter from colleagues and other participants do that for me. I myself chaired a roundtable on plagiarism. I'll talk more about it in a separate piece. For now, only this: that the teacher checking a paper who thinks he discovers a case of plagiarism, might want to ask himself, "Is it an attempt at cheating or a cry for help?" Thank you very much to those who came to our conference, the valiant organizers, the newsletter contributors and to our Web Master Ms. Ellen Pilon.

After this early surprise visit of winter, I am sure we'll see more of him. The current term is more than half over and Christmas is not far away and Christmas means a welcome break – for the students and for us. As for Old Man Winter, again I hurl Shelley's words at

him: "When winter comes, can spring be far behind."--:)

Have a Merry Christmas everyone! Stay safe and warm.

Ms. Fe Leonor Baculi (Editor)
Faculty/ SMU-TESL

President's Message:
Best Year Ever
Andy de Champlain

"*Are you ready*?" It's such a sweet way, in a 75-minute presentation, to prepare an audience to listen happily to the next chunk of what you've got to say. When Julia Williams said it, a bit of a running joke, it made her presentations, *Trends in EAP*, and *Getting Published*, very enjoyable. Of course – and more important – both talks were also informative in a *practical* sense, no doubt attributable to Julia's impressive career in the field. It was a pleasure to meet and hear Julia at the TESL NS Conference this fall, and I'm certain the membership was extremely pleased about this part of the Conference. Thank you Julia!

Following what I thought was a lovely lunch put on by the Citadel, we had our Annual General Meeting. This reminded me that a year had passed since our last AGM, before the National Conference. To reiterate what I said at the AGM, I would like to thank everyone on the board this spring who put in so much time and effort to make the TESL Canada Conference – and the TESL NS Fall conference – such a success.

I want to also thank Chris Grimshire and Andrea Purchase, who have done so much for TESL NS on the Board, and wish them each good luck in their future endeavours. Also, let me welcome Anna Maier and Barbara Kanellakos, who have just joined us on the TESL NS Board. I'm sure you will find that working with this team of Nova Scotian professionals is a very rewarding and educational experience.

Thank you everyone, for your continued participation in TESL NS events. With new financial health, TESL NS will soon be offering some educational opportunities, so do keep checking the website for updates!

The new executive for 2011-2012:

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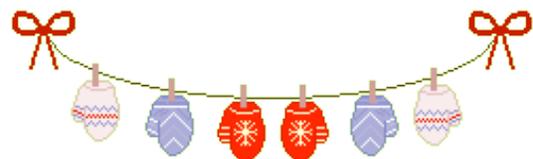
Julia Williams, Keynote speaker
(Notes and interpretation by Ellen Pilon)

We were honoured to welcome Julia Williams of Renison University College, University of Waterloo, as our keynote

speaker. Julia has been teaching ESL for over 20 years although she began her career as a high school French teacher. During that time, she has taught in public and private secondary schools, as well as colleges and universities in Ontario. She is currently teaching ESL and Applied Linguistics courses at the University of Waterloo. Julia is the author of Learning English for Academic Purposes (LEAP) and Academic Connections books 3 and 4.

Trends in EAP
Summary: *Teaching EAP has changed considerably over the last 20 years in Canada. This workshop will review trends in the areas of methodology, technology, skills development, and recognition of the teacher/researcher in unique teaching contexts. We will examine the impact these trends have had on published EAP materials.*

Julia pointed out four main trends: teaching, to tests; integration of skills; and teaching students who aren't as strong in language as before technology. Technology hasn't changed the content we offer, but it has changed how we deliver it.

She focused on:
1. Academic word list 2000
2. Genre approach
3. Move to discipline-specific ESL/EAP/CILL
4. Emphasis on critical thinking and plagiarism
5. Science of assessment
6. Recognition of teaching practitioner in unique circumstances

Academic word list (AWL). The AWL is a renowned, reliable list of academic words useful for university students. Many EAP textbooks have minimal vocabulary from the academic word list. Early texts from the 90s identified

almost none of the words. Campus Bound was ahead of its time, with 25% of its words from AWL. New EAP books still don't do a good job of identifying the AWL. The new *Q Skills for Success* series does focus on AWL with 65% of target vocabulary from AWL. Another interesting feature of *Q Skills* is that the series doesn't integrate skills. Reading and writing are together, and listening and speaking are together.

