

The importance of training English as a foreign language teachers for refugee affective language teaching

Sandra Costa Alves | Agrupamento de escolas Paulo da Gama

Agrupamento de escolas Ruy Luís Gomes – Portugal

Abstract | When Russia initiated a full-size military invasion into Ukraine on February 24, 2022, millions of Ukrainians were forced to flee to neighbouring countries. The host countries, including Portugal, facilitated Ukrainian learners' immediate integration in their national schooling systems, thus changing educators' teaching realities. This has led to a reflection on the relevance of affective language teaching strategies in all situations of war, which may lead to a refugee crisis. It is therefore relevant to understand to what extent English language teachers (ELTs) feel prepared to embrace this new multicultural and sensitive educational context, and to question to what extent ELTs' specific training on affective language teaching strategies is a necessity.

The present article addresses the need to raise ELTs' awareness to the relevance of affective issues, highlighting the need to create a supportive classroom atmosphere. Here, learners can be encouraged to do better, to work harder and to be happier, in an effort to reach their full learning potential, especially those who have experienced traumatic events and are undergoing major changes in their lives. In this study twenty teachers from twenty different Portuguese public schools answered a questionnaire in order to attempt to understand what exactly is being done to prepare teachers to welcome and integrate Ukrainian refugees in their classes. Results show that despite being aware of the relevance of applying affective language teaching strategies, most have not yet implemented any sort of actions.

Keywords | Affective language teaching strategies, magical teaching, teacher training, affect teaching

1 INTRODUCTION

As teachers who devote most of our lives to education, we have felt magic either happening or failing to happen, in many classrooms. Despite being hard to explain, classroom magic is undoubtedly real, although it cannot be seen or touched. From an empirical point of view, a magical teacher has the ability to know when and how to approach students in order to engage them, and is able to transform the learning process into an exciting and memorable experience by touching upon learners' needs and thus triggering their motivation and desire to explore the language, transforming it into a meaningful experience.

The question seems to be how teachers can in fact "make magic" happen in English as a foreign language (EFL) classrooms and how affect plays a vital role in that same process. It is very hard to quantify or explain feelings. As such, and despite being areas of research and study, many of us still hesitate to address concepts as vague as classroom emotions during educational courses. Nevertheless, one must take into consideration the fact that the key to true educational change might depend on that same affective 'magic'.

Accepting that affect, which according to Arnold and Brown (1999, p.1) is related to "aspects of emotion, feeling, mood or attitude which condition behaviour", can be vital for EFL learning in the classroom, is very important. As far back as 1999, Young (1999) had already stated that when faced with a problem, brain activity only has the ability to focus exclusively on one thing: the problem at hand. The cognitive processing capacity is short-circuited by emotions, which in turn can monopolize the brain's function to the extent that it can override conscious brain activity, thus compromising cognitive capacity. Jensen (2005), mentions that the affective side of learning is the critical interplay between how we feel, act, and think. He describes there being no separation of mind and emotions; thinking, learning and emotions are all connected. Schumann, (1994), (as cited in Arnold-Morgan 2007, p.4), goes even further when presenting evidence that "in the brain, emotion and cognition are distinguishable but inseparable." Hence, a positive environment empowers the brain to place itself in an optimal state for learning by reducing stress and maximising interest and engagement. According to

Arnold-Morgan (2007), in large part in the classroom this state is generated by the teacher through the use of many tools, especially teacher's discourse.

DeFelice (1989) describes a moment in which she observed a young student teacher start their teaching practice in a classroom. The author added that although she seemed to demonstrate competence at her job, there was no life, no energy, no – the word that kept coming to her mind was – magic. She added that perhaps it was simply due to the fact that she was new at the task. But then she had seen this same type of competent, yet lifeless presentation, from much more experienced teachers. It was evident to her that the young teacher was doing what she had been taught to do. DeFelice had watched her attend endless hours of education courses that covered everything from skills, to lesson plans and classroom discipline. But, as she witnessed the trainee struggle, it occurred to her that they had never addressed the topic of how to imbue the mechanics of teaching with the energy required “to transform pumpkins into coaches, mice into horses, and technicians into teachers” (p.640). Considering DeFelices's point of view, one is led into questioning if the novice teacher had ever been introduced to the wide scope of affective teaching strategies, and to what extent these could have played an important role in the act of creating 'classroom magic'?

