

Putting Motivation on the Map

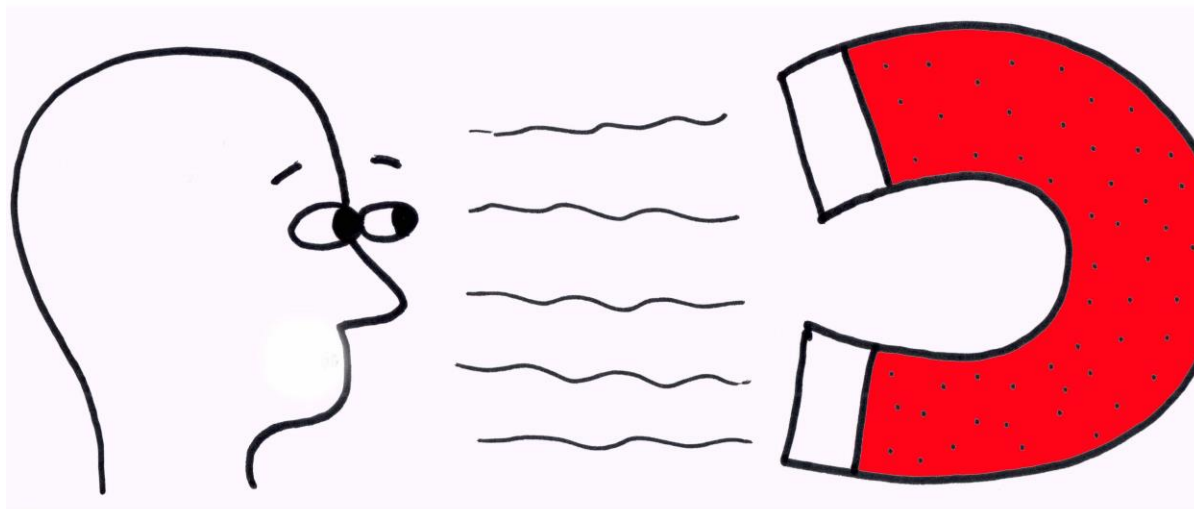
**Mark
Hancock**

hancockmcdonald.com



What is it?

- You can hold it.
- It can wander.
- You can attract it.
- You can turn it.
- You can pay it.
- You can focus it.
- It can be divided.
- It begins with the letters “Att...”





