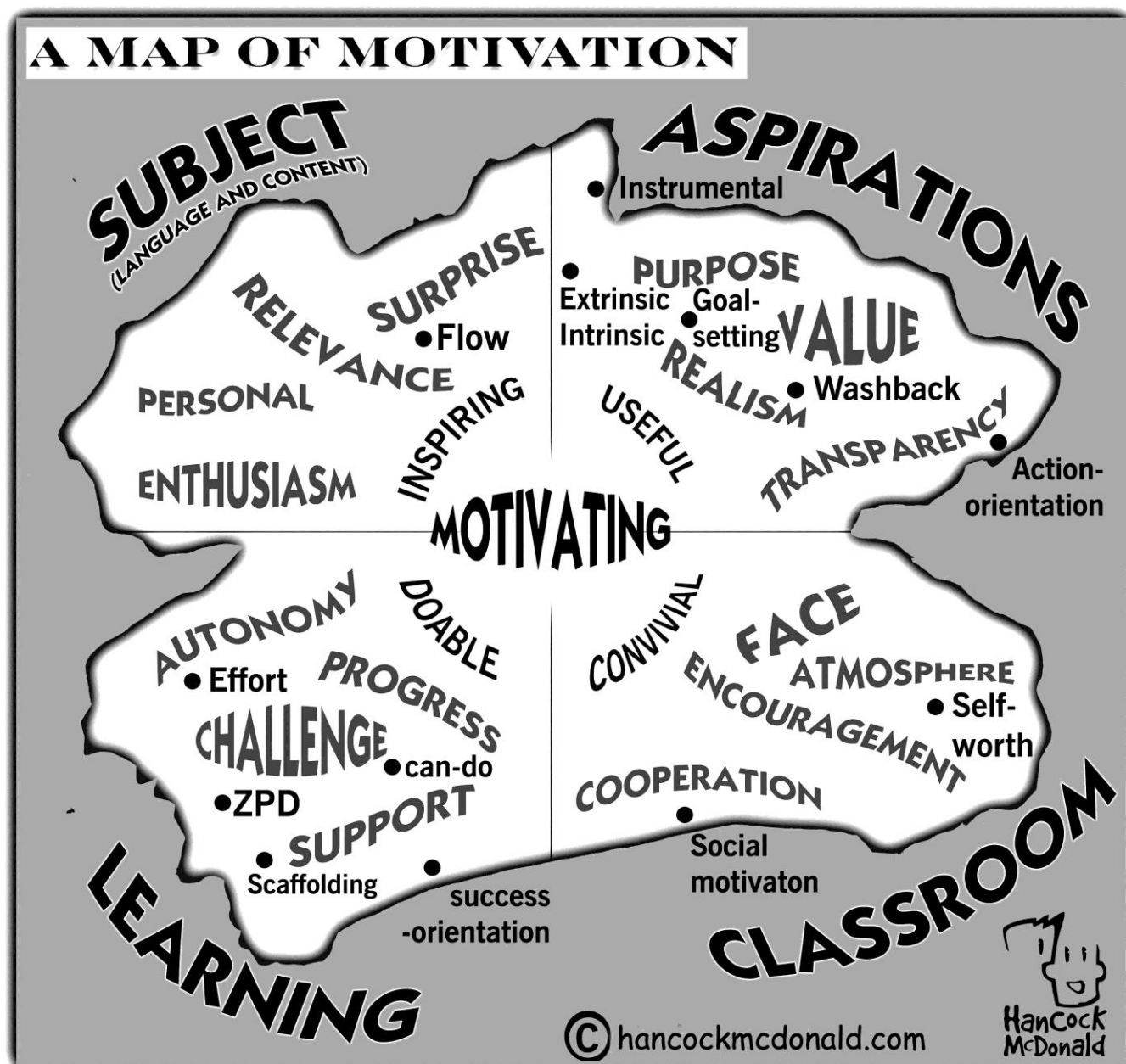


# A Map of Motivation

Mark Hancock

*There's more than one way to motivate. Explore the possibilities!*



## References

- Csikszentmihalyi, M. 2002, *Flow*. London: Rider
- Dörnyei, Z. 2001. *Motivational Strategies in the Language Classroom*. Cambridge: C.U.P.
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- Williams, M. and Burden, R. 1997. *Psychology for Language Teachers*. Cambridge: C.U.P.

# Motivational Strategies

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

teacher	strategy
<b>A</b> na	I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.
<b>B</b> en	I encourage learners to select specific, short-term goals for themselves.
<b>C</b> arla	I reiterate the role that English plays in the world, highlighting its potential usefulness both for themselves and their community.
<b>D</b> avid	I relate the subject matter to the everyday experiences and backgrounds of the students.
<b>E</b> mma	I encourage risk-taking and have mistakes accepted as a natural part of learning
<b>F</b> rank	I motivate them by telling them that this is in the exam, and reminding them of the dire consequences of failing the exam.
<b>G</b> loria	I make sure they know exactly what success in the task involves, and make sure they receive sufficient preparation and assistance.
<b>H</b> enry	I design tests that focus on what learners can rather than cannot do, and also include improvement options.
<b>I</b> sabel	I teach students learning strategies to facilitate the intake of new material.
<b>J</b> avier	I avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.
<b>K</b> aren	I encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.
<b>L</b> uis	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