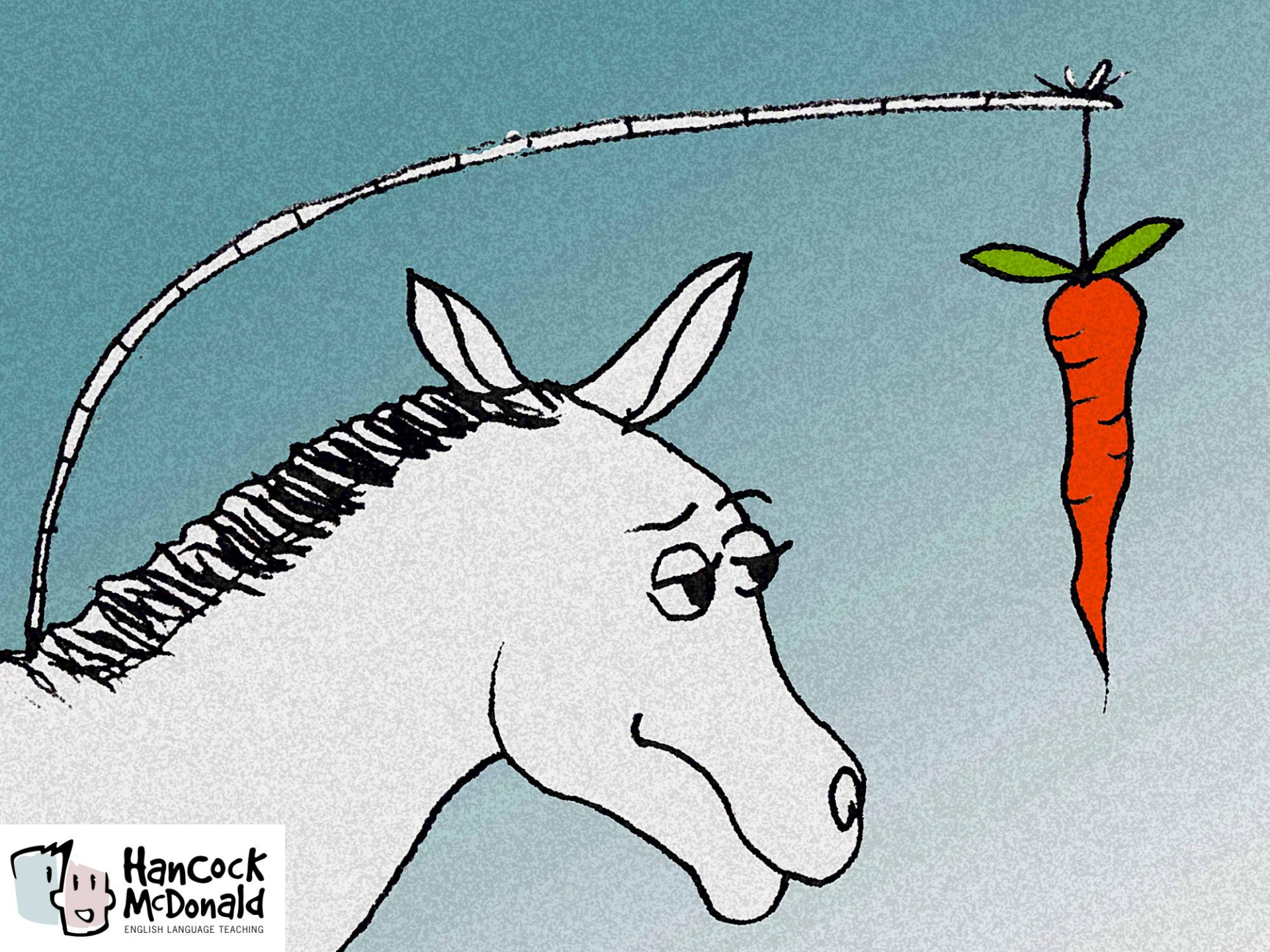
A MAP OF MOTIVATION

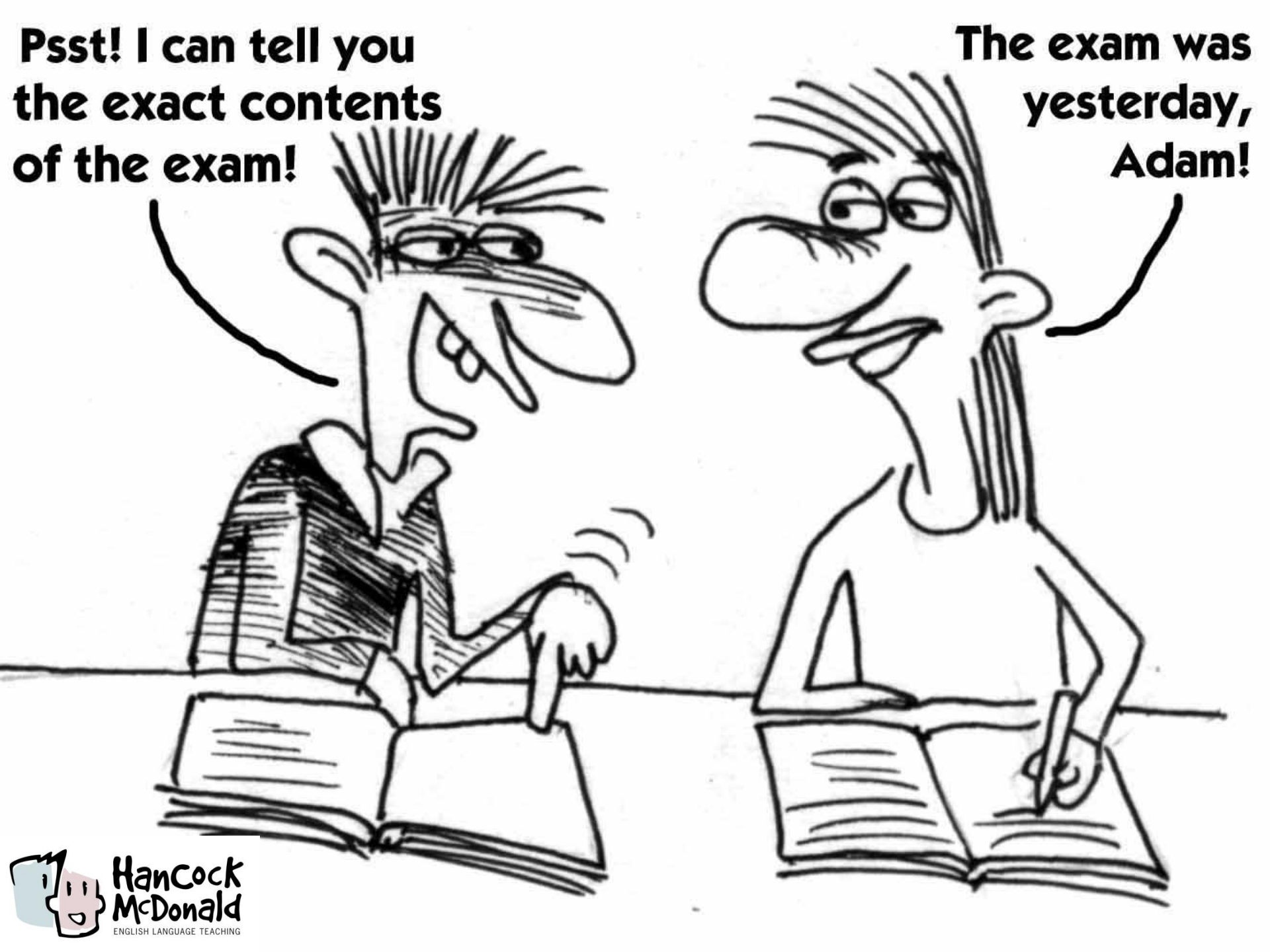
