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AFFECTIVE APPROACH TO BILINGUAL EDUCATION

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ABSTRACT

The primary objectives of this paper are to provide arguments in favour of the relevance of establishing a strong affective ground in the classroom; and to provide theoretical support for the notion that the bilingual school is the ideal setting for this endeavour.

According to its targets, this study will be theoretical, since it seeks to collect current knowledge on the issue and enhance our comprehension of it.

Some of the most recent developments in Second Language Teaching, including CLIL, which is implemented in our bilingual schools, are described. As the student is the primary focus of the techniques, his or her emotional side is regarded the learning's basis. This places specific expectations on the students; they must now be active participants in their own education.

The comparison of emotional factors that correlate with learning to those approaches demonstrates that working under these premises, minimises the negative ones, and promotes the development of students with diverse learning styles. When it comes to relational concerns, they foster an empathetic environment and promote cohesion. In addition, they avoid the negative emotions associated with acculturation, which demonstrates the utility of adopting English as an International Language in the Second Language classroom.

In terms of classroom management, Positive Discipline's compatibility with the kind of school we propose (bilingual, promoting Communicative Approach, applying active techniques, and embracing English as an International Language) is described. Positive Discipline and Bilingual Education share the practises of encouraging learning enjoyment, responsibility, problem-solving, collaboration, and mutual respect.

Emotional elements permeate every aspect of LOMLOE (the current education law in Spain). To the extent that it would be impossible to comply with the law without prioritising the emotional components involved in schooling.

1. INTRODUCTION

I started studying before English was one of the subjects of the national curriculum. This means that, when I was 10, I could not speak English.

My family moved to another city and in my new school, which I started on 6th grade, the English level was very high, at least it was to me because these kids have had lessons since pre-school levels. So, I spent the next five or six years struggling to improve but results never came. I was feeling more and more insecure, I could not see how I was ever going to pass the subject. I was helpless and I began to hate English and everything about it.

Once again, we moved but in the same city and I remained in the same school. This time something that would change the course of my life happened: a box with 45 rpm records surfaced, many of them were Beatles' originals. Out of curiosity I listened to them and immediately I fell in love with that music.

From that day on, with no effort whatsoever on my part or any intervention from my teachers, who previously had deemed me a basket case, my English got better and better. In a little more than a year I came from failing term after term with very low grades to have one of my group's highest scores in Selectividad, the mandatory exams we had to do to gain access to university studies.

I became a Music teacher and English teacher.

I wanted to introduced my work with my own experience to illustrate that I have been aware of the importance of affectivity in education since I was a teenager as the reasons for that change were obvious to me: out of the blue, I cared about English and enjoyed learning it, worry turned into affection.

A few years ago, my wife was selected to be the new headmistress of a school. This was one of the first bilingual schools in Madrid, as they started out before the CAM bilingual program. José María Aznar invited Tony Blair to visit it in the late 90s as a token of British-Spanish brotherhood. But lately, results in English had been declining and it was clear that some changes were to be made.

They had been working in a way that was far from what research indicated was optimal: each teacher was in charge of all the subjects (but PE, Music and Religion) in their group, regardless if they were in Spanish or English.

At that moment, it was acknowledged that it would be worth it to try something that was done by most bilingual schools home and abroad: having a teacher for the Spanish subjects and another for the English subjects in each level. That measure caused uproar among the staff who oppose it and tried to turn the decision over.

We must not get into judging the reasons why they reacted that way but one of their claims surprised me a lot and made me reflect about it. Some teachers stated that they were being stolen of their right to tutor their students (tutoring meaning to take care of anything non-curricular about their students).

They think you cannot create a bond with your group, meet their emotional needs or give them a sense of security in a second language environment. My stance is that not only it is doable but that bilingualism is a conducive context to do so.

In the last years, although Jane Nelsen's (the main figure in this field) first publication dates from 1987, we are seeing the rise of Positive Discipline in schools. During a formation course on this model with the head of the Positive Discipline Association in Spain, Marisa Moya, I asked her what were her thoughts on the issue of affectivity in the context of bilingual education. Ms. Moya answered that Positive Discipline is about creating connection between teachers and students and between students and to do that, communicative skills are crucial. She considered that doing that work in two different languages could strengthen it and foster two other important elements on this model: security and experimentation. She thought that bilingualism was an opportunity to build a sense of shared achievement within the classroom.

The main objectives of this work are: a) to give arguments in favour of the convenience of creating a solid affective ground in the classroom that would be the foundation of whatever we want to build with our students and b) to give theoretic base to the idea that the bilingual school is the right place to do so.