INSPIRING

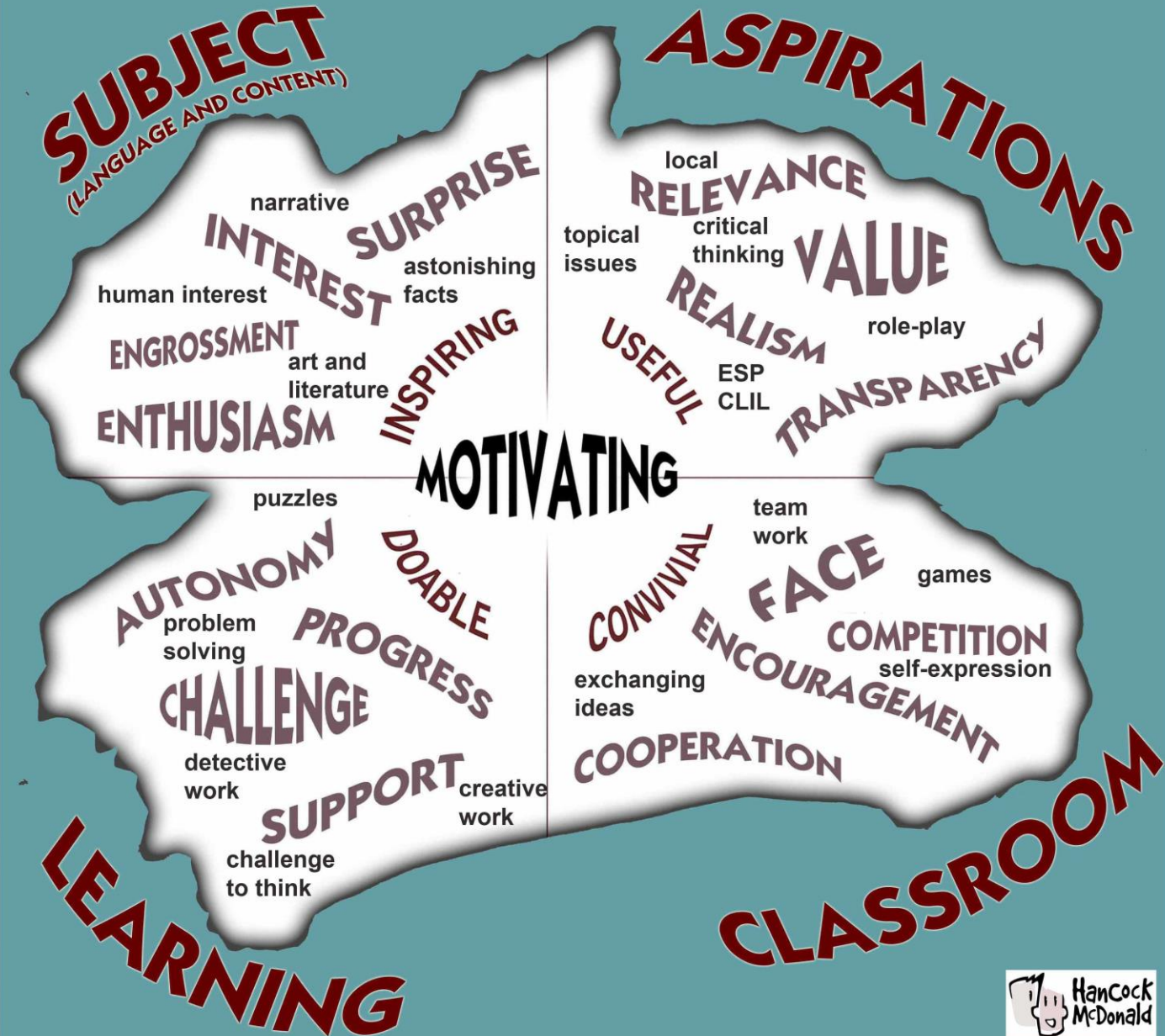
USEFUL

MOTIVATING

DOABLE

CONVIVIAL

MOTIVATION ISLAND



SUBJECT
(LANGUAGE AND CONTENT)