2 LITERATURE REVIEW

2.1 Affective teaching

When confronted with the need to define what characterises a teacher who acknowledges the importance of affect, one might conclude that this question proves to be very challenging to answer, but it seems to be all tied to one's ability to respectfully deal with human emotions although that has never been an easy task. Affective language teaching, is related to teachers' genuine concern in ensuring the learners' well-being, comfort, sense of security, integration and subsequent emotional stability, which seem to be key ingredients when attempting to learn a FL. From Arnold's (2011, p.4), perspective “in teaching we must never lose sight of the cognitive functions, but we recognise that thinking processes will develop more effectively if the emotional side of learners is also contemplated. So it is a question of how affect can maximize cognition, of how an integration of affect and cognition can enhance learning.” According to

Chomsky (1988), (as cited in Arnold, 2011, p.10): “the truth of the matter is that about 99% of teaching is making students feel interested in the material”. This corroborates the idea that affective teaching needs to be a central part of language teaching. Arnold (2011), questions why language teachers need to pay attention to affect when they already have so much to attend to. Still, according to Arnold (2011, p.1), “Perhaps the simplest, most direct answer is that whatever we focus most on in our particular context, be it general English, morphosyntax, phonetics, literature or any other special area, attention to affect will make our teaching more effective.” Scovel (2000) considers that emotions might well be the key factors which most influence language learning. Eyring (2002, p.334), (as cited in Ortiz & Cuéllar 2018) states that “teachers wishing to humanize the classroom experience, treat students as individuals, patiently encourage self-expression, seriously listen to learner response, provide opportunities for learning by doing, and make learning meaningful to students in the here and now”.

Possibly the best way to explain the concept of affect is to refer to Stevick’s perspective which asserts that “Success [in language learning] depends less on materials, techniques and linguistic analysis and more on what goes on inside and between the people in the classroom” (as cited in Vaíllo et al. 2019, p.2). Stevick touches on the relevance of acknowledging emotions in foreign language classrooms, referring to three main areas, including learners’ emotions, teachers’ emotions and general relational emotions in classroom context. The ‘inside and between’ that Stevick addresses (as cited in Vaíllo et al. 2019, p.12), reflects what is implied in affect: ‘inside’, refers to learners’ individual emotions, mirrored as individual personality factors (self-concept/self-esteem, motivation, attitudes, anxiety, inhibition, learner styles...) while ‘between’ refers to the relational aspects, which evolve amongst all the participants in the classroom (between students and additionally between students and teacher as well as between teacher and students). Furthermore, as mentioned by Arnold (2009), it possibly even refers to aspects between learners and the target language and culture. Now, more than ever, affective teaching strategies should be prioritized. With regards to the current conflict in Ukraine, the Portuguese government has made several aid programs and services available to support citizens who are moving to Portugal as can be seen in The Portuguese Government Public Services Portal, (2022). As such, many Ukrainian learners are continually being integrated into the Portuguese schooling

system, being granted exactly the same rights as Portuguese citizens. Several extraordinary measures for the integration of these foreign learners in schools have been defined, for instance: (i) progressive integration into the Portuguese educational system, (ii) reinforcement of Portuguese language learning and (iii) creation of multidisciplinary teams, including specialized teachers/technicians, psychologists, social workers, interpreters and monitors, to welcome these learners. Despite all these efforts, one is still led to question to what extent Portuguese teachers are ready to deal with abruptly uprooted and consequently emotionally fragile learners. More than ever, there is a need for training in affective teaching strategies. Undeniably, these young Ukrainian learners are most likely desperately in need of some 'school magic'. What they surely are not in need of is to be regarded as an extra burden by unprepared teachers. Luckily, and according to Arnold (2009) during the last decade there has been a growing tendency to explore the development of humanistic psychology, and alongside this movement, teachers have witnessed affective factors gradually gaining more relevance in education. According to Young (1999), language learning is no more than the symbiosis between the study of language and the study of all that constitutes humankind. Still, according to the same author, in order to understand how one learns a new language, there is a need to simultaneously study how the body, mind and emotions fuse, thus opening the way for self-expression.

