Universiteit Antwerpen
Linguapolis

Effectief en affectief

NT2-Trefdag 6 mei 2026

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Eerst wat theorie…

Attention to Affect in Language Learning

(Jane Arnold, University of Sevilla)

Gatentekst

Vul de ontbrekende woorden in



Verbetering gatentekst

- Success in language learning depends less on materials, techniques and linguistic analyses and more on what goes on **inside and between**
- The inside and between is basically what affect is about: on the one hand, the individual,
- and on the other, the relational aspects which develop between the participants in the classroom.
- Just as important as avoiding negative affective reactions is finding ways to establish a positive affective climate.
- Any classroom situation is influenced by the relationship between learning and affect but with language learning this is especially crucial since our self image is more vulnerable when we do not have mastery of our vehicle for expression – language.

Verbetering gatentekst

*Work with the **inside***

- having confidence makes it easier to acquire greater competence.
- Research has shown that teacher confirmation has a strong effect on motivation and on affective and cognitive learning.
- show interest in answering students' questions; take personal interest in students; check for understanding.

*and the **between***

- Common sense and a good deal of research tell us that in general students learn best

Verbetering gatentekst

In language learning a concern for the group dynamics is extremely important, given the necessarily interactive nature of language classes.

- The L2 classroom can turn out to be such a pleasant and inspiring environment that the time spent there is a constant source of success and satisfaction for teachers and learners alike.
- And even if someone's commitment should flag, the peers are likely to 'pull the person along' by providing the necessary motivation to persist, keeping in mind the TEAM acronym: Together Everyone Achieves More.

The inside and the between

Hoe voelde je je bij de oefening?

Hoe kunnen we ervoor zorgen dat cursisten meer lesplezier en minder angst ervaren tijdens de les?



The inside and the between: FLE en FCLA

De FLE-schaal (Foreign Language Enjoyment)

De FLCA-schaal (Foreign Language Class Anxiety)



Individueel:

- Lees de vragenlijsten
- Hoe kun je FLE verhogen en FCLA verlagen?
- Lijst een paar ideëen op

The inside and the between: FLE en FCLA

In groepjes

- Werk samen met collega’s met meer/minder leservaring
- Wissel jullie ideeën uit
- Straks deelt elk groepje 1 good practice plenair



The inside and the between

Self-concept …

Is not inherited

Is formed through early experiences with our environment

Can be changed

Is not easy to change

Can be developed indirectly

Is without doubt influenced by teachers

(J. Arnold)

Zijn volgende stellingen juist of fout?

Gevorderde cursisten ervaren meer FLE (Foreign Language Enjoyment) dan beginners.

Oudere taalleerders zijn angstiger dan jongere.

FLE neemt af naarmate de taalleerder meer talen kent.

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The inside and the between: weetjes

Success in learning depends less on materials and techniques and more on what goes on inside and between the people in the classroom.

Success in learning depends less on things –and more on people – and the affective side of learning.

(Earl Stevick)