narrative

INTEREST

human interest

SURPRISE

astonishing
facts

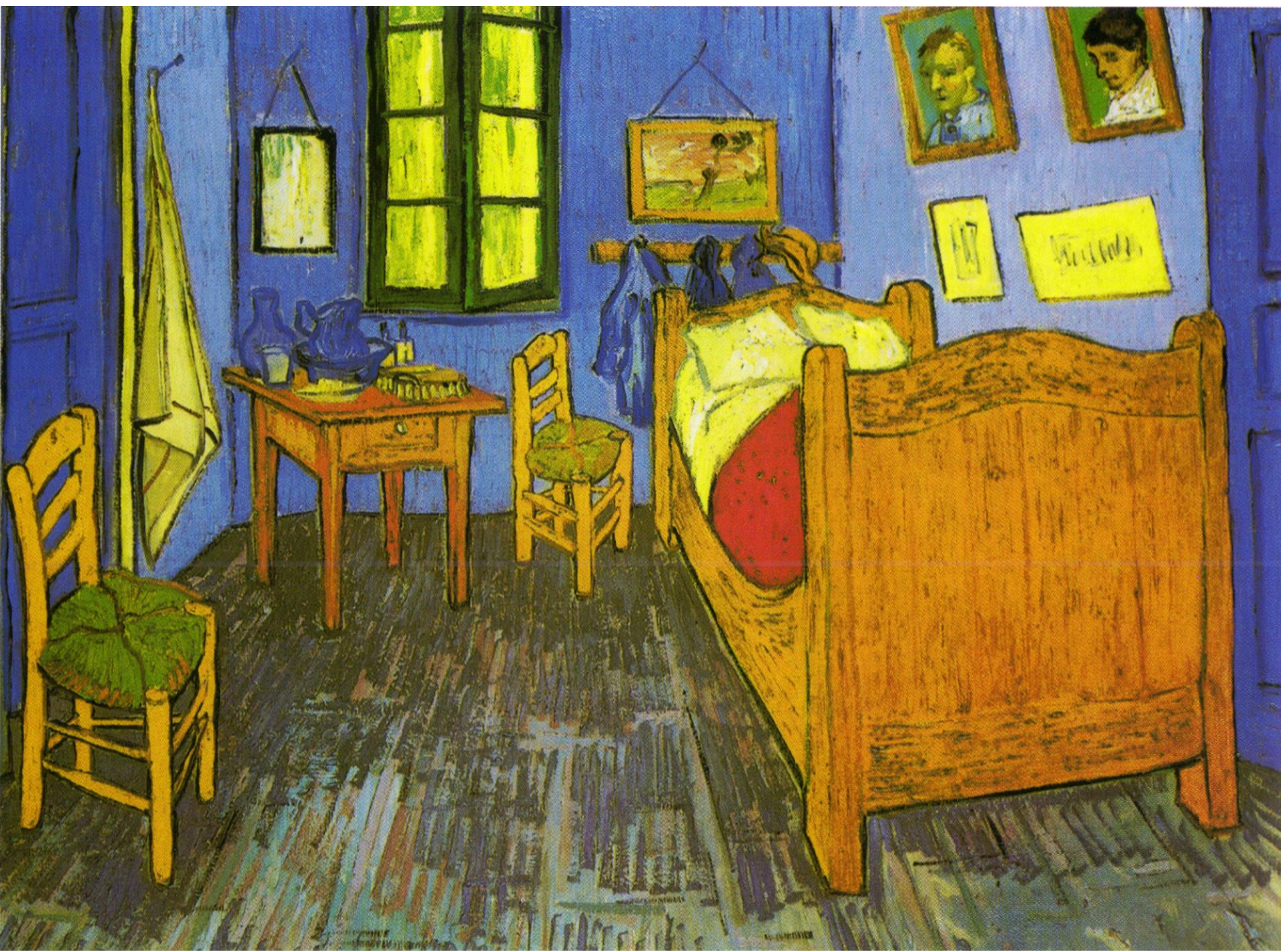
ENGROSSMENT

art and
literature

ENTHUSIASM

INSPIRING

MOTIVATION



n 2



ASPIRATIONS

local
RELEVANCE

topical
issues

critical
thinking

VALUE

REALISM

role-play

USEFUL

ESP
CLIL

TRANSPARENCY

VATING

amazon

ELT collection

LOOK INSIDE!

Shakespeare
for
Air-traffic
Controllers

LOOK INSIDE!

**Legal
English**
for
Kindergarten

LOOK INSIDE!

**Animal
Chants**
for
Bankers

☆☆☆☆☆ *utterly useless!*

Dear Friend

My name is Hugo Pinta. I'm the accounts manager at the Columbus Bank in Fairbanks, Alaska. Four years ago, a man from your country opened an account at my bank and put **\$14,920,000** into it. I will call the man Adam, but that is not his real name. Adam worked for a big company looking for oil in the Arctic.

After Adam opened his account, I never saw him again. Nobody moved any money in or out of his account. Finally, I decided to contact his company. They told me he was dead. He died in an accident near Prudhoe Bay. The money is still in his account and nobody from his family has claimed it.

If nobody claims the money within 5 years, the government will take it. I think that is a terrible waste of money - I'm sure you agree. So I would like to make a suggestion. Will you take the money? You simply send me your full name, date of birth and address. I will fill in a document to say that you are a member of Adam's family. Then, if you send me your bank account details, I will send the money to your account. We can share the money: 55% for me, 40% for you and 5% for expenses. If you reply, I will send more details about how this will work.

Don't worry, there is no risk to you. If anything goes wrong, it will be my problem, not yours. If you are interested, please reply quickly. If you don't reply within 48 hours, I will find another person.

