



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.