According to its purpose, this research will be theoretical as it aims to gather existing information about the topic and improve our understanding of it.

It is important to begin with a journey through the main currents in the history in Second Language teaching to identify what was the place that they gave to affective factors in them and

what has been the evolution of this aspect of education. Was affectivity completely absent from language teaching? When was it considered an integral part of a methodology for the first time? What has been the consideration of the emotions in teachers, students and their interactions?

Then, it will be analysed what are the most important affective factors in formal education and language teaching in particular, according to the research. It is widely accepted that motivation is crucial to succeed in the Second Language classroom, we'll see if there are others which are important too and to what extent.

After that, there will be studied how the Bilingual School is adequate to foster the right emotional mindset in learners and how we can integrate Positive Discipline on it as it is one of the models that is coherent with the argumentative thread that this MD aspires to outline. Is CLIL, the most extended bilingual methodology in our country, in line with all the findings in this field? Could be the teaching of English as an International Language a step forward in giving the right emotional ground to our students?

After reading all this, many teachers would react by thinking that over all the things they have to do, now, on top, they have to do this. It is true that, in Spain, education law after education law we find more and more prescriptive elements. Authorities pass into law anything new that they consider important usually without deleting anything from the former so they do not have to deal with the consequent criticism. In the last section, I would like to overthrow the teachers' idea of *moreover, I got to do this* by examining how it is not possible to abide by the current legal framework ignoring the central role of affects, emotions and feelings in the classroom. This is not something that goes *on top* of all your other obligations but the ground in which you construct *your classroom*. I will try to explain how only through an affemlactive approach can a teacher succeed in his job under the present legal framework (LOMLOE), as it was not possible to succeed in the former.

2. THE PLACE OF AFFECT IN THE HISTORY OF SECOND LANGUAGE TEACHING

It is difficult to determine the beginning of language teaching, probably it is as long as Human History. Since different cultures have been in contact some kind of linguistic exchange has taken place.

Languages have taught according to the use was needed at the time. If trading was the purpose, speaking skills were needed. If it was translation of texts, grammar accuracy gained importance.

For centuries, populations were quite isolated from each other and only a few had the opportunity of having what was called higher instruction, which included Greek, Latin or both. These two languages were those that were used by people who did not speak the same language to understand each other. They were what it has been labelled as *lingua franca*, a term that refers to a language that was spoken in the Mediterranean Sea until the 18th century. There have been many others languages under that consideration: Swahili, Arabic or Quechua were used by different tribes, kingdoms, countries and peoples to be able to communicate. Today's *lingua franca* is English (Kelly, 1976).

As we said, Foreign Language Teaching has evolved according to what was it needed for and the technical advances brought by the Industrial Revolution changed the landscape of education as much as the Internet has changed our time. Learning *modern languages* as French, Italian and English started to be important.

Therefore, from the seventeenth to the nineteenth centuries the analysis of grammar that had been used in classical Latin teaching was the model. Latin was the language of culture and prestige but rarely spoken so the focus was on reading, writing and translation. This is what we know as the Grammar-Translation Method (Howatt and Widdowson, 2004).

In this method, the foreign language was taught in the first language. Its study was seen as an intellectual exercise that would develop the mental capacities of the learner. Accuracy was emphasized and translation drills were an important part of the lesson. Work was mostly individual, there was no need for interaction between students. It is little demanding for teachers and that is the reason why it is still used but nowadays it is considered for students and far from gratifying. There is no educational theory that backs it up and any advances in psychology are not taken into consideration whatsoever. Needless to say, affectivity is not even dismissed but completely ignored. There is no hint of it in its tenets. It does not mean that teachers as

individuals could not have been sensitive to their students' feelings but, as a method, emotion has no place in it at all.

In due course, around the mid decades of the 19th century, people really wanted to be able to speak a language, something that the Grammar-Translation Method could not deliver. Some started to fiddle with the idea of mirroring the stages of first language acquisition in second language teaching which implied that a) teachers had to be proficient in that language and b) learners needs had to be considered. The spread of these notions was slow but it led to what is known as the Reform Movement.

This movement foregrounded speech over written language. With the will to speak, phonetics gained importance and the International Phonetic Association (along its Alphabet) was founded. Their principles were based on the advances of Psychology and they crystallised on the Direct Method (Brown, 1980).

As the interaction teacher-learner got to be at the centre of the method smaller groups were needed and students were highly motivated. The difficulty to implement this method on the public-school system as native-like fluent teachers were not easy to find and classrooms were necessarily larger led to its decline but its principles remained relevant.