MARK HANCOCK

Hancock McDonald
ENGLISH LANGUAGE TEACHING



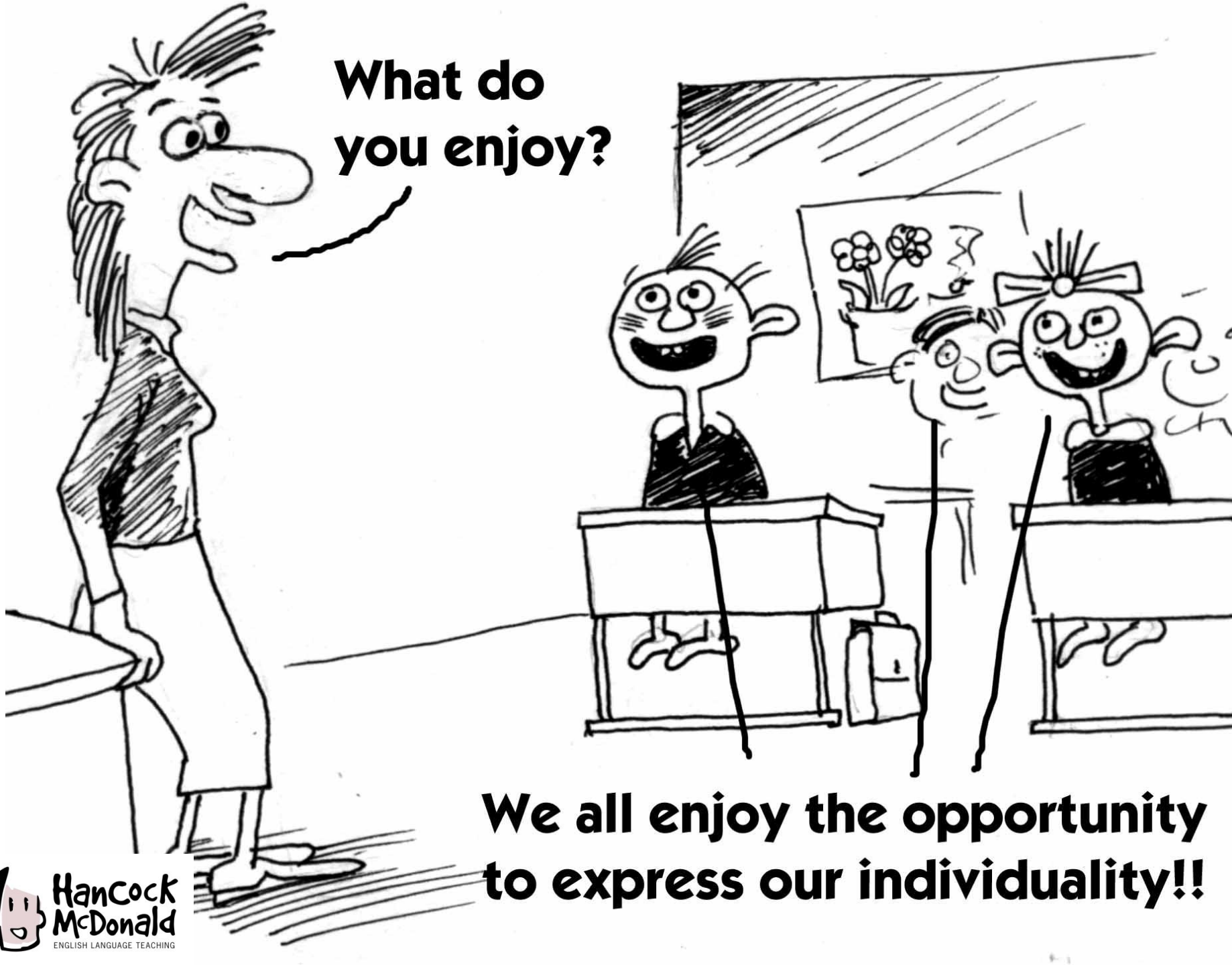
Hancock McDonald
ENGLISH LANGUAGE TEACHING