The Longman Exams Dictionary is a good resource. Any vocabulary books or articles by Paul Nation or Keith Folse are excellent academic-oriented texts. Nation identified four strands in language learning: meaning focused input, meaning focused output, language focused learning (pronunciation, spelling, grammar), and fluency development. Keith Folse suggested that fill-in-the-blank exercises are more effective than essay writing at encouraging long-term vocabulary retention: retention, not necessarily production.

CILL is Content and Integrated Language Learning.
CBI is Content Based Instruction There is increased motivation and achievement through CBI. ESL linked to content courses works well. At Waterloo they have ELT for the school of optometry, and ESL for Economics. Their Centre for Teacher Excellence supports the development of content courses with ESL focus.

Genre approach: John Swales supports the genre approach in his *Academic Writing for Graduate Students* (2nd edition). Julia's book Learning EAP is currently undergoing revision and will be more genre approach. The genre approach uses lots of examples to determine what the language conventions are. The new LEAP book will no longer be integrated skills in one book. Instead reading and writing are

often in one book, listening and speaking in another one.

Nowadays undergraduate students rarely, if ever, write the old-fashioned five-paragraph essay. Instead they write case studies, research reports, lap reports, etc. Therefore writing instruction should be more discipline-specific. EAP teachers need to know what writing skills university instructors/professors expect from their students.

The Grammar and Beyond Series by Cambridge is a good series. Each unit has data from the real world. The grammar is presented in context and at the beginning and end of the unit.

Critical Thinking is questioning information instead of simply accepting it. By questioning, students learn to develop well-supported opinions. Our students are already critical thinkers. We need to teach them the three-step framework: gather information, analyze information, and express critical thinking. For example, use:

 While many people believe that . . . . , it is also possible that. . . .
 In contrast to . . . ., evidence shows that . . . .

Critical thinking involves prediction, identifying the main points from details, and summarizing. Critical expression is comparing and contrasting and evaluating arguments.

Science of assessment: reliability, validity, authenticity, practicality, and washback. In the last few years there has been a huge push for testing. Student performance should be consistent across the tests. For validity, we should also be testing what we teach. When we test writing, we should be testing more than just vocabulary or grammar.

Elana Shohamy has studied assessment extensively. When a teacher is asked to support language development as well as assess students to measure attainment, the teacher performs two likely conflicting roles.

Formative assessment: There's divided opinion on how this should be done. Some think students should be involved in how their work should be assessed. Students seem to believe that assessment contributes to their learning. Should students receive negative feedback? Assessment in classrooms can be complicated. Assessment can be formative or interactive; can promote opportunities for feedback; can include peer and self-assessment; and encourages student autonomy.

Julia talked about the DIALANG test at Lancaster University. Dialang is a free reading, writing, listening, grammar and vocabulary test. It's offered with instructions in 14 different languages. It begins with an optional placement test and self-assessment. Final results are compared with the self-assessment. It's benchmarked to the CEF (Common European Framework). The Dialang can be done any number of times; students can get feedback after each question or at the end, and they get suggestions for improvement.

Julia pointed out that nowadays no one method of teaching is going to work. Teachers deserve unique recognition. Communicative doesn't mean anything anymore because most language teaching is communicative; it's now more of an approach than a method. We're in the post-methods era. Teachers are experts in their classrooms.

Resources Julia referred to (see also her bibliography, posted on the TESL NS website):

AWL 2000
http://www.uefap.com/vocab/select/selframa.htm
Lextutor: http://www.lextutor.ca/
Association of Universities and Colleges of Canada: http://www.aucc.ca/
Corpus of Contemporary American English (COCA): http://corpus.byu.edu/
STLHE: Society for Teaching and Learning in Higher Education (Canadian) http://www.stlhe.ca/
DIALANG at Lancaster University, UK http://www.lancs.ac.uk/researchenterprise/dialang/about

Getting Published
Summary: *If you have ever thought of publishing your teaching materials, this is an excellent opportunity to gather insights into the writing and publishing process. From the initial glimmer of determination to the marketing of the textbook itself, the challenges and rewards of the process will be discussed.*

Julia started by telling us that publishing is becoming increasingly customized. Publishers sometimes will take different chapters from different in-house publications and create a new customized book for use in classrooms.

