

Motivation mind maps

Trainer's notes

Aims	To raise awareness of factors which motivate learners To share ideas for increasing motivation through different activities
Syllabus area	Motivation
Timetable fit	For use as an introduction to, or as revision of the topic of motivation
Interaction pattern	Group work
Timing	30 minutes
Materials needed	One copy of a mind map (see 1.6A and B) for each group One set of activity cards (see 1.6C) for each group

Instructions

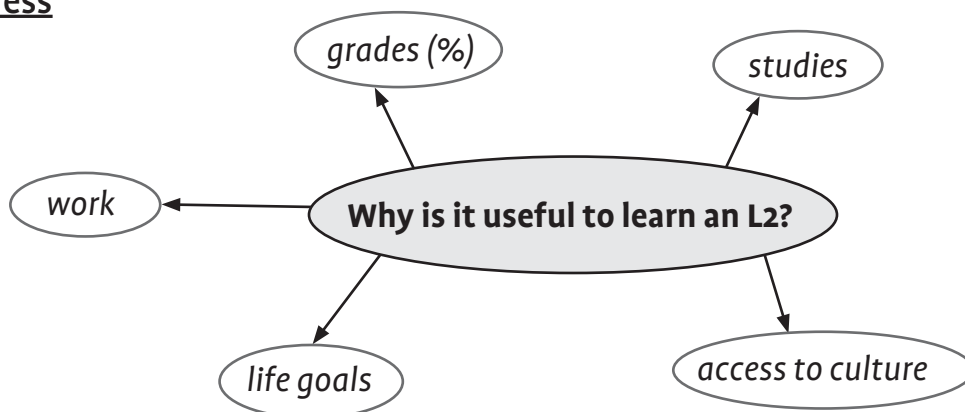
1. Divide the class into five groups.
2. Hand out a different mind map to each group. Explain that each mind map focuses on one of the main areas which influence motivation for L2 learning. Ask trainees to discuss the questions on their mind map, sharing specific examples from their experience as an L2 learner and teacher. One trainee in the group notes down details from the discussion on the mind map, branching out from the main prompt words. If trainees find it difficult to think of examples, they can also discuss and note down how the factor that they are discussing can be used to motivate language learners in the classroom.
3. When the mind maps are finished, have trainees display them on the classroom walls and ask them to present their observations to the whole class, allowing two to three minutes for each group. Allow for questions at the end of each presentation.
4. Hand out a set of the classroom activity cards to each group. Ask trainees to match them to the appropriate motivating factor on the appropriate mind map.
5. Monitor and conduct whole-class feedback.

Answer key

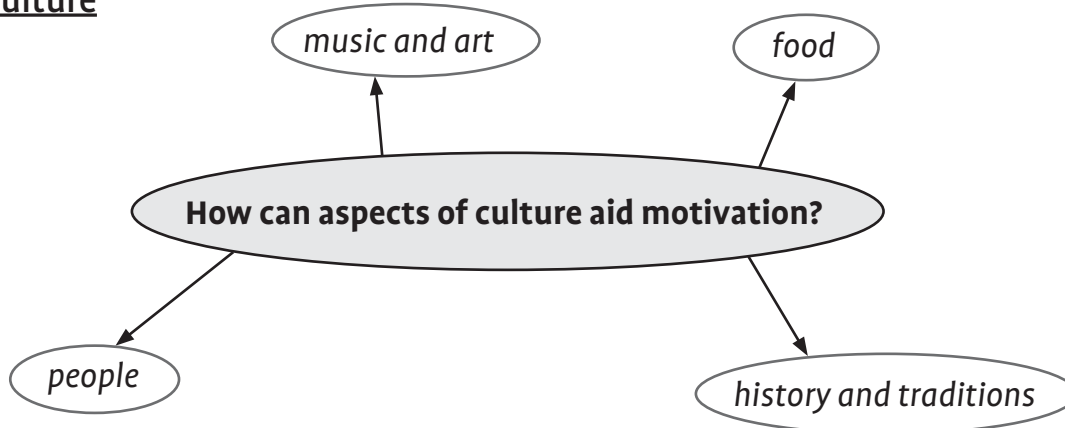
Classroom activities	Mind map and motivating factor
Build rapport with your students by finding likes and interests you have in common.	Relevance and interest: personality
Display a selection of courses locally and abroad which require L2 on a bulletin board for students to peruse.	Usefulness: studies
Find out which current films and songs your students enjoy in L2 and use them in class to supplement the coursebook.	Interest in culture: music and art
Give students a chance to choose how they work at regular intervals, e.g. in groups or individually, writing or recording their work.	Feeling good: autonomy
Have open days for families to hear and view work prepared in L2.	Encouragement and support: families
Have students list their professional goals and research how their L2 may help them to achieve them in specific terms.	Usefulness: work
Play games with competitive types; watch movies with students who like films; cook in L2 with students who like food.	Relevance and interest: activities
Praise learners and focus on what they can do; notice what students still need to learn but don't overemphasise it.	Encouragement and support: teachers
Invite visitors to the country to participate in conversation classes with students, to exchange opinions in L2.	Interest in culture: people
Point out to students what they can now do, that they were previously unable to attempt.	Feeling good: progress and success; self-confidence

