

Below is a list of possible motivational strategies that some teachers use to motivate their learners. We would like to ask you to decide about each strategy *how often* you have used it in your own teaching practice. Thank you for your help!

Please mark a tick (✓) in the appropriate blank on the continuum between 'Hardly ever' to 'Very often' (e.g. ___: ___: ___: ___: ___: ___). Please only tick one space and answer all the questions.

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| 1. Bring in and encourage humour and laughter frequently in your class. | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 2. Show students that you respect, accept and care about each of them. | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 3. Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition). | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 4. Familiarize the learners with the cultural background of the English language. | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 5. Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement. | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 6. Give clear instructions about how to carry out a task by modelling every step that students will need to do. | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 7. Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes. | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 8. Monitor students' accomplishments, and take time to celebrate any success or victory. | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 9. Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad). | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 10. Encourage students to select specific, realistic and short-term learning goals for themselves (e.g. learning 5 words every day). | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 11. Design tasks that are within the learners' ability so that they get to experience success regularly. | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 12. Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes, pop stars or travelling). | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 13. Make tasks challenging by including some activities that require students to solve problems or discover something (e.g. puzzles). | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 14. Teach the students self-motivating strategies (e.g. self-encouragement) so as to keep them motivated when they encounter distractions. | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 15. Make sure grades reflect not only the students' achievement but also the effort they have put into in the task. | Hardly ever ___: ___: ___: ___: ___: ___Very often |
| 16. Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning. | Hardly ever ___: ___: ___: ___: ___: ___Very often |

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| 17. Show your enthusiasm for teaching English by being committed and motivating yourself. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 18. Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work). | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 19. Invite some English-speaking foreigners as guest speakers to the class. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 20. Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in English). | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 21. Use short and interesting opening activities to start each class (e.g. fun games). | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 22. Involve students as much as possible in designing and running the language course (e.g. provide them with opportunities to select the textbooks; make real choices about the activities and topics they are going to cover; decide whom they would like to work with). | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 23. Establish a good relationship with your students. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 24. Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation or peer teaching). | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 25. Give good reasons to students as to why a particular activity is meaningful or important. | Hardly ever ___: ___: ___: ___: ___: ___ Very often
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| 26. Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 27. Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme). | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 28. Encourage learners to try harder by making it clear that you believe that they <i>can</i> do the tasks. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 29. Give students choices in deciding how and when they will be assessed/evaluated. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 30. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 31. Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 32. Bring various authentic cultural products (e.g. magazines, newspapers or song lyrics) to class as supplementary materials. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 33. Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 34. Notice students' contributions and progress, and provide them with positive feedback. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |
| 35. Include activities that require students to work in groups towards the same goal (e.g. plan a drama performance) in order to promote cooperation. | Hardly ever ___: ___: ___: ___: ___: ___ Very often |

There are more items on the next page

36. Teach students various learning techniques that will make their learning easier and more effective. Hardly ever ___: ___: ___: ___: ___: ___ Very often
37. Adopt the role of a 'facilitator' (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them). Hardly ever ___: ___: ___: ___: ___: ___ Very often
38. Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or English speaking pen-friends). Hardly ever ___: ___: ___: ___: ___: ___ Very often
39. Motivate your students by increasing the amount of English you use in class. Hardly ever ___: ___: ___: ___: ___: ___ Very often
40. Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life. Hardly ever ___: ___: ___: ___: ___: ___ Very often
41. Avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public). Hardly ever ___: ___: ___: ___: ___: ___ Very often
42. Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities. Hardly ever ___: ___: ___: ___: ___: ___ Very often
43. Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity. Hardly ever ___: ___: ___: ___: ___: ___ Very often
44. Encourage students to share personal experiences and thoughts as part of the learning tasks. Hardly ever ___: ___: ___: ___: ___: ___ Very often
45. Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films. Hardly ever ___: ___: ___: ___: ___: ___ Very often
46. Show students that their effort and achievement are being recognized by you. Hardly ever ___: ___: ___: ___: ___: ___ Very often
47. Try to be yourself in front of students without putting on an artificial 'mask', and share with them your hobbies, likes and dislikes. Hardly ever ___: ___: ___: ___: ___: ___ Very often
48. Give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance). Hardly ever ___: ___: ___: ___: ___: ___ Very often

Finally, would you please answer the following short questions:

1. What's your gender? Male _____ Female _____
2. How long have you been teaching English (in months/years)? _____
3. Where do you teach? (you may tick more than one category)
- _____ university/college
 - _____ senior high school
 - _____ junior high school
 - _____ vocational school
 - _____ elementary school
 - _____ cram school
 - _____ private lessons
 - _____ others
4. Have you ever studied abroad? If so where and how long?

5. Which region do you work in? _____
- A. Taipei B. North (without Taipei) C. Centre D. South

6. In what sort of place is the school you teach? _____
- A. city B. town C. village

If you have any questions about the survey or are interested to learn more about the results, please contact the researcher: Cheng, Hsing-Fu (Lilian).

E-mail:

Thank you very much for your kind help and participation. We appreciate it!

Below is a list of motivational strategies for motivating language learners. We would like to ask you to decide about each strategy *how important* you believe it is in your class. Please note that we are asking your opinion about the potential importance of the techniques even if at present you don't use them. Many thanks!

Please mark a tick () in the appropriate blank on the continuum between 'Not important' to 'Very important' (e.g. ___: ___: ___: ___: ___). Please only tick one space and answer all the questions.

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