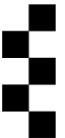




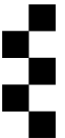
# **7 Frameworks for Directed Motivational Currents**

Rose Bui, PhD Student in English Language Teaching  
University of Essex



## Outline

- Brief literature review on Directed Motivational Currents (DMC)
- Introduction to the 7 frameworks for DMC
- Group activities to develop a lesson plan based on the 7 frameworks
- Reflection and Summary

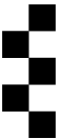


# **Activity 1**

**What are the factors which potentially cause students to be demotivated in the classroom?**

Example: Unclear goals/ lesson aims, peer pressure, etc.

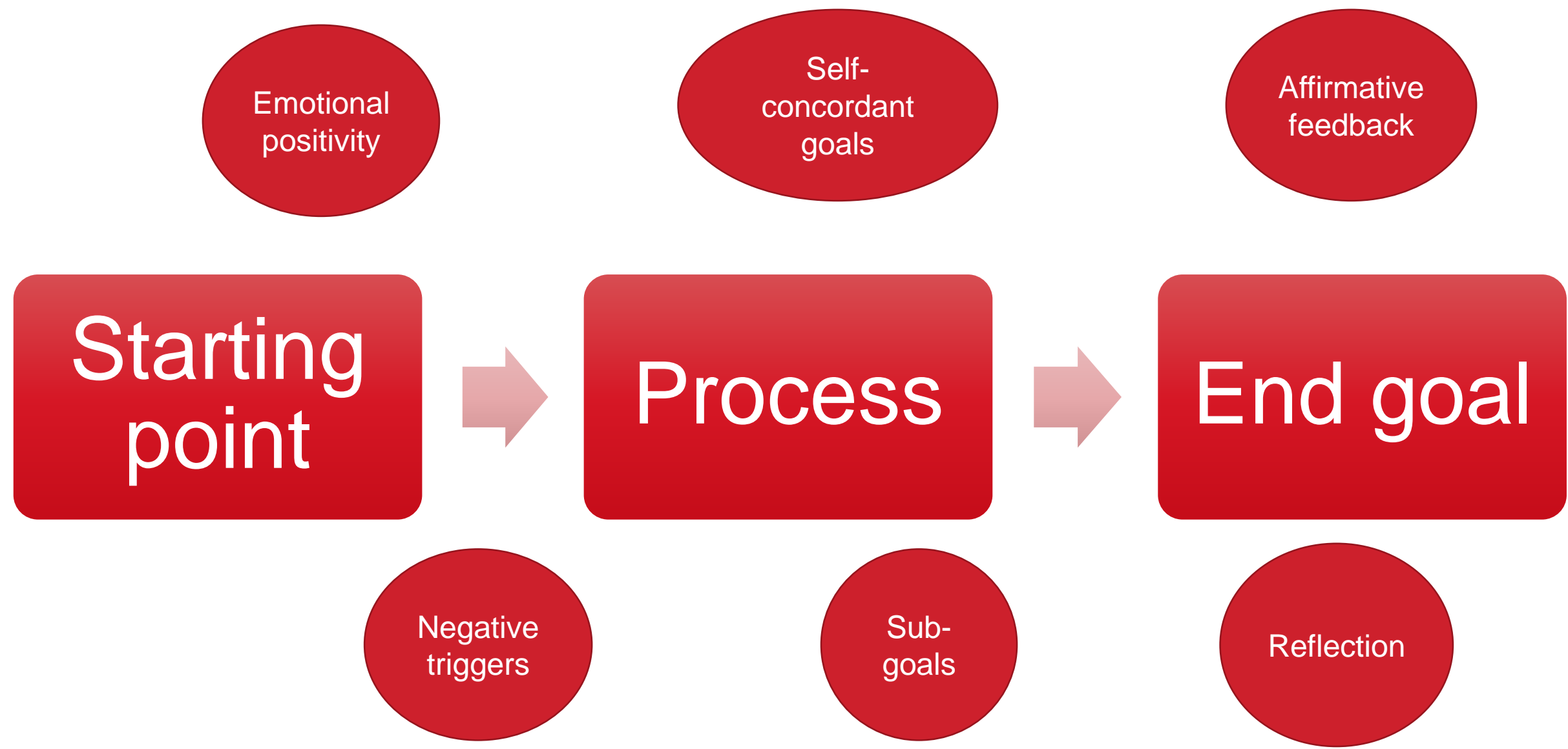
Please submit your thoughts via the chat box



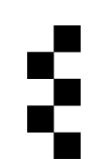
# What is “Directed Motivational Currents”?