To get published you need:
- Motivational force, either positive or negative
- Vision about what the book will be like
- Time "in the chair"
- Persistence
- Creativity
- Thick skin
- Attention to detail
- To realize you're not going to make big bucks

Reviewers and publishers know what they want. You need to be able to promote your own book not only to the editors/publisher, but to markets across the country.

First, approach the publisher's representative. You will need to prepare a detailed prospectus. Often you need to send in your first, middle and last chapters for them to read. They want to see consistent features laid out nicely.

Julia was approached to write the Academic Connections books, and this was a totally different experience. There are a number of different authors for the books, and each author has her own editor. LEAP was organic and she could make her own decisions whereas Academic Connections was written more to a formula.

Publishers are working five years out. They may already have an idea in the works, and your idea is the same as something they already have in the works. If you come up with something unique, they may consider that it won't sell.

Starting points:
- Become a reviewer.
- Submit an unsolicited proposal.
- Present at conferences and do a good job so that publishers hear about you.
- Identify market gaps.

**Summaries of
Roundtable Discussions**

After lunch at the conference, we participated in roundtable discussions on different topics related to teaching EAP to Arabic students. Hong Wang gave an introduction. Here are summaries of the points raised at the four roundtable discussions.

On Writing and Grammar
By Ellen Pilon and Olga Sarycheva

We talked about what causes common writing problems in Arabic students' essays, such as spelling, punctuation, organization, etc.

Punctuation and sentence structure are problems for Arabic students. They omit required parts of the sentence, such as the verb or the subject. How to help them?
▪ Repetition
▪ Visual demonstrations, especially for lower levels
▪ Giving them the pattern; making it relevant.
▪ Taking a long sentence in Arabic and erasing parts, as we do in English, sometimes to show how a sentence can be shortened, but how the meaning changes.
▪ Competition and games as popular ways of learning the language
▪ Grammar – showing them patterns, deriving rules.

Another challenge is the organization of ideas. How to help them?
▪ The Arabic way is to keep repeating and going around in circles rather than getting to the point.
▪ They don't seem to read, or to enjoy reading. Perhaps they find it too much work. They are good at speaking and listening and maybe find that reading and writing take more time than they want to spend.
▪ It might be easier to teach them grammar, where they learn organization from grammar rules.
▪ Make it fun!

Communication
▪ Their speaking is good but their spelling is not.
▪ Maybe consider teaching them keyboarding and get them to **type** their work. It may be challenging

with an Arabic program on their own computers, but they do need to type essays in university. Keyboarding may be fun.
▪ They still need to write because exams are hand-written.

Focus on paragraph-writing
▪ Daily journal writing is effective. Comment on some of the writing weaknesses such as linking words. Show them where sentences need to be broken into logical units. Teach what a comma is, why it's used, etc. and then get them to use it in their journals.
▪ Journals can be self-editing.
▪ Get them to read it out loud, or you read it out loud, and then when they take a breath they can realize there needs to be an end, or a comma.
▪ Students now seem to be asking how many sentences they should write in a paragraph rather than how many words the essay has to be. Sometimes they even ask how many words should be in the sentence. This is a good trend.
▪ We have a model in our heads about what a sentence or a paragraph is. We should try to help the students also have a model in their heads.
▪ Group writing: they do a writing task together such as have supporting sentences and write a topic sentence.

Online resources:
▪ College Vocabulary 1 by Julie Howard. This is a series of 4 books and is great for homework. It has lots of different kinds of practice. Houghton- Mifflin.

On Pronunciation
By Andy de Champlain

The post-lunch workshop at this year's TESL NS Fall Conference was led by Dr. Hong Wang. Hong first took us through some noteworthy points on differences between Arabic and English. She allowed us to group into four sections of focus for discussion: *Motivation & Engagement*, *Plagiarism*, *Writing & Grammar*, and *Pronunciation*. The concluding format was a two-minute debriefing from one member of each group to the entire room. I think it was a very productive workshop, and thank you Hong, for doing it!

I was at the *Pronunciation* Group. There are a few problems Arabic speakers tend to have because of specific language differences with certain consonants and vowels. For example, Arabic doesn't share our /p-b/ distinction, and this is often very difficult for them to hear and pronounce. Evidence of this is frequent in Arabic speakers' spoken English. The same is true of the /f/ and /v/ sounds; Arabic doesn't really have the latter. A vowel problem may arise with differences between /e/ and /I/. These are some of the errors that can cause problems in meaning. One of my Arabic students told me he thought sometimes the Prits could be unfriendly. He said he asked a guy where he was from at a bus stop; the guy said, "London." My student then told him he'd seen that London Pig Pen, and the Londoner turned away in a huff.