By the middle of the 20th century second language teaching was mature enough to go through a process of self-reflection that paved the way to a new era in which several methods were developed. This evolution meant the redesign of teacher and learner roles, concepts like values, self-awareness, power, autonomy, empathy, sensitivity and others alike were emphasized. These are some of those approaches and methods that foreground the affective side of the person:

2.1 Communicative Language Teaching

According to Richards (2014) the learning theory that underpins this approach has three main components: a) learning activities must involve real communication, b) learning activities that use language to perform meaningful tasks promote learning, and c) learning activities that use language that is meaningful to the learner support the learning process. As a result, learning activities are chosen based on how successfully they engage the student in meaningful and real language use.

Collaborative production, meaningful and purposeful interaction through language, negotiation of meaning, social mediation, collaborative discourse, or cooperative tasks are all viewed as the way to learn.

In order to implement these ideas in the classroom, new procedures and activities, as well as new roles for teachers and students, were required. In place of activities that demanded exact repetition and memorization of phrases and grammatical patterns, activities that challenged learners to negotiate meaning, communicate meaningfully, and build fluency in language use were encouraged. One of the objectives is to foster fluency, accuracy, and appropriateness in language usage. Fluency is the natural use of language that occurs when a speaker engages in meaningful conversation and maintains understandable and continuing communication despite having limited communicative ability. Fluency was addressed in CLT through classroom activities that required students to clarify misunderstandings and work to prevent communication breakdowns (Holliday, 1994).

The emphasis in CLT on communication processes rather than knowledge of language forms results in roles for learners that differ from those seen in more conventional second language classes.

Learners were now required to participate in cooperative rather than individualistic learning-based classroom activities. Rather than depending on the teacher as a role model, students have to get accustomed to listen to their classmates during group or pair work. Students were expected to assume a greater level of responsibility for their own education. They must engage largely with one another rather than with the instructor, and error correction may be sporadic or non-existent. Students learn that unsuccessful communication is a shared responsibility, not the fault of the speaker or the receiver. Similarly, effective communication is a mutually earned and accepted success (Halliday, 2004).

The sorts of classroom activities advocated by CLT also required instructors to take new responsibilities in the classroom, namely those of facilitator and monitor. Rather than providing a model for proper speech and writing and having the primary responsibility of ensuring that pupils generated an abundance of error-free sentences, the teacher had to adopt a new perspective on learners' errors and his or her role in aiding language acquisition. Other duties, however, are undertaken (McGrath, 2013).

As a needs analyst, the teacher is responsible for identifying and meeting the linguistic needs of students. Teachers are expected to organise group and individual teaching in response to these needs' evaluations.

As a counsellor, the instructor is expected to demonstrate a good communicator who strives to optimise the alignment between speaker intent and hearer interpretation through the use of paraphrase, confirmation, and feedback.

As a manager of group processes, it is the responsibility of the teacher to organise the classroom as a context for communication and communicative activities. The instructor observes, promotes, and represses the desire to fill in gaps in lexis, grammar, and strategy, but records such gaps for subsequent discussion and communicative practise. At the completion of the session, the instructor conducts the debriefing, highlighting alternatives and extensions and aiding groups with self-correction discussions.

Richards (2014) states that CLT emerged at a period when language instruction in many regions of the world was prepared for a paradigm change. CLT appealed to individuals who desired a more humanistic approach to education, one that prioritised the interactive process of communication.

The paradigm shift in CLT has resulted in significant changes in language education, including learner autonomy, the social aspect of learning, curricular integration, a focus on meaning, an increase in diversity, the development of critical thinking abilities, and alternative evaluation... (Littlewood, 1981).

Hereafter, the main features of some of the methods that have had a higher impact in our context and are present in our schools will be outlined.

2.2 Task-based Language Teaching

TBLT refers to the use of tasks as the primary unit of planning and instruction in language teaching. Learners are given functional assignments that require them to focus largely on meaning exchange and employ language for non-linguistic reasons in the actual world (Ellis, 2003).

It incorporates a number of CLT-era guiding concepts. In it, as in other linked methods, students are free from language control (they must use all their language resources instead of just practising a selected content), a natural context is developed from the students' experiences with the language that is relevant to them, they are exposed to diverse language that arises from

their needs, they spend a great deal of time communicating, and it is meant to be enjoyable and motivating.

