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## BLOCK 6.

### Section 6.2. AFFECTIVE FACTORS IN LANGUAGE TEACHING

Williams and Burden's (1997) framework of L2 motivation

#### INTERNAL FACTORS

- Intrinsic interest of activity
  - arousal of curiosity
  - optimal degree of challenge
- Perceived value of activity
  - personal relevance
  - anticipated value of outcomes
  - intrinsic value attributed to the activity
- Sense of agency
  - locus of causality
  - locus of control re: process and outcomes
  - ability to set appropriate goals
- Mastery
  - feelings of competence
  - awareness of developing skills and mastery in a chosen area
  - self-efficacy
- Self-concept
  - realistic awareness of personal strengths and weaknesses in skills required
  - personal definitions and judgements of success and failure
  - self-worth concern
  - learned helplessness
- Attitudes
  - to the target language community and culture
- Other affective states
  - confidence
  - anxiety, fear
- Developmental age and stage
- Gender

#### EXTERNAL FACTORS

- Significant others
  - parents
  - teachers
  - peers
- The nature of interaction with significant others
  - mediated learning experiences
  - the nature and amount of feedback
  - rewards
  - the nature and amount of appropriate praise
  - punishments, sanctions
- The learning environment
  - comfort
  - resources
  - time of day, week, year
  - size of class and school
  - class and school ethos
- The broader context
  - wider family networks
  - the local education system
  - conflicting interests
  - cultural norms, societal expectations and attitudes