Best Regards

Hugo Pinta

<http://www.scamorama.com/>

MOTIVATION

puzzles

AUTONOMY

problem
solving

DOABLE

PROGRESS

CHALLENGE

detective
work

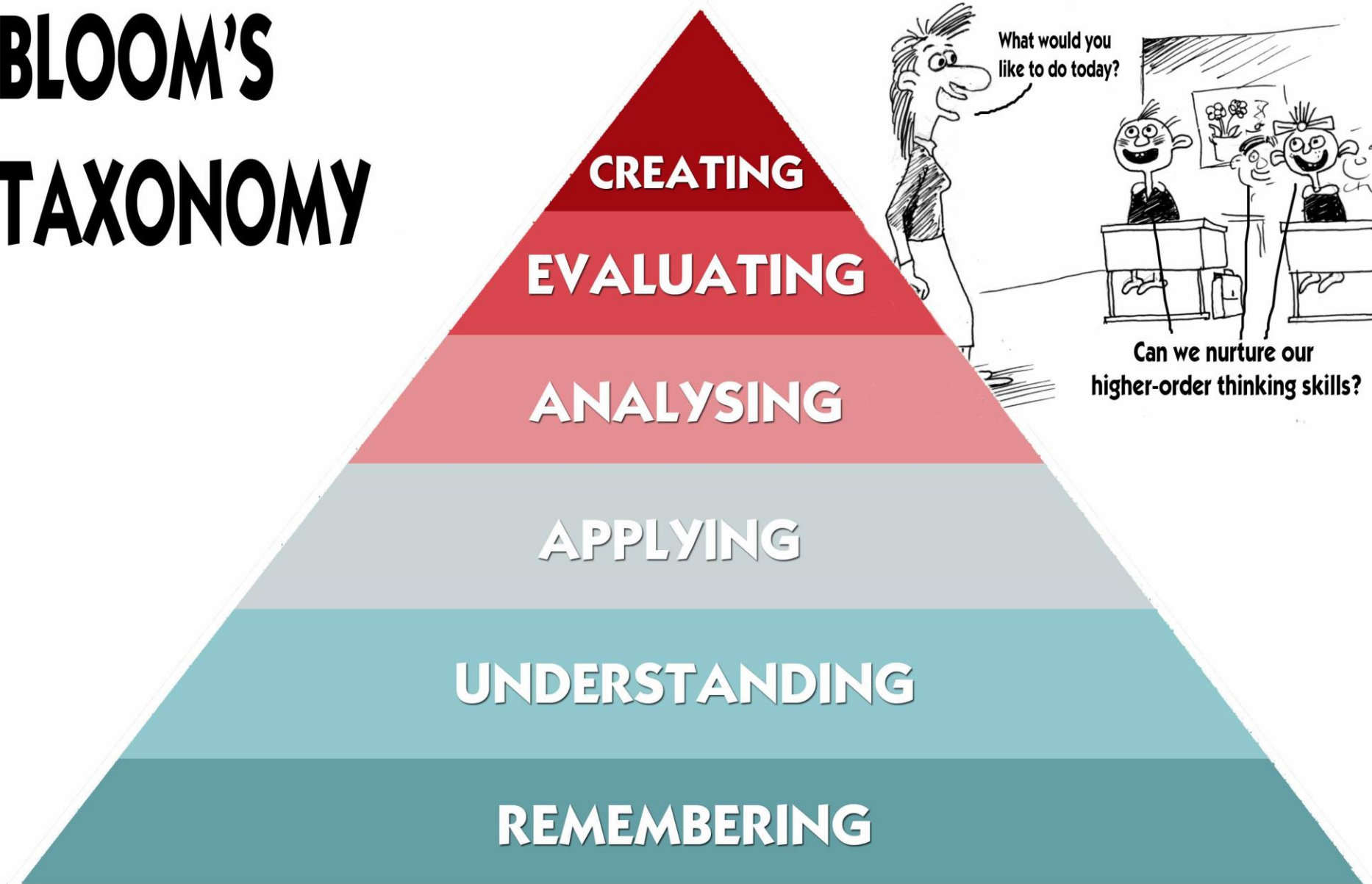
SUPPORT

creative
work

challenge
to think

LEARNING

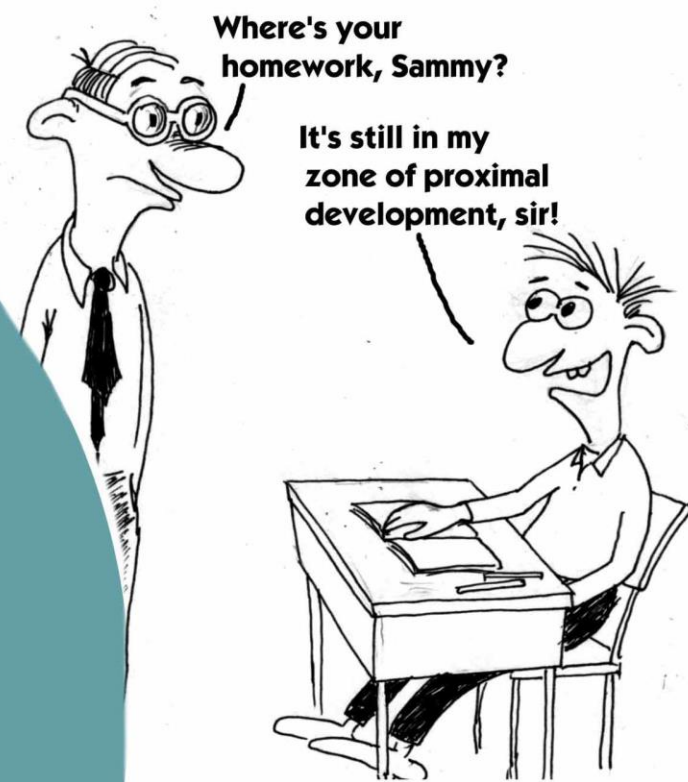
BLOOM'S TAXONOMY



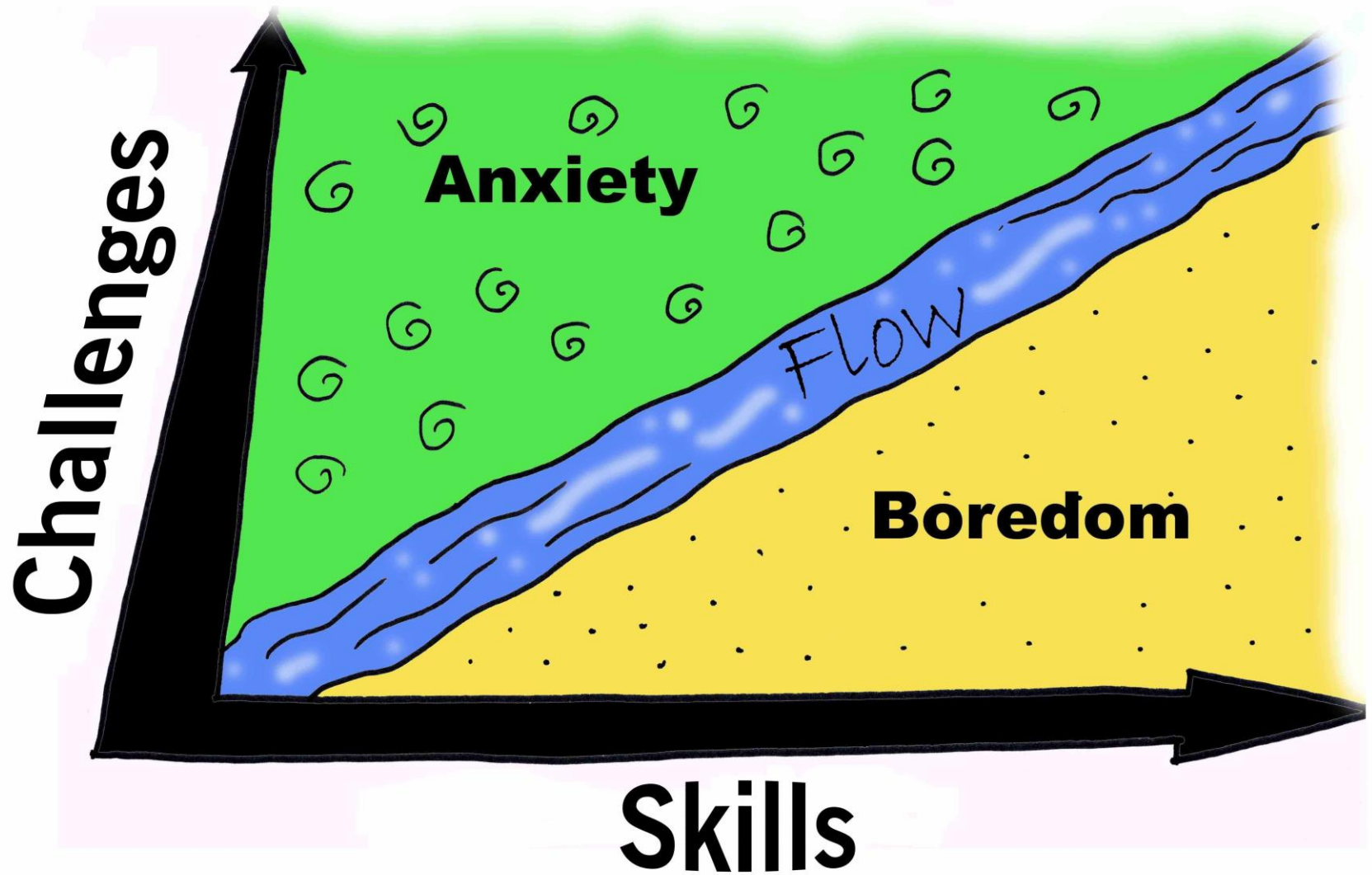
can't do

could do with help

can
do



**Zone of
Proximal
Development
(Vygotsky)**



(Csikszentmihalyi)

IVATING

team
work

games

CONVIVIAL
FACE
ENCOURAGEMENT
COMPETITION
self-expression
COOPERATION
exchanging
ideas

CLASSROOM



How nosy are you?

1 You're taking a stroll when you notice a crowd of paparazzi around a limousine. What do you do?

- a. Carry on walking.
- b. Ask one of the crowd who's in the limo.
- c. Push to the front of the crowd to have a look.

2 You're on a train and you find an official government file marked 'Top Secret' on the seat next to you. What do you do?

- a. Take a look inside, maybe even take a few photos with my mobile.
- b. Nothing, just leave it there - it's none of my business.
- c. Hand it in to the authorities.

3 You want to make a call from the office, but when you pick up the phone, someone else is on the line. They haven't heard you. What do you do?