2.2 Affective teaching strategies and their impact on learners

It should be made clear, to begin with, that affective teaching strategies are often misunderstood. According to Arnold (2011), one belief that should be deconstructed is that attention to affect is merely making students feel at ease. Nothing could be further from the truth. Hooper-Hansen (as cited in Arnold, 2011), points out that teaching which takes affect into consideration and is based on humanistic and holistic principles, must be handled carefully and meticulously. Affective teaching strategies cannot therefore be reduced to a question of telling students "you can do it!"

When one refers to affective factors in foreign language learning (FLL), we are acknowledging the emotional factors which can influence students' learning abilities. These can have either a negative or positive effect on the process. Negative affective

factors, which are also called affective filters are key concepts commonly addressed in theories of FLL. Krashen (1982) cites anxiety, motivation and self-confidence in the Affective Filter Hypothesis as the three main categories of variables that play a role in FLL. In essence, when feelings such as fear, embarrassment or anxiety are elevated, it becomes more difficult for language learning to occur. Teachers who master affective language teaching have the capacity to reduce negative factors, develop positive ones and empower learners to become enthusiastic while experiencing FLL. Teachers can, for instance, promote activities to build positive group dynamics, allow students to make decisions regarding several aspects of the course and select activities that are appropriate and motivating for the age groups, thus attending to learners' interests.

Bao and Liu (2021) argue that a healthy relationship between teachers and learners is also very significant when attempting to reduce learner anxiety. If a learner dislikes a teacher, it will be very difficult to enjoy the subject. Caring about learners and being patient is essential to help decrease anxiety levels. Healthy relationships between teachers and learners can increase their motivation, help prevent misbehavior in classroom context and aid in successful language learning. Brooks (1991, p. 94) speculates on how wonderful it would be "to teach in a classroom in which fears and doubts are minimised, in which students are less hesitant to attempt new and difficult tasks, are more secure in offering opinions and answers and more open to engaging in discussions without worries of being judged or ridiculed." The author goes beyond and states that an affective teacher has the power to create such a safe, caring and consequently productive environment.

According to Lamb and Wedell (2013, p.12) "inspiring teachers can be admired for quite distinct personal qualities, though there is a clustering notion of kindness/patience which, combined with the valuing of teacher-learner relationships, suggests that the human quality of empathy is fundamental to most inspiring pedagogy". Furthermore, Lamb and Wedell (2013, p.17) claim that "the effects of inspiring teaching are often mutually sustaining: learners who develop an interest in the subject put extra effort into learning it; the extra effort then generates a sense of progress, which builds self-confidence. For other learners, the starting point might be the self-confidence that a teacher inspires, which then fuels interest and effort."

Brooks (1991) asserts that teachers who use affective teaching strategies in school settings help learners develop a feeling of enjoyment and pride in learning, which they will happily recall later on, but for that to happen, it is fundamental that educators serve as models, taking pride in what they are teaching. From another perspective, further reflection should be given to question to what extent teachers are really aware of the relevance and the impact that their role can have on learners. Brooks (1991, p.125) asserts that affective teachers recognise “that the impact that they have on students may not always be apparent at first but can last for a lifetime.” According to the same author, it is extremely pertinent to highlight that when affective teaching strategies are applied, educators can integrate what they teach with how they teach. This skill will in turn enable teachers to simultaneously shape minds and touch spirits, thus positively impacting the way their learners feel about themselves and see themselves for the rest of their lives. From Buffet’s (2019) perspective, a positive learner and teacher relationship is very important in the long run since it gives students confidence and ensures that they interiorise that their ideas are valuable. This type of relationship will foster confidence in the long-term for the student. As Brooks (1991, p. 125) states, as teachers “having such influence is truly a rare privilege” that must be embraced with great care.