TBLT presents "task" as the core unit of instruction. A task is a language-based action or objective, such as solving a puzzle, reading a map and providing directions, making a phone call, writing a letter, or following a sequence of instructions. The task should have a sense of completion and be able to stand on its own as a communication act (Nunan, 2004).

The emphasis on task completion creates student roles: many assignments will be completed in pairs or small groups. As activities are used to facilitate learning or as a rehearsal for real-world tasks, learners must pay attention to both the message and the form. Frequently, learners will need to use pitch, volume, or intonation to construct and comprehend messages for which they lack the necessary language resources and past experience (indeed, this is the purpose of such activities). In addition, it may be necessary to develop the abilities of guessing based on verbal and contextual cues, requesting clarification, and discussing with other students.

Teachers must encourage pupils to engage and make a continuous effort in their performances and sustain their motivation throughout the entire procedure. The tasks must be properly organised, with clear directions and the proper grouping, and it must be evident how to access the needed resources (unless they are provided). It is crucial that the instructional sequence of an activity corresponds to the requirements, interests, and language proficiency level of the learner. Occasionally, pre-task planning is required to provide students with hints and partial demonstration. The judgments on whether or not to intervene are vital, thus the instructor must attentively monitor every performance.

One the most interesting features of TBLT is that their units (and syllabuses) must be planned necessarily "bottom-up" (Richards, 2014) to make it work, which means that there must be some level of students-teacher rapport along the way. It may be highly demanding for teachers and students alike but few would deny the educational usefulness of using tasks to promote communication and real - life language usage in second language lessons.

2.3 Multiple Intelligences

The learner's role in the learning process has been predetermined. Recent methods to language instruction strive to recognise the disparities among language learners. Learners are considered as having unique learning styles, preferences, and strategies, which impact how

individuals approach classroom learning and the kind of learning activities they enjoy or benefit most from.

Multiple Intelligences is a learner-centered philosophy that recognises and cultivates the different levels of human intellect. MI is based on the work of Howard Gardner, who contends that all individuals possess these intelligences but differ in their strengths and combinations.

The eight intelligences proposed by Gardner are linguistic, mathematical, spatial, musical, kinaesthetic, interpersonal, intrapersonal, and naturalist.

Learners must view themselves as participants in a process of personality development in addition to their role as successful language learners.

The MI model is required to be understood, mastered, and embraced by teachers. Then, they must become curriculum writers, lesson designers and analysers, activity discoverers or creators, and, most importantly, orchestrators of a vast range of multimodal activities. Teachers are taught to view themselves as more than just language instructors. In addition to enhancing their pupils' second-language skills, their responsibility is to contribute to their general development (Christison, 2005).

2.4 Cooperative Language Learning

Language instructors must cultivate a conducive learning atmosphere in the classroom. Teachers must find ways to engage students in their lessons, use learning arrangements that encourage active student participation, recognise the diversity of motivations and interest learners bring to the classroom, and employ techniques that allow the class to function as a cohesive group that collaborates to make the lesson a positive learning experience. Cooperative Language Learning is an instructional strategy that maximises the utilisation of cooperative activities involving pairs and small groups of students.

Cooperative Learning has been welcomed in second language instruction as a means of fostering communicative involvement in the classroom. It is believed that a learner-centered approach to education offers advantages over teacher-centered classroom practises.

Its objectives are to provide opportunities for naturalistic second language acquisition, opportunities for learners to develop successful learning and communication strategies, and to increase learner motivation and decrease learner disengagement by fostering a positive, affective classroom environment. Another key aspect of CLL is that it aims to create learning environments that emphasise cooperation over competition.

The student is a part of a group that must do assignments cooperatively with other group members. Students must acquire collaboration skills. Learners are also responsible for their own education. They are taught to organise, monitor, and assess their own learning, which is considered a compilation of skills for lifetime learning. Thus, learning involves the direct and active engagement of pupils. Pair grouping guarantees that both students spend the maximum amount of time engaged in learning tasks.

The teacher must create a highly structured and organised environment in the classroom by creating objectives, organising and structuring work, arranging the physical layout of the classroom, allocating students to groups and responsibilities, and choosing resources and time. As facilitator, the instructor must walk across the classroom to assist students and groups as needs emerge. Teachers pose wide questioning to stimulate students' thought processes, prepare them for the tasks they will perform, and impose less discipline by issuing less directives (Fathman and Kessler, 1992).