"Directed Motivational Currents" (DMCs) are a novel motivational construct which describe periods of highly motivated behaviour while working towards a well-defined and personally significant end goal.

(Dörnyei, Henry & Muir, 2016)

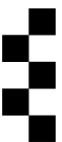






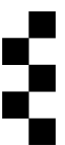
## **7 frameworks for DMC**

In 2016, Dörnyei, Henry and Muir highlighted seven frameworks for focused interventions. Each framework can be considered a variant of the common core project structure described above, whereby within each framework variant a different signature component bears the principal responsibility for sustaining motivated action.



# 7 Frameworks for focused interventions

Framework	Signature component
All Eyes on the Final Product	An end-goal and accompanying vision which energises the entire project
Step by Step	The energising power of a contingent path
The BIG Issue	A driving question which provokes reactions and energises behaviour
That's Me!	A strong sense of 'connectedness' both between students themselves and between the learner group and the project

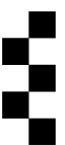


# 7 Frameworks for focused interventions

Detective Work	An intriguing problem, the solution of which sustains extended periods of concentration and motivated action
Story Sequels	An engaging temporal axis fixed around an unfolding longitudinal structure
Study Abroad	A distal goal which generates initial motivational momentum, subsequently supported by a systematic structure of subgoals

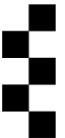
Table 2: Seven frameworks for focused interventions (reproduced from Dörnyei et al., 2016, p. 177)





## All eyes on the product

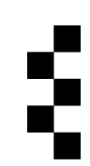
The primary energising focus of the All Eyes on the Final Product framework variant is a strong vision to realise a salient end goal, the existence of which will often eclipse the role of any subgoals encountered en route. The ability for progress to be monitored in a more continually observable manner through the visible incremental development of the end product creates an atmosphere where further external progress feedback becomes less critical in nature to the successful maintenance of the motivational current.



Framework 2 of 7

## Step by step

The basis of this framework variant is a contingent path of Contingent path theory (Raynor, 1974; Raynor & Entin, 1983) centres on the principle that motivational impetus is created from the linking together of a series of tasks, whereby successful achievement at each stage is required in order to be given the opportunity to undertake the next.



## The BIG issue

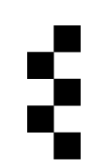
- A BIG Issue framework emphasizes the need for a driving question which challenges learner reactions and requires thoughtful answers.
- A good driving question captures the heart of the project in clear, compelling language, which gives students a sense of purpose and challenge. The question should be provocative, open-ended, complex, and linked to the core of what you want students to learn.





## That's me

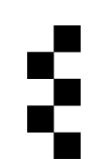
Key characteristic elements of a “That’s me” project are the highly personal topic content, the organic emergence of goals as the project progresses, and the important role of group dynamics within the process. Key from an implementation standpoint is the suitability of the topic choice, flexibility in goal setting and pursuit, and the importance of a platform for the final project outcome to be exhibited (Dörnyei et al., 2016)



## Detective works

- The key characteristic of the framework variant stems from the increased level of cooperation required between group members, and the inevitably more explicit division of tasks and responsibilities. Within such a project, relevant task roles might include an information seeker/provider, a coordinator, an evaluator/critic or a secretary/recorder



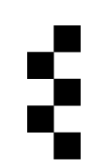


## Story sequels

The Story Sequels project variant is created around a gradually unfolding longitudinal structure, which functions to create an engaging temporal axis capable of channelling project based motivational energy.

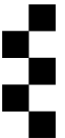
Characteristic elements of a Story Sequels framework are an engaging narrative

whether written, visual or through any other medium and salient subgoals anchored in the evolving narrative



## Study abroad

- The motivational processes involved in a period of Study Abroad constitute two parts: an initial period of preparation, and the subsequent stay in the L2 country



# **Activity 2**

## **Develop activities based on a framework**

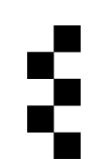
You will see a description of “All eyes all the product” framework on the next slide, please develop an outline for an activity that can be used in the classroom, you can submit your outline in the chat box.



## All eyes on the product

The primary energising focus of the All Eyes on the Final Product framework variant is a strong vision to realise a salient end goal, the existence of which will often eclipse the role of any subgoals encountered en route. The ability for progress to be monitored in a more continually observable manner through the visible incremental development of the end product creates an atmosphere where further external progress feedback becomes less critical in nature to the successful maintenance of the motivational current





## Reflections

Please spend 3-5 minutes to reflect on the outlines created by other teachers. If you have any comments or suggestions, please send them in the chat box





University of Essex

**Thank you**

**[essex.ac.uk](http://essex.ac.uk)**