From Brook’s perspective (1991, p.32), these teachers who succeeded in creating good memories are possibly very good at spotlighting “islands of competence”. The author claims that every learner possesses at least one small ‘island of competence,’ making reference to “an area that has the potential to be a source of pride and achievement”. He uses this metaphor as a symbol of hope and respect and as a reminder that all learners have areas of strength which can end up empowering them. When strengths are spotlighted rather than deficits, learners are more likely to be motivated. Brooks (1991, p.32) states that “how successfully these islands are cultivated will depend upon the creativity, caring and sensitivity of teachers”. According to him, affective teachers are able to locate and cultivate at least one island of competence, which can serve as a catalyst for many more. When using this affective teaching strategy, learning will most likely become exciting and this excitement will end up being shared equally between learner and teacher, while transforming the environment into an engaging one. It is

unclear to what extent Portuguese teachers strive to understand learners "islands of competence" and if training in this area should be viewed as a priority.

Being an affective teacher undoubtedly implies being an empathic teacher, which entails the need to be able to establish a caring relationship with learners. Mendes (2003, p.3) cited in ASCD (2003) states that every student with whom he "consciously made an effort to establish a rapport or a caring relationship demonstrated dramatic improvement in behavior, effort and performance". Having rapport means that two people are alike emotionally, cognitively or physiologically, even if the similarity is temporary. Knowing learners' concerns and interests is certainly a way to build rapport. Mendes, (as cited in ASCD, 2003), goes even further when stating that learners respond just because teachers care, and also because they like their teachers. Some educators want students simply to respect them rather than to like them. But earning learners' respect does not seem to be enough, as they need to perceive that teachers care for them, as people. As such, Mendes, (as cited in ASCD, 2003) reinforces that learners will work harder for someone they like rather than for someone they merely respect.

Neurobiology explains that learning is overall an "emotional matter" as stated by Tyng et al., (2017). It is consequently of great importance to call attention to how learners in general look up to teachers as role models. The values, behaviour and language used by teachers, send out a message about what is acceptable and should be valued in society. Ellis (as cited in Arnold, 2011) distinguishes between several categories of behaviour patterns, which are all directly related to verbal and non-verbal affective aspects of teacher discourse. Some classical examples used to describe what she refers to as a "confirming teacher behavior", include: (i) giving constructive oral or written feedback on learners' work (e.g., suggesting ways to improve or stating why work has or has not met the expectations); (ii) demonstrating that the teacher knows learners' names; (iii) communicating interest in understanding whether students are actually learning; (iv) demonstrating willingness to get to know learners; (v) providing oral or written praise or encouragement on learners' work; (vi) establishing eye contact during class lectures; (vii) communicating that he/she believes that learners can do well in the class, (viii) smiling; checking regularly on learners' understanding ("Is that clear?", "Have you got any questions?" "Are you ready to move on?" "Did I make myself understood?"); (ix) being approachable; (x) making appropriate use of facial expressions; (xi) tending to opt for a

interactive teaching style; (xii) making room to listen to learners points of view, including issues related to assessment and grading and (xiii) feeling the need to communicate the practical and useful application of course material in learners' lives. Thus, confirming teachers understand, as stated by Arnold (2011, p.4), that "the nature of teacher discourse has a great influence on students' participation and assimilation of instructional content".

Arnold (2011), defends that learners must be regarded as active participants, whose language competence can be enhanced if at the individual level they are guided to learn metacognitive and metalinguistic skills and strategies, while at a social level, they develop the ability to communicate effectively in group situations which require co-operation and interaction.