2.5 The Natural Approach

In the late 1970s, Tracy Terrell developed a plan for language instruction that embraced naturalistic principles of language development. Together with Stephen Krashen, he developed a theoretical justification for the Natural Approach. They assimilated the Natural Approach to other techniques based on the use of language in communicative contexts without reference to the first language, grammatical analysis, grammatical drills, or a specific theory of grammar.

Krashen (1992) views the learner's emotional state or attitudes as a variable filter that permits, inhibits, or blocks acquisition-related input. A low-affective filter is preferable since it blocks or impedes less of this essential input. The Affective Filter Hypothesis found three types of affective or behavioural characteristics associated with second language acquisition: motivation, self-confidence, and anxiety.

Learners should not attempt to learn in the conventional sense. The extent to which kids can immerse themselves in activities involving meaningful communication will impact the amount and type of acquisition they experience, as well as the level of fluency they ultimately display. The language learner is viewed as a processor of understandable input. When the acquirer is presented with input that is somewhat beyond the level of competence, he or she might attach meaning to this input through the active use of context and extralinguistic data.

The major source of understandable input in the target language is the teacher. The educator must provide a steady stream of language input and non-linguistic cues to aid pupils

in processing the input. The classroom environment is intended to be engaging and welcoming, with a low affective filter: not requiring pupils to speak before they are ready, not correcting errors, and giving high-interest content (Krashen and Terrell, 1983).

3. THE IMPORTANCE OF AFFECTIVE FACTORS IN BILINGUAL EDUCATION

Arnold (3) explains that “the relationship between affect and language learning is a bidirectional one. Attention to affect can improve language teaching and learning, but the language classroom can, in turn, contribute in a very significant way to educating learners affectively.”

As we have seen in section 2, attention to affective factors in education and second language teaching is not a recent phenomenon. Many of the most significant advancements in this discipline over the past few decades are in some way tied to the necessity of putting the emotional aspect of learning front and centre.

In the past, several specialists on language instruction tended to prioritise the language over instruction. Current academics in the field have produced learner-centered models that demonstrate the need to concentrate more on students and their experiences. A learner-centered language curriculum considers affect in several ways. Participation in the decision-making process provides learners with more opportunities to realise their full potential. It appears that learning is more successful when it is personally meaningful.

Following the work of Arnold (1999), affectivity in bilingual formal contexts will be examined from two perspectives: the one that stresses the language learner as an individual, and that which is concerned with the learner as part of a socio-cultural situation, a person who necessarily interacts with others.

Research points at these individual factors: anxiety, inhibition, extroversion-introversion, self-esteem, motivation and cognitive learning styles. The process of second language learning is heavily impacted by the learner's unique personality qualities. Depending on how we feel about ourselves and our talents, our learning might be facilitated or hindered.

The other set of factors, those considered relational are: empathy, classroom transactions and cross-cultural processes. When incorporating a social perspective into language acquisition research, it becomes clear that learners are not in a fixed state, but rather are influenced by influences in their social context.

3.1 Individual Factors

3.1.1 Anxiety

Anxiety is perhaps the most ubiquitous emotional element that impedes the learning process, and there are few, if any, subjects in the curriculum that are more susceptible to anxiety than second language. Attempting to communicate with others in a language that we do not grasp exposes us to a significant amount of risk.

In certain instances, the methods employed may contribute to increased worry. With the development of methods that emphasise communication and incorporate personal factors, such as emotions, the likelihood of a circumstance that may generate anxiety might grow significantly if emotional safety is not ensured. The presence of anxiety in the classroom results in a downward effect. Anxiety causes nervousness and fear, which in turn contributes to poor performance; this, in turn, increases anxiety and lowers the quality of the performance (Heron, 1999).

Research has shown (Dulay, 69) the impact of various types of anxiety on language acquisition; the less anxious the learner, the greater the progress made. Similarly, it appears that pupils who are calm and at ease might learn more in less time.

3.1.2 Inhibition

Making errors is inherent to language acquisition. When learning, we must be willing to accept an acceptable amount of error. Children acquire inhibitions as they increasingly learn to distinguish themselves from others and as their affective features take shape. With increased knowledge comes the desire to safeguard the fragile ego by avoiding anything that may pose a threat. Strong criticism and words of scorn may significantly undermine the ego, and the weaker the ego, the greater the barriers of inhibition (Dufeu, 1995).

Thus, it is possible to reject features of a second language if they do not conform to the patterns within the linguistic ego's limits.

In recent years, methods to language instruction have emphasised the need of fostering learning environments in which ego issues are minimised so that communication may be conducted freely. An environment of acceptance will boost participants' self-assurance and inspire them to try. When determining the best appropriate policy for correcting errors in their particular context, language instructors must consider all relevant affective aspects.

