Motivational Orientation of Language Teaching (MOLT) Observation Scheme: Part A © Guilloteaux & Dörnyei 2009

School			Teacher	Learner group
Visit No	Date	Time	Subject	Observer

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		SS listen passively to T/audio/ S/SS	S + C	Choral work	INDIVIDUAL seat work	Display questions	Social chat	Signposting	Stating communicative purpose / utility of activity	Establishing relevance	Promoting integrative values	Promoting instrumental values	Arousing curiosity or attention	Scaffolding	Promoting cooperation	Promoting autonomy	Referential questions	PAIR work (simultaneous) / PAIR → C	GROUP work (simultaneous) / Group → C	+ tangible reward	+ personalization	+ creative/ interesting/ fantasy/	+ intellectual challenge	+ tangible task product	+ individual competition	+ team competition	Neutral feedback session	Process feedback session	Elicitation of self/peer correction session	Effective praise	Class applause	VERY LOW (few Ss)	LOW $(1/3 - 1/2 \text{ of the class})$	HIGH (>2/3 of the class)	VERY LOW (few Ss)	LOW (1/3 – 1/2 of the class)	HIGH (>2/3 of the class)	T nominates S/Ss	Eager volunteering (>1/3 of the class) S/Ss need encouragement to volunteer
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