Fortunately the Council of Europe (2001) already encompasses the existential competence and the relevance of attitudes (*savoir-être*), which is essentially based on elements of the affective domain: values, beliefs, attitudes, motivations, personality factors (such as self-esteem, self-confidence, anxiety...). According to the common European framework of reference for languages (EFRL, Council of Europe, 2020), these aspects significantly influence language learners, not only in their communicative acts, but also in their ability to learn. Addressing concepts of the existential competence gives teachers the possibility, as referred to by Arnold and Brown (1999, p. 2), "to also educate learners to live more satisfying lives and to be responsible members of society". In other words, attention to affect connects to broader social goals while granting teachers the possibility to 'magically' help transform lives during the process of teaching English as a FL. Teaching and helping to raise happy, strong-minded and wholesome individuals, who go through life thinking collectively rather than individually, who are willing to accept and embrace difference and feel empowered to positively contribute towards changing others' lives for the better must be an integral part of education in general and in English as a FLT.

Education plays a crucial role in widening learners' horizons and, broadly speaking, in 'humanizing' them. According to Byram (2013) acting interculturally implies specific skills, attitudes and knowledge that need to be learnt. Still, from the author's perspective, it additionally requires a predisposition to suspend deeper values, even if temporarily, in order to be able to understand, relate and empathize with the values of

others that seem to be incompatible with one's own. Preparing students to become intercultural speakers entails the act of being critically and culturally aware and involves analyzing and trying to understand cultural paradigms. Consequently, educator's needs for training for teaching in a multicultural or multilingual setting must be seriously considered. Currently it would be extremely useful to ensure, for instance, that Ukrainian refugees feel welcome and supported in this critical post-traumatic adaptation period. From an affective teaching perspective, it is also fundamental to develop learners' critical cultural awareness, which Byram (2013) refers to as being crucial to encourage students into getting involved in changing the world around them. Allowing for that to happen presupposes acknowledging teachers' needs for further training in multicultural settings, ensuring that teachers are more qualified to help integrate Ukrainian refugee learners, making them feel accepted and understood, rather than mistreated or discriminated against. This alerts us to the relevance of communicating to learners that teachers care and believe in their potential. As Kidder (1989), (as cited in Brooks 1991) eloquently observes, a good teacher can give a learner at least a chance to feel that he or she is worth something. According to the same author, "good teachers put snags in the river of children passing by, and over the years, they redirect hundreds of lives" (p.13). That in itself is magical.

3 METHODOLOGY

The main purpose of this research is to reflect upon the need for EFL teacher training for affective language teaching strategies in order to be prepared to welcome, embrace and successfully teach refugee learners.

The study was carried out in Portugal and the target population were Portuguese state school English teachers, teaching different levels and found in various national locations.

An online questionnaire was used which intended to gather teachers' views on affective teaching strategies within the refugee schooling integration context, and identify how prepared educators felt towards this urgent situation. Furthermore, the questionnaire aimed at assessing teachers' perception of their need for specific training in this field.

The online survey went live in March 2022. A total of twenty English teachers (of different levels, (1st, 2nd, 3rd and secondary), located in twenty different randomly selected schools, within a variety of Portuguese cities (Setúbal, Lisbon, Porto, Aveiro, Faro), were asked to answer the questionnaire, distributed by Google Forms. The results were carefully analysed and expressed as percentages. At the time, none of these EFL teachers had received Ukrainian refugee learners, hence the main focus, during the analysis, was placed on asking if they had started, in any way, preparing to welcome refugee learners, and if such, how they had done so, attending to the fact that they had not been trained or formally prepared for this situation. The questionnaire had a total of twelve questions, most of which were closed questions. All answers are displayed in Table 1.

3.1 Results

The results for the questionnaire can be seen below in Table 1

Table 1. Results of questionnaire

Question	Yes	Maybe	No
1 Is the concept of affect clear to you?	30%	40%	40%
2 Have you ever felt the need for specific training in affective teaching strategies?	60%	20%	20%
3 Do you often attempt to apply affective teaching strategies?	45%	40%	15%
4 If your answer to the previous question was yes, could you specify what kind of affect teaching strategies you currently apply?	Only 40% of respondents answered: - Talking to learners and making them feel important and respected; - Giving them positive reinforcement and feedback (for example thanking learners for their spontaneous interventions, writing small motivational or kind notes on assessment papers or simply by nodding heads while learners are speaking); - Communicating and attempting to know students' interests through engaging activities in which they express their feelings/motivations; - Minimising the importance given to mistakes; - Being a role model; - Encouraging a classroom code of conduct with mutual respect; - Allowing for interactive instruction and promoting inclusive attitudes and speeches; - Attempting to ensure individual teaching.		

