

Taking My Motivational Temperature on a Language Task

4 = very (much/good/important)

3 = somewhat (much/good/important)

2 = not very (much/good/important)

1 = not at all (good/important)

Pre-task motivation (to be completed only on occasion, like at the start of a course or a new unit)

What “motivational baggage” do I bring to this task?

- How good am I at learning languages in general?
- How much do I like this language?
- How important is it for me to learn this language?
- How motivated am I in this general learning situation (e.g., learning language at school)?

If you are currently taking a language course:

- How much motivation does this language course instill in me?
- How motivating is it to study with this teacher?
- How much do I like learning together with my peers in this course?
- How willing am I to do better in the target language than my fellow students?

Motivation concerning the task at hand

How motivated am I to do this specific task?

- How beneficial does this task seem to be in terms of my goals for learning the language?
- How interesting does this task seem to be?
- How self-confident am I about my ability to do well on this task?

What is it like for me as I begin to do the task?

- How much does the set-up of the task (e.g., physical conditions, grouping) add to my motivation?
- How sufficient has the guidance been (i.e., from the teacher, the textbook, etc.) as I look to completing this task?
- How much will my being anxious about this task actually facilitate my successful completion of it?

Looking ahead to the completion of the task:

_____ How much does the prospect of feedback (e.g., praise or grade) contribute to my performance on this task?

After the task is completed:

_____ How motivated am I to do other similar tasks now that I have completed this one?

This instrument was developed at the University of Minnesota by Andrew D. Cohen, with input by Zoltán Dörnyei at the University of Nottingham, England. Many of the dimensions in the instrument were inspired by Dörnyei's book, *Motivational strategies in the language classroom*. Cambridge, UK: Cambridge University Press, 2001.

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