A MAP OF MOTIVATION



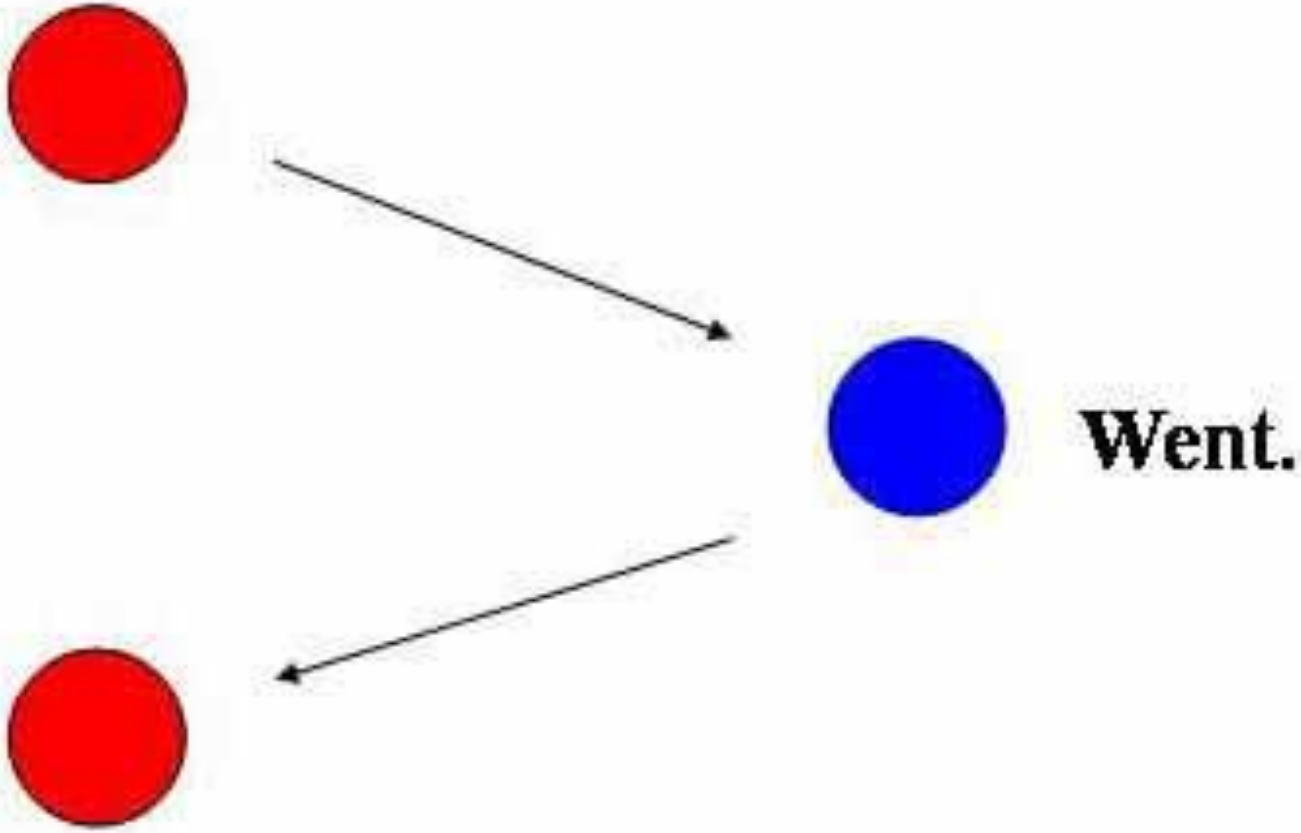
HanCock McDonald
ENGLISH LANGUAGE TEACHING

ASPIRATIONS
Instrumental
PURPOSE
Extrinsic
Intrinsic
Goal-setting
VALUE
REALISM
Washback
USEFUL
TRANSPARENCY
Action-orientation



Hancock McDonald
ENGLISH LANGUAGE TEACHING

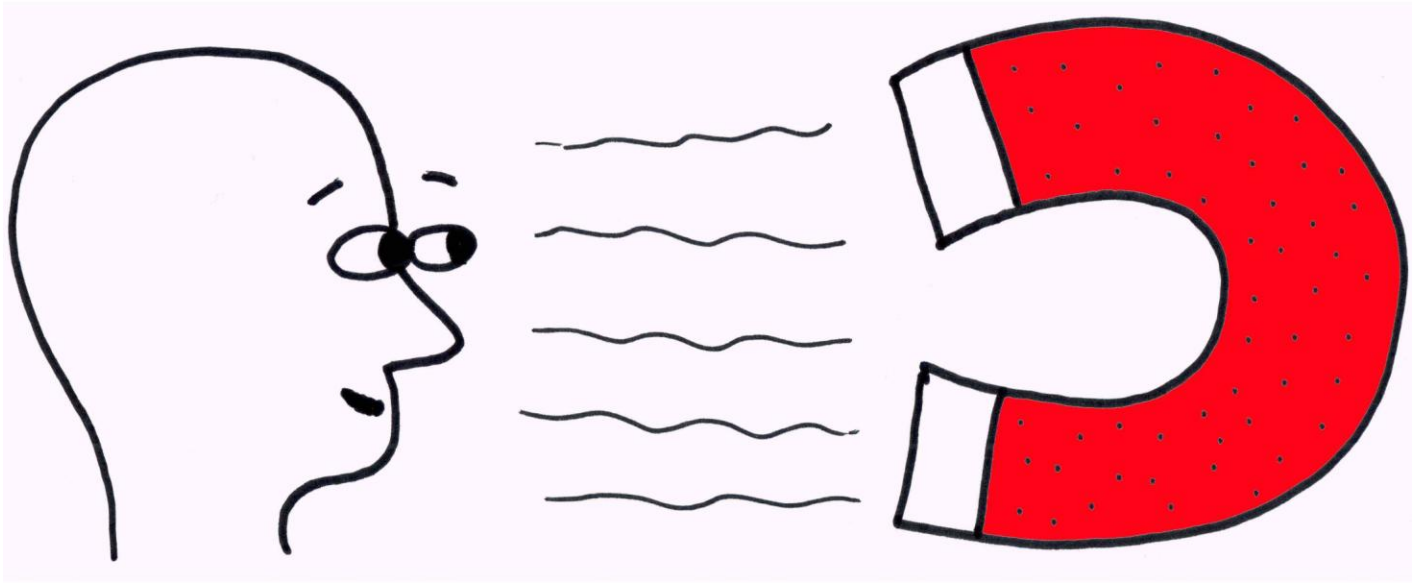
What's the past of go?