3.1.3 Extroversion-introversion

Extroverts are frequently perceived as gregarious and chatty, and hence superior language learners, since they are more inclined to participate openly in class and seek out opportunities to practise. By inference, introverts may be viewed as less capable language learners.

Extraversion really refers to the urge to get ego enhancement, self-esteem, and a concept of completeness from other people, whereas introversion relates to the degree to which individuals obtain these traits from inside themselves. Introverts can have tremendous inner character strength and high levels of empathy, both of which are advantageous for language learning.

Nevertheless, it is evident that certain classroom activities are better suited to one or the other. Teachers must be attentive to their students' reluctance to participate in tasks involving expansiveness and explicit sociability and guide them appropriately toward these extremely beneficial activities (Kusumarasdyati, 2022).

3.1.4 Self-esteem

Children's self-esteem is greatly influenced by the good or bad experiences they experience in their environment, how significant others judge them, and how they view themselves. Significant others are those who the kid deems worthy, including parents, teachers, and classmates. Their recurrent reactions function as mirrors for them to view and evaluate their own image.

The self-esteem of unsuccessful language learners is often lower than that of successful language learners. Whether this impacts their overall self-esteem or merely their self-esteem as language learners relies in part on the significance of language learning to the people concerned. Foreign language study can be a danger to self-esteem since it deprives students of their usual methods of communication, their freedom to make mistakes, and their capacity to act normally (Ehrman and Dörnyei, 2003).

It is crucial to recognise the individuality of each student and to preserve his or her emotions in order to foster the development of the self-esteem's components: security, identity, belonging, purpose, and personal competence.

In conclusion, humans must be liked and loved. This requirement appears to be especially important for young children, since they are still constructing their sense of self based on the relevant individuals surrounding them.

Success in language learning is closely tied to how students perceive the classroom: as a place where their shortcomings will be exposed, or as a place for personal development.

3.1.5. Motivation

Chomsky, quoted on Arnold (1999) says: “The truth of the matter is that about 99 per cent of teaching is making the students feel interested in the material”. In the context of second language learning/acquisition, the learner's motives for attempting to use another language constitute motivation. What causes this motivation is the essential issue.

Extrinsic motivation is the willingness for a reward or to avoid a consequence. With intrinsic motivation, the experience of learning itself is the reward. According to research, while extrinsic motivation can sometimes be advantageous, learning is most positively affected by intrinsic orientations (Oxford and Shearin, 1994).

According to studies (Arnold, 14), introducing extrinsic rewards might actually decrease motivation. In many schools, only extrinsic motivation is encouraged. This results in kids working to please rather than gaining an autonomous appreciation for learning. The development of intrinsic types of motivation improves the likelihood of success for language learners in general. What counts is how learners internalised and make personal sense of extrinsic characteristics.

Some suggestions for fostering the growth of intrinsic motivation in the L2 classroom include assisting students in setting personal goals, encouraging them to find satisfaction in a job well done, facilitating learner participation by providing opportunities to cooperate, and incorporating content-based activities (Williams and Burden, 1997).

In the first stages of language acquisition, when some of the more basic processes must be made automatic, enjoyment may not be present. Then, teachers may need to consider strategies to motivate pupils to exert the required effort. External incentives may be important at this stage, but students should advance beyond them (Seligman, 2018).

Activities must be neither too simple to cause boredom nor too difficult to cause anxiety. It must be clear what is what they have to do and the feedback must be immediate.

Teachers who are driven by the joy of engaging in the learning process become a motivational role model for students.

3.1.6. Learning styles

Research on learning styles has made a substantial contribution to language instruction by heightening our knowledge of the need to take individual learner differences into account and to vary classroom activities in order to reach a larger range of students. What is appropriate for a student who performs well in the visual mode may not meet the demands of someone who learns more well via aural or kinaesthetic exercises.

The study of learning styles is especially beneficial in small-group settings, when there is greater chance to provide individual attention to each student. In any case, it can make educational facilitators more aware of the significant learner disparities. In addition, it is essential to communicate to students that you recognise their uniqueness (Ehrman and Oxford, 1990).

3.2. Relational Factors

3.2.1. Empathy

Individuals' healthy cohabitation depends on empathy more than any other aspect. For empathy to thrive, there must be identification with another person, but prior to this, one must also be conscious of their own emotions. As educators get more in touch with their own emotions, they will be best prepared to model empathy in their interactions with students and lead them to more cross-cultural awareness (Hogan, 1969).