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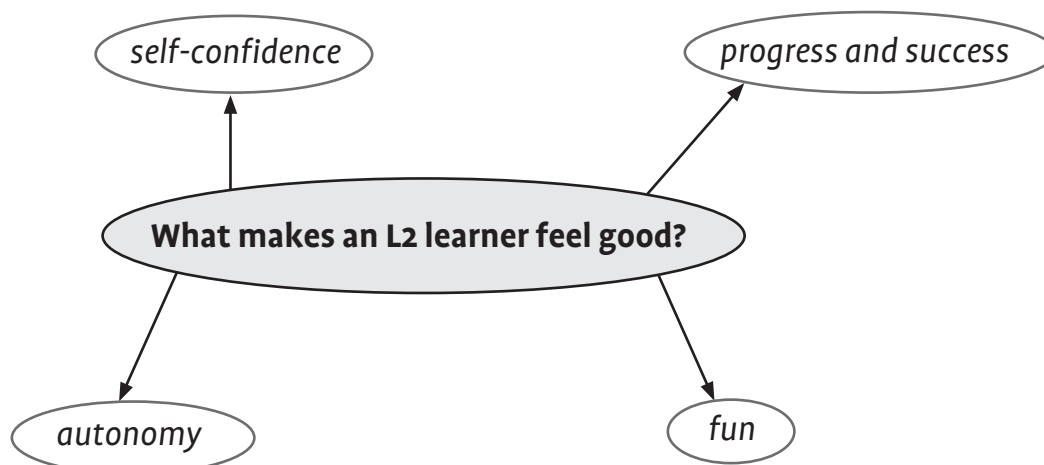
Usefulness



Interest in culture

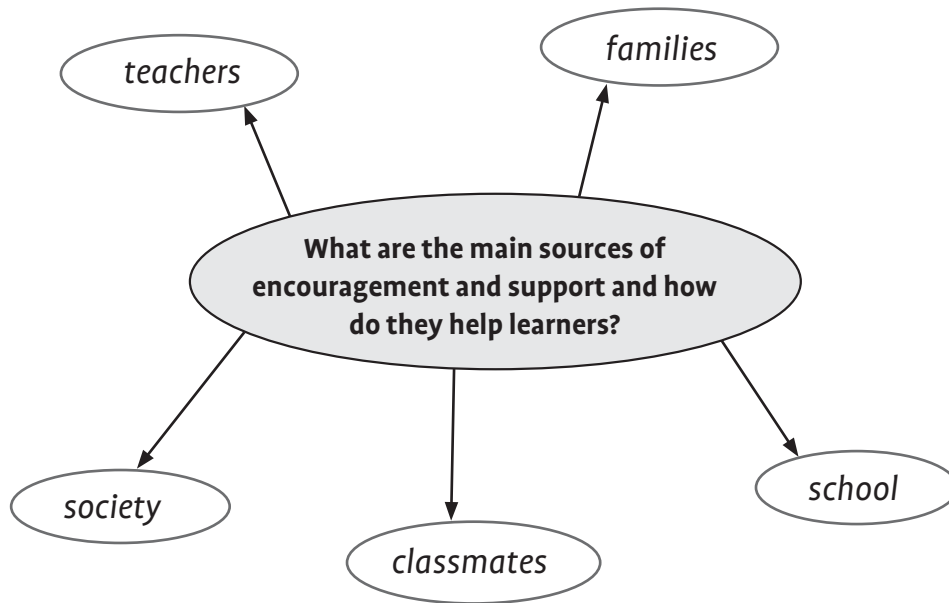


Feeling good

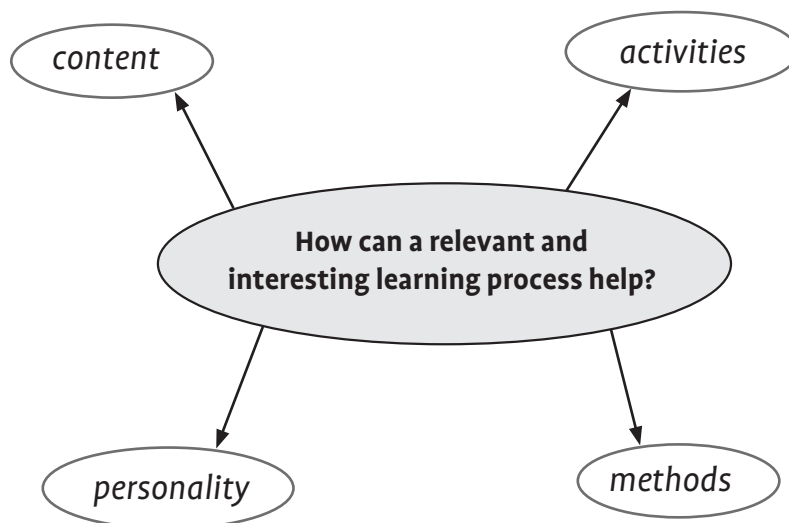


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Encouragement and support



Relevance and interest



Classroom activity cards

Build rapport with your students by finding likes and interests you have in common.	Have students list their professional goals and research how their L2 may help them to achieve them in specific terms.
Display a selection of courses locally and abroad which require L2 on a bulletin board for students to peruse.	Play games with competitive types; watch movies with students who like films; cook in L2 with students who like food.
Find out which current films and songs your students enjoy in L2 and use them in class to supplement the coursebook.	Praise learners and focus on what they can do; notice what students still need to learn but don't overemphasise it.
Give students a chance to choose how they work at regular intervals, e.g. in groups or individually, writing or recording their work.	Invite visitors to the country to participate in conversation classes with students, to exchange opinions in L2.
Have open days for families to hear and view work prepared in L2.	Point out to students what they can now do, that they were previously unable to attempt.