Very good!

Hancock McDonald
ENGLISH LANGUAGE TEACHING

Hancock McDonald
ENGLISH LANGUAGE TEACHING



ATTENTION MAGNET

Hancock McDonald
ENGLISH LANGUAGE TEACHING

A brainstorm of attention magnets…

	TEXT	TASK
FACT	**I** finding out	**P** expressing self
PLAY	**E** being entertained	**C** playing

Hancock McDonald
ENGLISH LANGUAGE TEACHING

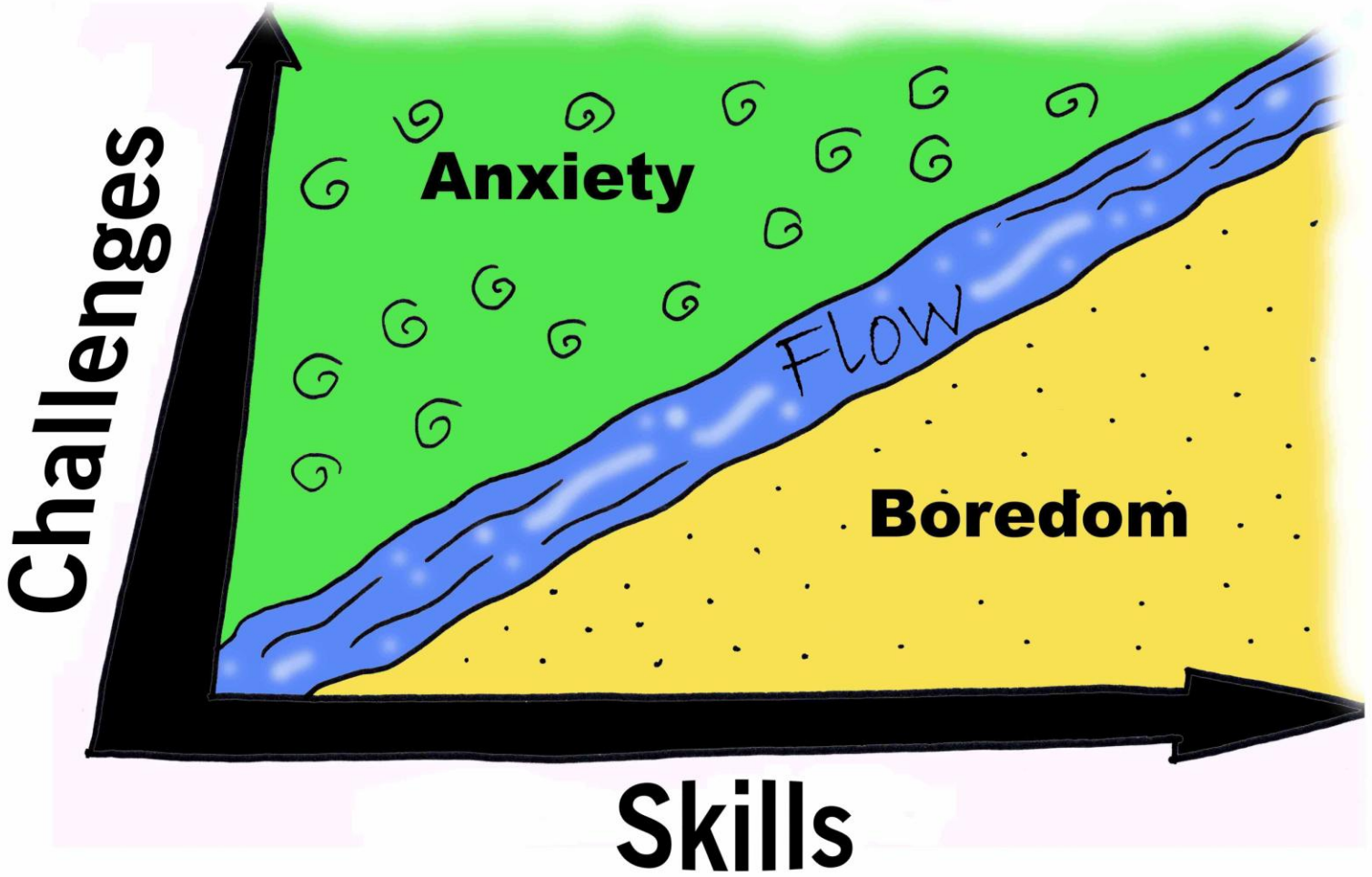
	TEXT	TASK
FACT	**Interest** Real world; curiosity; amazing facts; human interest stories; the weird and wonderful; incongruous photos; surprising customs; topical issues…	**Personalization** Expressing and sharing; personality tests; you; your beliefs and opinions;interests; belongings; experiences; ambitions; habits; texts which contain options
PLAY	**Entertainment** Short stories; drama; comedy; jokes; songs; poems; films; cartoons; art…	**Challenge** Competitive games; collaborative games; puzzles; quizzes; detective work; guessing games; spot the differences…