It has been discovered (Dulay, 1980) that pupils with authoritarian tendencies appear to acquire her second language more slowly than those with less rigid personalities. Learning a language needs attentive attention to others, who are more concerned with expressing ideas than with avoiding grammatical inaccuracies.

Indeed, empathy is a main factor in L2 success, which is likely to show in the development of communication skills that enable involvement in the feelings and thoughts of others.

3.2.2. Classroom transactions

The emotional dimension of the learner's connections with the educator and other students can significantly impact the experience's direction and outcome. Group processes are a crucial element in the majority of learning environments and may make all the difference in terms of successful learning experiences and outcomes.

The second language classroom may be such a nice, engaging setting that the time teachers and students spend there can be a permanent source of achievement and happiness.

According to Dörnyei (Arnold, 1999), group events are largely responsible for the following: the participants' affective perception of the learning process, the quantity and quality of interaction between group members, the extent of cooperation between students and the degree of individual involvement, classroom discipline, student motivation, and teacher and student confidence.

A cohesive group ensures tolerant and secure second language practise, makes each member feel at ease, and moves the responsibility of maintaining order from the teacher to the group. Encourages good emotions when collective and individual objectives are concurrently attained, and recognises the contributions of each member.

Valuing what everyone has to contribute encourages all members (including the educator) to accept the difficulties that each group member's contribution might provide for their own growth. As educators, it is important to learn more about the group, which may have such an impact on the efficiency, quality, and efficacy of learning. By comprehending how a group evolves, we can make classroom activities less intimidating (Heron, 1999).

3.2.3. Cross-cultural processes

Second-language acquisition is frequently accompanied by emotional challenges resulting from the collision of two cultures. In a second language environment, not only is the learner exposed to the target language, but also the target culture. Culture is a social construction that offers a backdrop for an individual's cognitive and affective behaviour, and it is intrinsically linked to language.

When individuals come into touch with another culture and are forced to absorb at least a portion of that culture into their way of thinking, being, and experiencing reality, they may experience significant emotional upheavals (Kachru, 1992).

As cross-cultural learning experiences can result in significant barriers and inhibitions in the learner, teachers of second languages must be especially sensitive to the issues that may occur. Initially, it is beneficial to discuss them with the students. Realizing that they are experiencing a typical process and that they are not alone in their feelings of loneliness and inability may alleviate some of their tension. Adaptation to a new culture and language can be a focal point of language-learning exercises.

4. BILINGUALISM AND AFFECTIVITY

As it was said in the Introduction, and conversely to what is expressed by bilingualism detractors, Bilingual Education not only does not make difficult the enhancement of affectivity in Primary School Education environment but it is conducive to it. In this section, that is what it is tried to present. And there will be an attempt to show how the Positive Discipline, which is on the rise these days, tenets can be intertwined naturally with those of Bilingual Education.

4.1. The Bilingual School

The expansion of CLIL is frequently attributed to the generally low levels of language proficiency attained in Spain. These deficiencies in language learning can be traced to the absence of a teaching tradition and a social concern for language education, which have been reflected in the official legislation governing foreign language instruction.

Since the 1970 passage of the Ley General de Educación, the general trend has been to advance foreign language instruction up the educational ladder. Under the provisions of the 2006 LOE, which promoted instruction in the foreign language in bilingual centres, a growing number of CLIL initiatives and programmes supporting new education approaches were implemented nationwide.

In Comunidad de Madrid there have been two different vias for bilingual education:

- The Spanish Ministry and British Council Project (British-MEC): started in 1996-1997 with the intention of offering bilingual and bicultural education to children aged 3 to 16. I made a reference to one of this schools in the Introduction. There are no more Secondary Schools in this program in Madrid as the terms of the *Proyecto Bilingüe* were more convenient for educators. Only six Primary Schools remain, basically because in this modality, teacher do not need to be qualified by, at least, a C1 level to teach content subjects in English as it happens in the other system.

- Proyecto Bilingüe: established in 2003-2004 in public Infant and Primary schools. Except for Spanish and Mathematics, the CLIL paradigm may be used to any subject taught in English, French, or German. Under living under a constant barrage of criticism, its success has pushed private schools sustained with public funds (Educación Concertada) to adopt exactly the same model under a different name: BEDA (Bilingual English Development & Assessment).

