

Dra. Raquel Criado & Dr. Aquilino Sánchez

BLOCK 6.

Section 6.2. AFFECTIVE FACTORS IN LANGUAGE TEACHING

Dörnyei's (1994) framework of L2 motivation

LANGUAGE LEVEL	Integrative motivational subsystem Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement Self-confidence * Language use anxiety * Perceived L2 competence * Causal attributions * Self-efficacy
LEARNING SITUATION LEVEL	
<i>Course-specific motivational components</i>	Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)
<i>Teacher-specific motivational components</i>	Affiliative motive (to please the teacher) Authority type (controlling vs. autonomy- supporting) Direct socialisation of motivation * Modelling * Task presentation * Feedback
<i>Group-specific motivational components</i>	Goal-orientedness Norm and reward system Group cohesiveness Classroom goal structure (cooperative, competitive or individualistic)