5 Do you feel emotionally prepared to help welcome, integrate, aid and teach refugee learners?	50%	5%	45%
6 Do you feel professionally prepared to help integrate and teach refugee learners?	45%	10%	45%
7 Will the entrance of refugees into the schooling system represent an overwhelming challenge to you?	35%	55%	10%
8 Do you feel it is possible to manage this situation with the remaining work load that teachers already have?	15%	75%	10%
9 Have you started preparing your learners to ensure that they are ready to welcome refugee schoolmates, displaying intercultural critical awareness?	25%	30%	45%
10 Have you begun preparing any sort of welcoming refugee integrating actions?	0%	0%	100%
11 If you answered yes to question 10, please describe your actions.	No responses registered.		
12 Do you consider that it would be relevant to have training on specific affective teaching strategies needed to integrate refugee learners?	85%	15%	0%

The data gathered from the answers to question 3, reflect that 45% of teachers consciously attempt to apply affective teaching strategies, 40% are unsure, and the remaining 15% do not attempt to apply these teaching strategies (at least consciously). Opinions seem to be divided when trying to figure out to what extent teachers feel professionally prepared to integrate refugee learners (question 5). Ten per cent did not feel prepared and 45% did not know exactly what it entailed, so they seem understandably apprehensive. The remaining 45%, were confident they were professionally prepared to face the challenge. Thirty-five per cent of teachers viewed the entrance of refugee learners into the schooling system as an overwhelming challenge (question 8), and 55% as possibly a difficult task to handle, with only 10% not perceiving it as a challenge. Again, opinions were divided as most teachers made it clear that they did not know what to expect, thus possibly suggesting a lack of preparation through training. Seventy-five per cent of teachers felt that it might be possible to manage the entrance of refugee learners in public schools with the remaining work load.

Again, this uncertainty might mirror a lack of awareness of how to deal with this ongoing reality, which in turn can be seen as an indicator of a need for training.

In an increasingly multicultural and diverse society, it is now more important than ever for educators to integrate culturally responsive instruction in the classroom context. Classroom diversity will continue to grow and consequently, it is crucial to prepare learners to be able to embrace those who are different from them. Taking a culturally responsive approach to teaching will foster both inclusion and multicultural awareness, thus helping learners to feel prepared to thrive in a globalised world, while simultaneously becoming better citizens. In this context teachers were asked if they had already started preparing their students for the arrival of refugee learners (question 10). It is worth noticing the percentage of teachers who declare that they had not yet started preparing in any way for the arrival of refugee learners. In response to question 9, 25% stated that they had started preparing their learners to ensure that they were ready to welcome refugee schoolmates, 30% were unsure and 45% had yet to start preparing their learners. The lack of understanding of how these refugee peers might feel should be viewed as a major affective language teaching setback. This can be seen as an indicator that teachers might be lacking instruction on how to apply affective language teaching strategies, to integrate others, which would ensure that the teaching and learning process would run smoothly. Teachers were almost unanimous (85%) in revealing their need for specific affective language teaching training, (question 12), in order to better integrate refugee learners. The remaining 15% considered that they possibly needed this sort of training but none believed that they did not need it.