Hancock McDonald
ENGLISH LANGUAGE TEACHING

SUBJECT
(LANGUAGE AND CONTENT)
RELEVANCE
SURPRISE
Flow
PERSONAL
INSPIRING
ENTHUSIASM

John McVicar Hunt 1961 identified motivating force of curiosity. Value of material which is surprising, incongruous, discrepant - but must be at optimum level of arousal. If it's too complex or incongruous, can lead to confusion, anxiety and avoidance.

(Williams, M & Burden, R 1997)

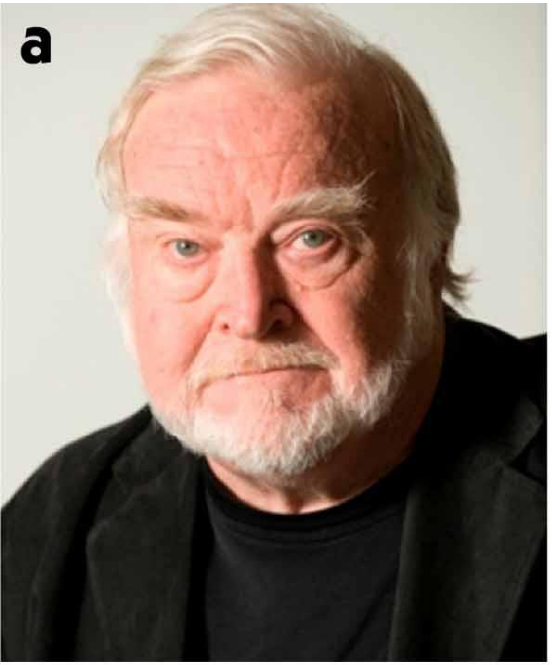


(Csikszentmihalyi)

Hancock McDonald
ENGLISH LANGUAGE TEACHING

ATING
CONVIVIAL
FACE
ATMOSPHERE
ENCOURAGEMENT
Self-
worth
COOPERATION
Social
motivaton
CLASSROOM