In our roundtable discussion we spoke of *accent* versus comprehensibility. I believe we agreed that, even if it were possible past puberty, students shouldn't necessarily be encouraged to achieve a *native-like* proficiency in spoken English; rather, they might be better off to focus on comprehensibility. The above examples would be worth drawing students' attention to (e.g., /p-v/; /f-v/), but other types of pronunciation differences may not be as much a concern. The /r/ in Canadian English is typically retroflex, while the Arabic /r/ is trilled. Also, the /t/ and /d/ in Arabic may be more dental than the 'same' English *alveolar* plosives. Yet these subtle differences are far less likely to, by themselves, impede the conveyance of meaning in English. "Oh my Gosh! Was that a *dental* T? *Get out*! Go home and say it right, a *HUNDRED TIMES*!"

We also spoke of the advantages of having students record their speech, (and then listen to it). I haven't really been doing a lot of this in my academic listening/speaking classes, but I should. Apparently, there are several easy-to-use programs that are available for free on the Internet. Every kind of 'ap' is probably available for every kind of iPhone, BlackBerry, or other toy that is so common in the classroom these days, or workable in a computer lab. I'll have to look into this more deeply. Perhaps I can get students to record a sound file and e-mail it to me.

We spoke of the cause-effect relationship between common spelling errors and pronunciation. I think most of us were familiar with this problem. Not only do we come across the sound of Arabic voices *while reading* the written work of lower level students, we also hear pronunciation inaccuracies when we have students read aloud in class. Without jumping to judgments about how much more time students should spend reading, I might personally start putting more emphasis on my students' reading aloud *outside* the classroom, and also on their *listening* to texts wherever possible online (as they read). In any case, any activity that links the word on the page with the word they hear can't hurt in terms of helping them improve their spelling and/or pronunciation.

Unfortunately, I didn't necessarily hear every conversation at our table, but the participants I heard had a number of insightful ideas. As I left the Conference, I felt like there were at least a few more specific things I could try in my own class. For each teacher and each group of learners, there are a number of variables to consider – e.g., how many of my students are Arabic speakers, is this a grammar class, etc. – but I'm sure any of us who ever teach ESL to Arabic speakers felt that this workshop was time well spent. Thanks again, Hong, and to all the participants at the round tables!

Plagiarism
By Parisa Tootazehi

What are students (not) doing?
Students:
- are not aware of the repercussions of plagiarism
- plagiarize in literal translation work
- say, "But I have the same ideas as the researcher who wrote this paper."
- say, "But I didn't copy-paste the work. I looked at it and typed it!"
- hire editors to rewrite entire assignments
- hire professional editors who adjust their level of language to avoid getting caught
- are getting better at plagiarism
- use websites that are plagiarism proof

What can teachers do? They --
- hold private interviews/conversations with the students who plagiarize
- compare students' in-class notes with homework/assignments
- ask students to redo the work
- give a low mark instead of failing the student
- allot 15% of the total grade to essays
- mark papers based on the process/structure of writing rather than the essay itself (i.e. comment on steps/different stages such as opening paragraphs, etc.)
- not ask for English papers outside of class time (not applied to a university setting)
- give instructive criticism considering cultural differences
- teach citations in lower levels too
- preselect research papers to limit plagiarism (but this takes away the "research" nature of the work)
- identify and address gaps such as lack of support from faculty advisors
- use websites such as www.safeassign.com and www.turnitin.com to prevent plagiarism

Plagiarism
By Fe Baculi

Is there a need to worry about plagiarism? Yes, because it is threatening academic integrity on a global level (Germek, 2009, p.342). Is it lack of morality or lack of understanding? If plagiarism is intentional, then it is unethical, it's cheating and it is stealing. Could it also be a "cry for help"? Definitely. What can we do about it? Who are the common victims or targets of plagiarism? New and inexperienced teachers; older

teachers who don't use modern anti-plagiarism technology; lenient or "tolerant" teachers; unconcerned teachers; graduate instructors; graduate students.