- a. Make a noise to let them know you're there.
- b. Have a listen - it might be interesting!
- c. Put the phone down quietly.

Motivational Strategies

Identify the strategy which does not belong in this set! Locate the strategies on the map.

teacher	strategy
Ana	I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.
Ben	I encourage learners to select specific, short-term goals for themselves.
Carla	I reiterate the role that English plays in the world, highlighting its potential usefulness both for themselves and their community.
David	I relate the subject matter to the everyday experiences and backgrounds of the students.
Emma	I encourage risk-taking and have mistakes accepted as a natural part of learning
Frank	I motivate them by telling them that this is in the exam, and reminding them of the dire consequences of failing the exam.
Gloria	I make sure they know exactly what success in the task involves, and make sure they receive sufficient preparation and assistance.

Henry	I design tests that focus on what learners can rather than cannot do, and also include improvement options.
Isabel	I teach students learning strategies to facilitate the intake of new material.
Javier	I avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.
Karen	I encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.
Luis	I include activities that lead to the successful completion of whole-group tasks or involve small-group competition games.

All but one of the above are selected and adapted from Zoltán Dörnyei (2001) *Motivational Strategies in the Language Classroom* CUP Cambridge

Motivate

They want to learn the language

They really have the need

Attracting their **attention**

Will help them to succeed

Articles to **interest**

Stories to **amuse**

Topics to **engage**

And lots of room to **choose**

Arouse their **curiosity**

Make them want to know

Challenge plants a seed

And **success** makes it grow



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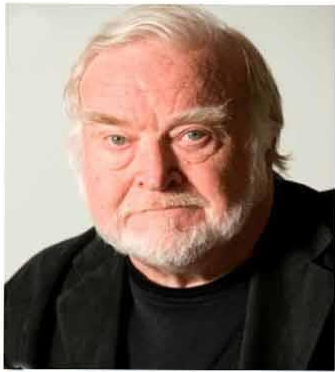
[intro page](#)

Putting Motivation on the Map

**Mark
Hancock**

hancockmcdonald.com





**Mihaly
Csikszentmihalyi**
“Flow”



**Benjamin
Bloom**
“Bloom’s Taxonomy”



Lev Vygotsky
“Zone of Proximal
Development”



Zoltan Dornyei
“Motivational
Strategies”



Material from this talk

mark@hancockmcdonald.com