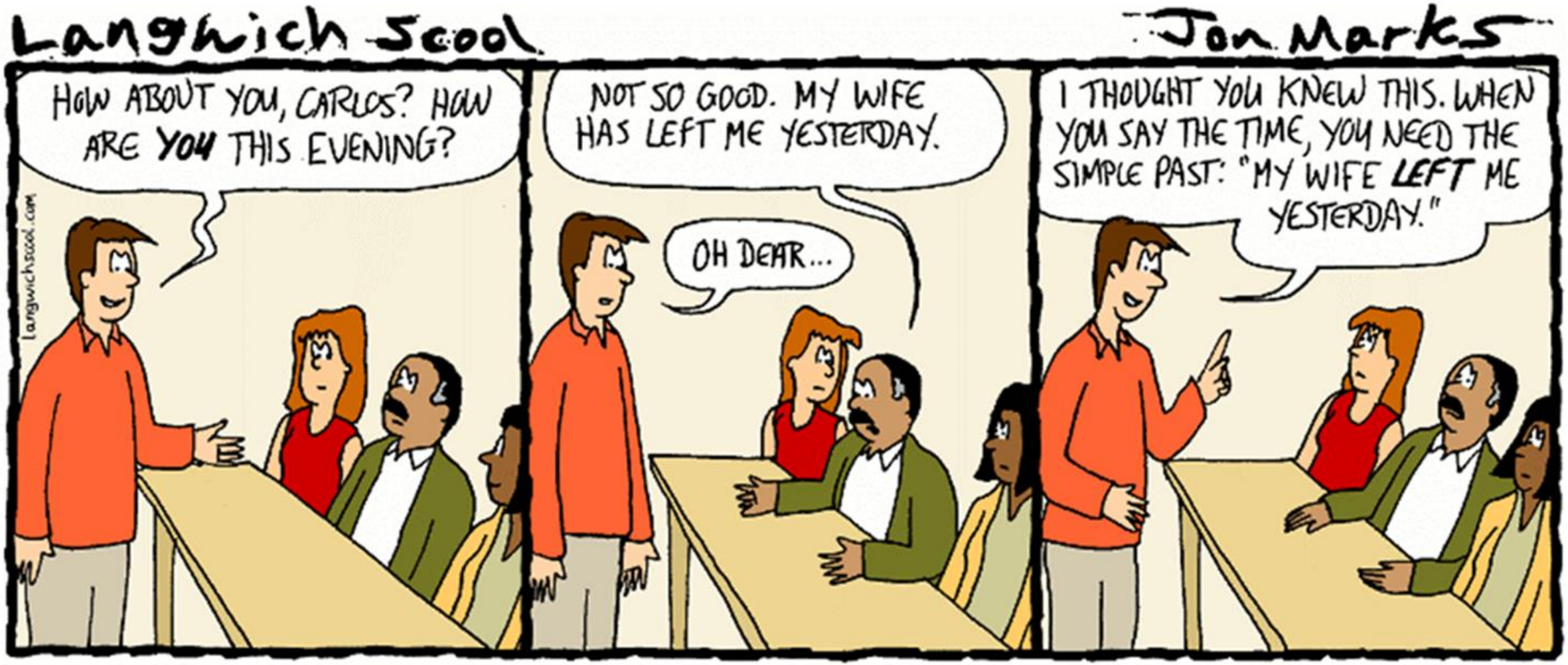
En dan nu klassituaties: zoek de link met affectief lesgeven

Situaties gebaseerd op bevraging cursisten niveau 5.

We bekijken telkens enkele filmpjes en bespreken die achteraf. **Wat vond je goed? Wat kan beter? Hoe zou jij deze situaties aanpakken?**

- Bespreking per drie
- Plenair: bespreking door 2 groepjes
- Nieuwe groepjes: van elk groepje schuift iemand door naar links

Toon interesse voor de mens achter de taalleerder …



En nu?

Welke aanpak of welk principe ga je in de praktijk proberen te brengen?

Hoe kunnen je cursisten hoog scoren op de FLE-schaal en laag op FLCA-schaal?

Schrijf je goede voornemens op de exit sheet

(… en neem het papier met de tips mee naar huis!)

Nog een laatste tip:

‘‘Make the classroom as friendly and relaxed as possible’’. (Crookall & Oxford). As one student commented:

‘‘The teacher was very relaxed,
so we too were able to relax and study.’’



Bronnen

Attention to Affect in Language Learning

(Jane Arnold in: Anglistik. International Journal of English Studies, 22/1, 11-22. Jane Arnold, University of Sevilla)

The Flowering of Positive Psychology in Foreign Language Teaching and Acquisition Research

(Dewaele et al., 2019)

The two faces of Janus? Anxiety and enjoyment in the foreign language classroom

(Jean-Marc Dewaele, Peter D. MacIntyre, 2014)

Bronnen

Dealing with anxiety: some practical activities for language learners and teacher trainees

(Crookall, D., and Oxford, R.)

Teacher and Learner in Humanistic Language Teaching (M. Amini end D. Anmini, 2012)

Guidelines to Ensure Humanistic Language Teaching

(D. Amini, M. Amini, 2014)

A Teacher's Handbook for Reducing Anxiety in Foreign and Second Language Classrooms

(Lacey Gustafson, 2015)

Vragen?