Plagiarism may be accidental or intentional. It comes in a variety of guises -- honest confusions and errors, unintentional carelessness, generic/custom paper mill papers, free papers, piece-by-piece papers, patchwork or patch writing (general), piece-by-piece papers with commentary, too-new papers, blogged or web-blogged papers, friends' papers, outsourced papers, fraternity/sorority papers, co-authored papers, fabricated/falsified papers, translations, undocumented source papers, other professors' papers, (self-plagiarism), miscellaneous plagiarized papers, over-edited papers, etc.

Why do students plagiarize? Is it lack of morality or lack of understanding? The most common reasons students give me for plagiarizing are lack of time and ignorance of the rules and the penalties of "cheating." I have heard them argue, "My teachers did not teach me how to write properly." Very few students would honestly admit that they plagiarize because they want to "beat the system"; that they are lazy and don't want to write; that they are not ready for university; that they think the teacher is not smart enough to catch them; that they are opportunists who feel when others do it, why shouldn't they; that they do it to get high marks or just to pass without working hard; that they don't really care about writing.

Who among our students are most likely to plagiarize? Oshima and Hogue (1999) say that some of the students who plagiarize are foreign students because of language limitations (p. 83). From the most recent TESOL Convention I attended (New Orleans,

March 2011), two presenters (Peterson and Henry, 2011) gave other factors for cheating: gender and subject areas. They claim boys seem to cheat more than girls, and students in business, arts, and engineering cheat more than those in other majors. Class/social status, nationality, and age are not known factors for cheating.

There are some things teachers can do to stop students from plagiarizing. They should learn to use modern software for online checking; they should explain departmental rules and penalties, explain the anti-plagiarism code of ethics; they should punish, reprimand and threaten offenders and reward students who do things right; they should change teaching-learning-testing strategies, ask oral questions on some parts of their papers, give on-the-spot paraphrasing tests; they should insist that photocopies of the sources be submitted; they should teach the correct way of citing, referencing, summarizing, and paraphrasing.

How do we stop plagiarism? Some teachers use software (for online checking). There are however some concerns on its use: technical restrictions, user error, lack of product stability, presumption of guilt, and false-positive results. A major concern is the students' privacy rights, which are violated (for example by using hermitic/online searches), when the work is introduced into the system without the students' permission (Peterson and Henry, 2011).

As a seasoned writing teacher, I believe the most effective way of stopping plagiarism at the university level would be to teach the ins and outs of writing while students are still at lower levels -- grammar, sentence structure, summary, analysis, paraphrasing and citations. I personally insist that my students submit photocopies of their sources and I

compare the highlighted parts of the original with their paraphrases. I find this the surest way of knowing whether they plagiarize or not.

Here are some strategies that help the students to paraphrase properly. Change direct speech to indirect speech; change the passive voice to active voice; use one-word adjectives in place of group-of-word modifiers or vice versa; change the word form if there is no appropriate synonym; divide a very long sentence into 2 or 3 shorter ones or vice versa when you can't find appropriate synonyms for some words. A paraphrase that is still very similar to the original text is still plagiarism. A combination of at least 2 or 3 of the above strategies therefore works better.

Defining the range of plagiarism is not easy. Plagiarism in the western world is mostly thought of as an intention to deceive, as when one takes words or ideas from someone else's work and pretends they are one's own. However, as teachers, our first goal is to meet the needs of our students and that we should not "kill ourselves" looking for proof that our students plagiarize. There is no room for vendetta efforts, especially when it is the first time for students to plagiarize. Plagiarism is a crime. A student caught plagiarizing is a criminal and unfortunately, the unintentional plagiarizer is also a "criminal". It is no fun to be labeled criminal. Here is where we have to tread lightly. It could back fire on us too.

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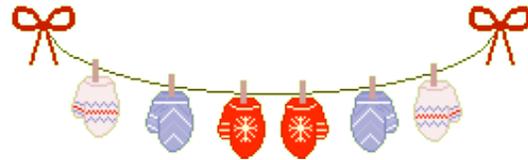
Motivation
By Christine Grimshire

The round table imagined their ideal student and described the realities in their classrooms. These were then placed on Ryan and Deci's Self-Determination Continuum (2000). Most of our students are either amotivated or are extrinsically motivated. How then might we increase intrinsic motivation?