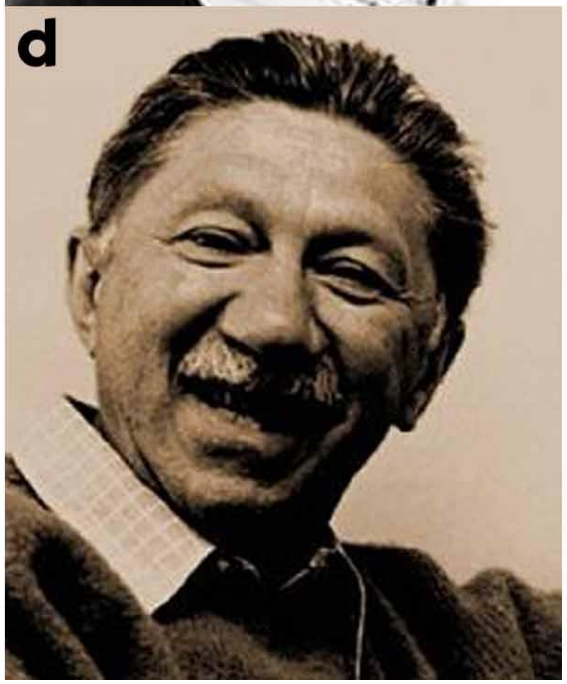
a



b

c

d



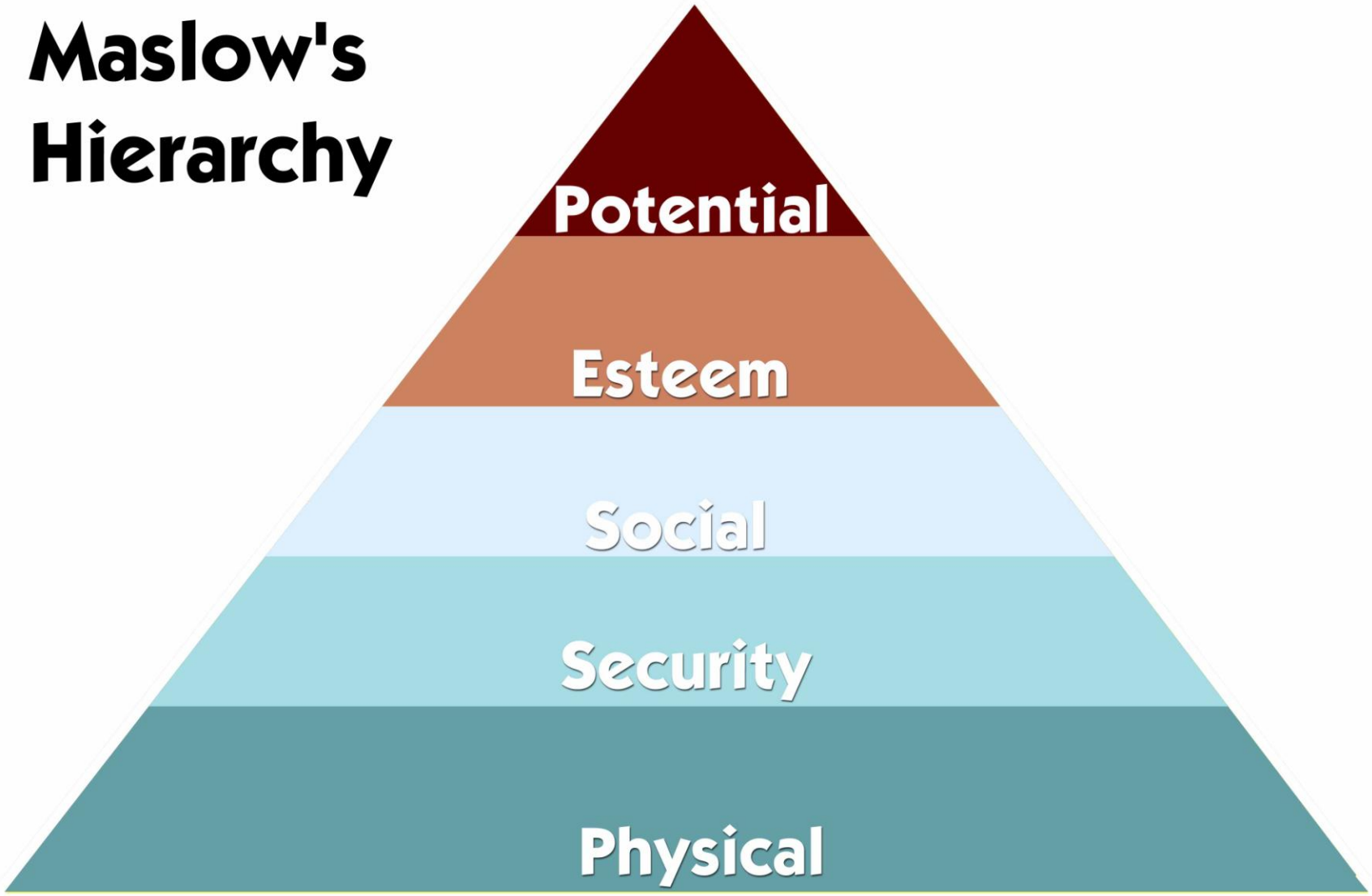
Matching Game

Zoltán
Lev
Mihaly
Abraham

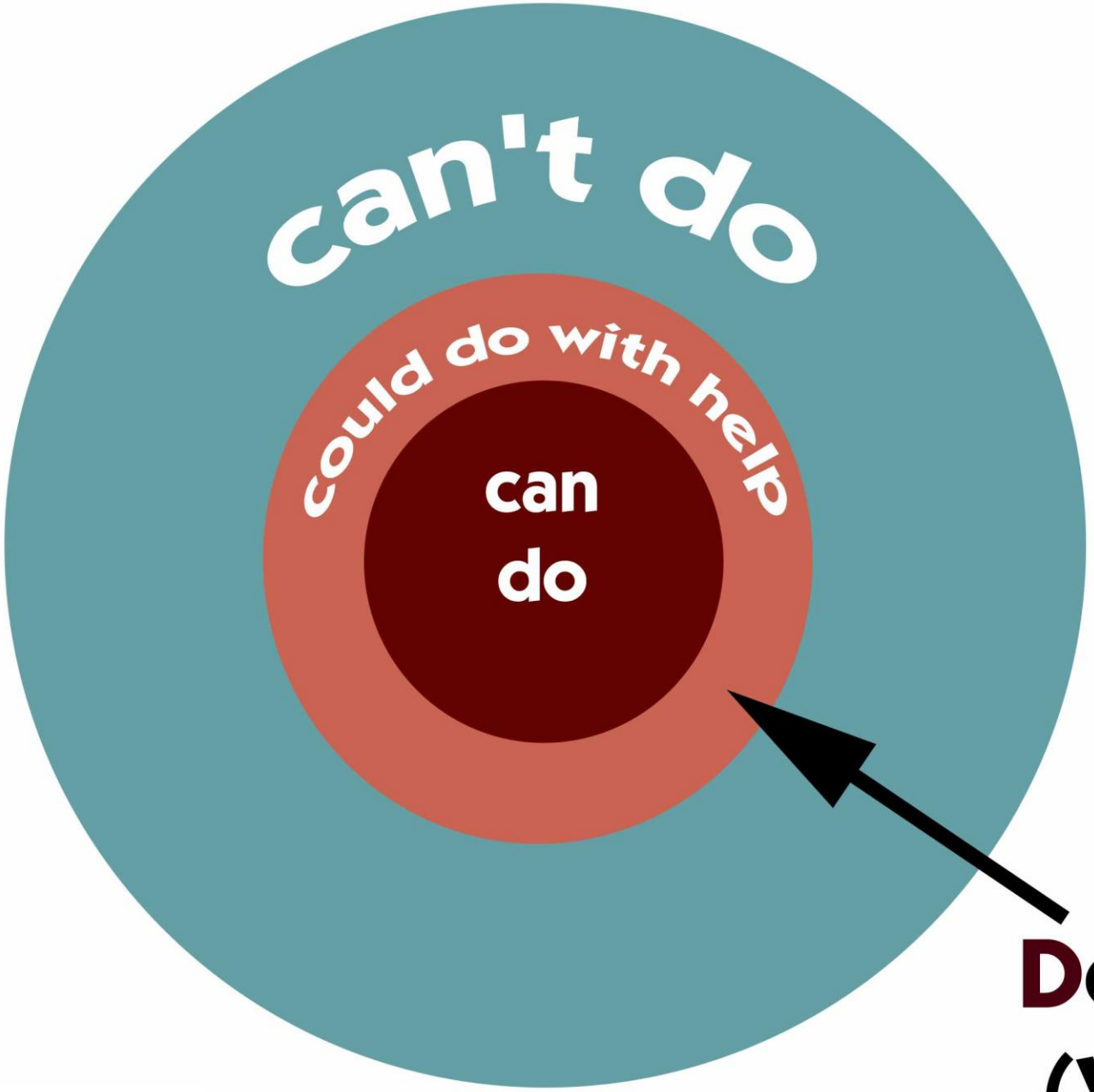
+

Maslow
Vygotsky
Dörnyei
Csikszentmihalyi

Maslow's Hierarchy



Hancock McDonald
ENGLISH LANGUAGE TEACHING



Zone of Proximal Develoment (Vygotsky)

Hancock McDonald
ENGLISH LANGUAGE TEACHING

HanCock McDonald
ENGLISH LANGUAGE TEACHING

AUTONOMY
DOABLE
PROGRESS
Effort
CHALLENGE
can-do
ZPD
SUPPORT
Scaffolding
success
-orientation
LEARNING

A MAP OF MOTIVATION

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

Arouse their **curiosity**
Make them want to know
Challenge plants a seed
And **feedback** makes it grow

Activities with **purpose**
Intrinsically appeal
Add a clear **focus**
To make the learning real

Articles to **interest**
Stories to **amuse**
Topics to **engage**
And lots of room to **choose**

Tell them what they're doing right
Help them take **control**
To make them feel **effective**
And help them reach their goal

Hancock McDonald
ENGLISH LANGUAGE TEACHING

References

Csikszentmihalyi, M. 2002, *Flow.* London: Rider

Dörnyei, Z. 2001. *Motivational Strategies in the Language Classroom.* Cambridge: C.U.P.

Williams, M. and Burden, R. 1997. *Psychology for Language Teachers.* Cambridge: C.U.P.

Talk Materials

hancockmcdonald.com: