

Motivational Strategies Check-list

Motivational strategies: Creating the basic motivational conditions	Tried it out	Part of my teaching
1 Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.		
Share your own personal interest in the L2 with your students.		
Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life.		
2 Take the students' learning very seriously.		
Show students that you care about their progress.		
Indicate your mental and physical availability for all things academic.		
Have sufficiently high expectations for what your students can achieve.		
3 Develop a personal relationship with your students.		
Show students that you accept and care about them.		
Pay attention and listen to each of them.		
Indicate your mental and physical availability.		
4 Develop a collaborative relationship with the students' parents.		
Keep parents regularly informed about their children's progress.		
Ask for their assistance in performing certain supportive tasks at home.		
5 Create a pleasant and supportive atmosphere in the classroom.		
Establish a norm of tolerance.		
Encourage risk-taking and have mistakes accepted as a natural part of learning.		
Bring in and encourage humour.		
Encourage learners to personalize the classroom environment according to their taste.		
6 Promote the development of group cohesiveness.		
Promote interaction, cooperation and the sharing of genuine personal information among the learners.		
Use ice-breakers at the beginning of a course.		
Regularly use small-group tasks where students can mix.		
Encourage and if possible organize extracurricular activities and outings.		
Try and prevent the emergence of rigid seating patterns.		
Include activities that lead to the successful completion of whole group tasks or involve small-group competition games.		
Promote the building of a group legend.		
7 Formulate group norms explicitly, and have them discussed and accepted by the learners.		

Include a specific 'group rules' activity at the beginning of a group's life to establish the norms explicitly		
Explain the importance of the norms you mandate and how they enhance learning, and ask for the students' agreement.		
Elicit suggestions for additional rules from the learners and discuss these in the same way as the rules you have proposed.		
Put the group rules (and the consequences for violating them) on display.		
8 Have the group norms consistently observed.		
Make sure that you yourself observe the established norms consistently.		
Never let any violations go unnoticed.		
Motivational strategies: Generating initial motivation		
9 Promote the learners' language-related values by presenting peer role models.		
Invite senior students to talk to your class about their positive experiences.		
Feedback to the students the views of their peers, e.g. in the form of a class newsletter.		
Associate your learners with peers (e.g. in group or project work) who are enthusiastic about the subject.		
10 Raise the learners' intrinsic interest in the L2 learning process.		
Highlight and demonstrate aspects of L2 learning that your students are likely to enjoy.		
Make the first encounters with the L2 a positive experience.		
11 Promote 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general.		
Include a sociocultural component in your language curriculum.		
Quote positive views about language learning by influential public figures.		
Encourage learners to conduct their own exploration of the L2 community (e.g. internet).		
Promote contact with L2 speakers and L2 cultural products.		
12 Promote the students' awareness of the instrumental values associated with the knowledge of an L2.		
Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.		
Reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community.		
Encourage the learners to apply their L2 proficiency in real-life situations.		
13 Increase the students' expectancy of success in particular tasks and in learning in general.		
Make sure that they receive sufficient preparation and assistance.		
Make sure they know exactly what success in the task involves.		
Make sure that there are no serious obstacles to success.		
14 Increase your students' goal-orientation by formulating explicit class goals accepted by them.		

Have the students negotiate their individual goals and outline a common purpose, and display the final outcome in public.		
Draw attention from time to time to the class goals and how particular activities help to attain them.		
Keep the class goals achievable by re-negotiating if necessary.		
15 Make the curriculum and the teaching materials relevant to the students.		
Use needs analysis techniques to find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.		
Relate the subject matter to the everyday experiences and backgrounds of the students.		
Enlist the students in designing and running the course.		
16 Help to create realistic learner beliefs.		
Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.		
Raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.		
Motivational strategies: Maintaining and Protecting Motivation		
17 Make learning more stimulating and enjoyable by breaking the monotony of classroom events.		
Vary the learning tasks and other aspects of your teaching as much as you can.		
Focus on the motivational flow and not just the information flow in your class.		
Occasionally do the unexpected.		
18 Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.		
Make tasks challenging.		
Make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.		
Personalise learning tasks.		
Select tasks that yield tangible, finished products.		
19 Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.		
Select tasks which require mental and/or bodily involvement from each participant.		
Create specific roles and personalised assignments for everybody.		
20 Present and administer tasks in a motivating way.		
Explain the purpose and utility of a task.		
Whet the students' appetite about the content of the task.		
Provide appropriate strategies to carry out the task.		
21 Use goal-setting methods in your classroom.		

Encourage learners to select specific, short-term goals for themselves.		
Emphasize goal completion deadlines and offer ongoing feedback.		
22 Use contracting methods with your students to formalize their goal commitment.		
Draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which you will help and reward them.		
Monitor student progress and make sure that the details of the contract are observed by both parties.		
23 Provide learners with regular experiences of success.		
Provide multiple opportunities for success in the language class.		
Adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.		
Design tests that focus on what learners can rather than cannot do, and also include improvement options.		
24 Build your learners' confidence by providing regular encouragement.		
Draw your learners' attention to their strengths and abilities.		
Indicate to your students that you believe in their effort to learn and their capability to complete the tasks.		
25 Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.		
Avoid social comparison, even in its subtle forms.		
Promote cooperation instead of competition.		
Help learners accept the fact that they will make mistakes as part of the learning process.		
Make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.		
26 Build your learners' confidence in their learning abilities by teaching them various learner strategies.		
Teach students learning strategies to facilitate the intake of new material.		
Teach students communication strategies to help them overcome communication difficulties.		
27 Allow learners to maintain a positive social image while engaged in the learning tasks.		
Select activities that contain 'good' roles for the participants.		
Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.		
28 Increase student motivation by promoting cooperation among the learners.		
Set up tasks in which teams of learners are asked to work together towards the same goal.		
Take into account team products and not just individual products in your assessment.		
Provide students with some 'social training' to learn how best to work in a team.		
29 Increase student motivation by actively promoting learner autonomy.		
Allow learners real choices about as many aspects of the learning process as possible.		

Hand over as much as you can of the various leadership/teaching roles and functions to the learners.		
Adopt the role of a facilitator.		
30 Increase the students' self-motivating capacity.		
Raise your students' awareness of the importance of self-motivation.		
Share with each other strategies that you have found useful in the past.		
Encourage students to adopt, develop and apply self-motivating strategies.		
Motivational strategies: Encouraging positive self-evaluation		
31 Promote effort attributions in your students.		
Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.		
Refuse to accept ability attributions and emphasise that the curriculum is within the learners' ability range.		
32 Provide students with positive information feedback.		
Notice and react to any positive contributions from your students.		
Motivational strategies: Encouraging positive		
Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.		
33 Increase learner satisfaction.		
Monitor student accomplishments and progress, and take time to celebrate any victory.		
Make student progress tangible by encouraging the production of visual records and arranging regular events.		
Regularly include tasks that involve the public display of the students' skills.		
34 Offer rewards in a motivational manner.		
Make sure that students do not get too preoccupied with the rewards.		
Make sure that even non-material rewards have some kind of lasting visual representation.		
Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behavior and offer novel experiences and consistent success.		
35 Use grades in a motivating manner, reducing as much as possible their demotivating impact.		
Make the assessment system completely transparent, and incorporate mechanisms by which the students and their peers can also express their views.		
Make sure that grades also reflect effort and improvement and not just objective levels of achievement.		
Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.		
Encourage accurate student self-assessment by providing various self-evaluation tools.		