Achievement and the perceived relevance of a task to future goals are the strongest motivators. These two factors are perceived culturally, so while we may have incorporated a variety of creative tasks to give a sense of achievement and communicated relevance, our learners may not interpret them that way. Our perception of learning goals may not coincide with our learners either. Their goal may be passing Levels X, Y, and Z while we see learning the language as the goal.

We discussed the importance of regularly modeling the use of language learning strategies and the transferring of skills from one class to another, of connecting the activities of the classroom to the real world. The following is a short literature review on the topics of active learning and motivation.

Optimal Learning Engagement

Krashen (1982) identifies three main affective variables influencing the learning of an additional language: anxiety, self-confidence, and motivation. Krashen (1982) and Young (1999b) state that L_2 acquisition can only be accomplished through continued engagement with the language, not only inside, but also outside the classroom. Engagement is an extremely popular term in education today. The National Survey of Student Engagement (Belcheir, 2003) and Chapman (2003) assembled a thorough description of an engaged learner as someone who: attends class and actively participates in discussions, uses resources, integrates ideas from a variety of sources, participates in extra-curricular and community activities, uses deeper processing strategies, and discusses class material outside the classroom. Proponents of engagement believe that it leads to deep integrative learning (Cherney, 2008). Engagement requires motivation.

Motivation
Motivation, an interesting and complex topic, incorporates elements of behaviourism, cognitive psychology, and socioculturism. In TESL literature, motivation is spoken of in terms of being either integrative or instrumental (Brown, 2001; Richard-Amato, 2003). Integrative motivation refers to the desire of the learner to identify with the culture of the L_2. Instrumental motivation, on the other hand, refers to the learner wanting the L_2 in order to achieve practical goals. Kember et al. (2003) look at motivation from the perspective of instruction identifying three types of motivation: "goal types, sources of enjoyment and general motivation to learn" (p. 251) and four motivational conditions: "interest, relevance, expectancy and satisfaction" (p. 251). In order to motivate learners, instructional style and goals need to be compatible with learner style and goals.

The following expands on theories of motivation.

In industry, Herzberg, a clinical psychologist whose research was in the field of job enrichment, distinguishes between true motivators, which bring job satisfaction, and hygiene factors (Chapman, 2001-2009). Hygiene factors, like an increase in pay or a designated parking space, lead to unhappiness when missing, but their presence does not provide lasting satisfaction. If one, therefore, were learning an L_2 for a better job or the possibility of personal growth, it would not provide enough motivation for sustained engagement. The most powerful, true motivator, according to Herzberg, is achievement, followed by recognition, the activity itself, responsibility, and advancement. McClelland, whose work on motivation also benefited industry, identifies three types of motivation: n-ach (needs achievement), n-affil (needs affiliation), and n-pow (needs authority or power) (Chapman, 2000-2009). Most people are combinations of the three needs, but will have one that is dominant. McClelland uses the overload principle when applying needs to motivation. He believes people will work at something that is sufficiently demanding to supply the desired level of the need, but that, at the same time, does not cause physical or mental damage or strain. In the case of N-ach, for example, they choose action that allows them to set the goal and provides flexibility in how to attain the goal.

Moving from industry and back into education, Covington (2000) writes in depth about achievement goal theory (AGT). His writing suggests that Herzberg and McClelland hold incomplete views of motivation, motives as drives in which people are moved more to avoid pain than to achieve something. Covington feels motives as

goals give a clearer understanding of the subject. Covington uses McClelland's teachings when writing about the differences between motives as drives and motives as goals. When motives drive us, action is avoided in order to avoid the pain of failure. When motives are our goals, the goal gives purpose, direction, and meaning to action. Covington differentiates between learning goals, which later will be referred to as mastery goals, and two types of performance goals, performance approach goals and performance avoidance goals. He equates learning goals with deep level processing, persistence, high effort, and high achievement. These contribute to the positive affect that comes with success. Performance goals, however, are ego goals, competition-driven goals that promote the self at the expense of others. Covington equates performance goals with reduced effort and levels of persistence. More precisely, performance approach goals encourage superficial processing accompanied by extra rehearsal. A lot of time is spent studying and a good mark may be achieved in an evaluation, but the subject matter is easily forgotten soon after the evaluation. Performance avoidance goals encourage superficial processing of material to be learned, disorganization, and inefficient study. This behaviour results in poor test scores. Covington also writes of prosocial goals. People motivated by these goals resemble McClelland's N-aff. These people are motivated by a need for acceptance, respectability, and a sense of belonging. They may engage with a task because they wish to please parents, teachers, peers, or colleagues.