Overall, the data gathered demonstrates that teachers do not seem to be prepared to integrate refugees in their classes, suggesting an immediate need to guide teachers in the implementation of affective language teaching strategies. As such, in an attempt to put into practice the affective language teaching concepts addressed throughout this article, it seems pertinent to develop a concrete list of affective refugee teaching integrating strategies, that is transversal to all learners, and can be found in Costa (2022), that could start being implemented immediately. Hopefully, this will be a valid contribution to help educators humanize their teaching practice. The suggestions provided in this link include actions that can be taken in several stages, including: (i) pre-induction (prior to refugee arrival), (ii) induction (at refugee arrival), (iii) involving host

learners in the process of integration, (iv) making the curriculum accessible, (v) creating a climate which makes refugee learners feel welcome and valued and (vi) organising classrooms (transforming the space into a refugee friendly area). The extensive list of affective language teaching strategies acknowledged in the reference provided, in articulation with the data collected from the questionnaires applied to the teachers, seems to make it clear that teacher training would most likely be an asset, with a possible affective and magical effect, thus answering the main research question which is 'to what extent do teachers need training in order to better integrate refugee learners?'

4 CONCLUSION

Portuguese state schools are currently embracing Ukrainian refugee learners who are joining school communities, and who most likely have experienced trauma and therefore have very disturbing memories associated with leaving their homes and the subsequent journey. Besides all the other challenges, these learners now need to face classes without a single familiar face. For learners who come from refugee families, starting at a new school represents a very acute challenge of fitting in. In many ways, the task faced by teachers is also very demanding. Educators' goals must encompass the desire to make them feel welcome, to encourage interactions, to provide support and to make sensitive assessments about their overall needs including their wellbeing, their language needs and their learning needs.

The main goal of this article is to contribute towards EFL teachers' awareness of how a greater consideration for the learning atmosphere and for the mindset of both teachers and learners, can be successfully transformational. As educators, teachers may not always be in a position to deal with societal factors that are at the root of much of the current situation, but they can work on what Underhill (as cited in Arnold, 2019), calls teacher 'presence' in the classroom. In other words, teacher 'presence' can influence the inside and between aspects of the participants, and the impact that these affective, humanistic factors can produce. Unexpected occurrences, like the need to suddenly integrate refugee learners, call for immediate actions, and training in this area should be regarded as a necessity.

According to Arnold and Brown (1999, p.2), "As we teach the language, we can also educate learners to live more satisfying lives and to be responsible members of society". In other words, attention to affect also connects to wider social goals, which entail for instance, the ability to embrace learners attempting to find a place where they feel rooted, without being underestimated or judged, contributing towards the development of democratic citizens.

American educator Palmer (as cited in Arnold, 2011, p.9) believes that "a good teacher knows and does but, most importantly, is" and that "we teach who we are." So, in teacher training, it is also important to contemplate affect. Affective EFL teaching is useful because in an ever more demanding and complex world, which places escalating demands on teachers, it helps them to meet those demands. It is effective because, as Stevick (as cited in Arnold, 2011, p.9), states "at the same time that affective teaching brings us closer to our language teaching goals, it encourages us to pursue new life goals". Affect should therefore be a major source of concern in the field of language learning and teaching as it embraces not only learners' individual factors but also relational aspects such as empathy, teacher-learner rapport or cross-cultural processes.

DeFelice (1989) argues that it is vital that teachers find their own personal source of energy and learn to tap into it in order to touch someone else's life. Educators should be aware that once they have access to that energy, it will possibly transform their teaching. That same energy comes from belief - belief in themselves and in their learners. Teachers must have a conviction deep inside that says, "I believe in me, I believe in you, and I believe that together we can learn something that can make a difference in our lives," (DeFelice, 1989, p. 642).

Brooks (1991, p.13) puts forward some highly interesting questions, which teachers should seriously reflect upon. When considering the belief that teachers have the power to influence and redirect lives, educators must question themselves regarding what the roads we can take with our students are, and what our final destination is. When the teaching journey is over, what undeniable memories do we hope our students have stored to serve as road maps for their future journeys?

Italian pupils clapped and cheered Ukrainian refugee children on their first day in an Italian school, as a way of welcoming them (Krasteva, 2022). Teachers ought to consider

that through actions like these, one has the power to start transforming 'magical teaching' into a tangible concept, one in which lives can be changed and a difference can, in fact, be made.

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