Sideridis (2006) also writes about AGT. This article focuses on the differences in responses to goals between non-learning disabled and learning disabled students. Along with depression,

anxiety, and emotional problems, motivational deficits exist alongside academic problems in learning disabled students. They have fewer mastery goals and more performance goals. According to Sideridis, AGT states that learning, or master goals – engagement coming out of interest or desire – is more efficient and effective than performance goals – engagement based on competition. Performance goals contribute to early withdrawal from a task when it becomes difficult. Regardless of the type of goal chosen, and people can have multiple goals for a single task, goals activate different mechanisms of thinking, strategy use, and regulation. Learning-disabled students often choose the wrong mechanisms.

In addition to interest and competition, obligation can motivate. Self-determination theory (SDT), Sideridis explains, is self-motivation regulated by the wishes of others, perhaps parents and other significant authority figures, the ought-self (2006). Sideridis sees this as an immature form of motivation, resulting in low achievement, regulation failure, and anxiety. Patall, Cooper, and Robinson (2008) suggest that this thinking could be racially biased. They describe self-determination as choosing and enlisting support to satisfy needs after identifying and accepting one's boundaries, limitations, and external forces. Asians can still have high levels of motivation when a goal chosen by a trusted adult is compatible with their own choice. The idea of compatible goals is key here. When compatibility is missing, externally controlled motivation leads to loss of self-esteem, poor well-being, and adjustment problems (2006). Those driven by the ought-self frequently engage in avoidance behaviour, like forestalling the setting of goals, and abandon a task early on. Patall et al. (2008) were influenced by the work of Ryan and Deci. Ryan and

Deci (2000) elaborate on SDT. They state that it contains three psychological needs: competence, relatedness (the security that comes from being loved and supported), and autonomy. Autonomy here refers to volition and not the Western concept of individualism. These needs are seen as essential for motivation, universal, and extending throughout life. How the needs for competence, relatedness, and autonomy are expressed in individual cultures depends on the values of each culture. Social contexts and developmental environments also influence motivation.

All humans, Ryan and Deci (2000) contend, want to learn, although not all things, at all times, and in every environment. How actively or passively one engages in learning is the result of the input of nature and nurture. The principle source of intrinsic motivation, that which results in persistence, heightened vitality, creativity, self-esteem, and enhanced performance, is enjoyment. It can be readily disrupted when not supported by the social environment. Ryan and Deci report that the following undermine motivation: tangible rewards, threats, deadlines, directions, pressured evaluations, and imposed goals. Extrinsic motivation comes about as the result of growing social pressure and demands on our time. People react to this eternal pressure by 1) losing all motivation, 2) complying passively, or 3) making an active personal commitment. Table 1 illustrates the authors' organismic integration theory, a sub-theory of SDT, showing how extrinsic motivation is regulated. The degree of commitment depends on the individuals' ability to internalize the value of the task. Extrinsic motivation can be very strong if the transformation of values comes from personal choice rather than compliance. From an instructional perspective, this autonomous, extrinsically motivated

behaviour can be encouraged by promoting feelings of relatedness, improving the chances of attaining desired results, and synthesizing action to the learners' own goals and values.

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Table 1: Organismic Integration Theory (Ryan & Deci, 2000, p. 72)

Self-Determination Continuum

Behaviour:	Non-Self Determined …………………………………………………………………………… Self-Determined					
Motivation:	Amotivation	Extrinsic Motivation				Intrinsic Motivation
Regulatory styles:	**non-regulation**	**external regulation**	**introjected regulation**	**identified regulation**	**integrated regulation**	**intrinsic regulation**
	go through the motions; it is of no value; it will not help	*do only what is necessary*	*do what is necessary to avoid guilt & anxiety*	*consciously value the goal*	*fully assimila-ted*	*do for the love of it*
Perceived locus:	impersonal	external	somewhat external	somewhat internal	internal	internal
Relevant regulatory processes:	non-intentional, non-valuing, incompetence, lack of control	compliance, external rewards & punishments	self-control, ego-involve-ment, internal re-wards & punishments	personal importance, conscious valuing	congruence w/own values & needs, awareness, synthesis w/ self	interest, enjoyment, inherent satisfaction