CLIL (Content and Language Integrated Learning) is the teaching of subject matter through a second language. CLIL seeks not only to promote multilingualism, but also to safeguard the autonomy and vitality of local languages. This is due to the fact that CLIL is not an immersion programme, but rather the development of English language abilities in individuals who will use English as a lingua franca. Sadly, this has not been well explained (or at all) to both the educative community and the general population, and it is the root of a misunderstanding against which practitioners have been fighting for years. Scholars, like Pérez Cañado have been fighting to spread the benefits of this methodology through research and there is evidence that “CLIL is not detrimentally impacting the level of Spanish acquired by the bilingual experimental group in comparison to that achieved by the monolingual control group. Indeed, CLIL students outstrip their EFL counterparts on this subject both at the end of Primary and Secondary Education.” (Pérez Cañado, 2018)

Content serves as the foundation for activating both the cognitive and interactional processes that serve as the basis for second language acquisition. The objective of CLIL is for students to become independent and to help one another in collaborative ways of learning.

CLIL entails learning by doing, which requires an active role on the part of learners in multiple dimensions: learners are expected to be active interpreters of input and to be prepared to accept uncertainty along the path of learning, as well as to consider different learning strategies and ambiguous interpretations (Graddol, 2006).

Through the teacher's use of exercises, it is believed that students will grasp both language and content. The student is therefore required to process language both consciously and instinctively. CLIL places learner at the centre of achievement. CLIL demands the learner's engagement.

In an ideal CLIL setting, instructors frequently collaborate with other teachers on the development of instructional materials. They must prioritise context and comprehensibility in

their planning and lessons, be responsible for selecting and customising genuine resources for classroom usage, and design truly learner-centered classrooms (Lyster, 2007).

Teachers are required to change the language they employ while teaching content through a second language in order to provide additional understanding and production help. To promote scaffolding, and to give appropriate feedback to promote both subject and second language acquisition.

Needless to say, very seldom we work in the ideal circumstances. It is important, though, not to lose perspective of how our school activity should be as CLIL practitioners.

In the Bilingual School, the role performed by the management team is essential. There are many changes that must be made in terms of documentation and organization of the institution, but one of the first points to be taken into account is to include within the School Project a double linguistic identity.

But things have not been like this. Some management teams panicked at the view of losing enrolment and put pressure on teachers to approve the transition to bilingual school without believing on it. That situation has caused innumerable problems as they tried to be bilingual pleasing the people against it which led to some sort of low-intensity bilingualism that never gave the expected results causing a terrible harm to the public image of the program. This is still an issue, and when teachers who really believe in this kind of program get to work with management teams who have similar principles, an environment flourishes in which bilingualism really thrives.

This double identity must be assumed as soon as the whole community accepts the bilingual project and is aware of the two languages that from that moment will begin to be used within the educational centre. Thus, teachers who do not teach the language will coexist with other professionals of the same category who will communicate with students in the new language. This is something that the entire staff must accept and understand to avoid problems. Thus, and with the intention of helping students in the acquisition of the second language, the staff involved in teaching it must communicate at all moments in English.

Bilingualism in CAM has been a bumpy road and we have faced personal problems even for speaking English among English teachers. Frustration has taken over; feelings of inadequacy and other issues have been present in non-bilingual teachers. There are many reasons to think that an Affective Approach in Primary School, not only in bilingual schools,

should reach the staff too: the reluctance to accept any sort of instability in teachers' roles have made many of them very angry as a reaction to their vulnerability within a situation that was new but it is not as new anymore and some cannot sink in. This is still a cause of friction that is going to have a follow up from the 22/23 school year on, as we are going to be accredited in digital competence.

This implies that from their arrival at the centre and until their departure, including recess, the professional in charge of teaching the subjects in the new language should communicate permanently in this language not only with the students but with their colleagues. Communication with the rest of the teaching staff may be carried out in the local language, but not in front of the students of the teacher of the second language. For this reason, it is important that colleagues who do not teach subjects in non-local languages respect the space, and that between both partners there be criteria of communication in the exceptional cases in which a colleague must enter a classroom with a different language during a session.

Much has been said in this work about the roles of teachers, and it is evident that there is a cultural ground that affects the way in which teachers, or any other professional for that matter, assume that they must change their ways in order to deliver for their students in the world in which we live. Some cultures are less adaptable to change than others. Correcting or altering a course of action cannot be viewed as losses, and this is something that bilingualism may assist our pupils comprehend in several ways (empathy, negotiation of meaning, cultural awareness...)

So that this methodology may be successful, it is paramount that all bilingual educational institutions increase their investment in the ongoing professional development of the staff. The design and promotion of this continuing training to the whole is a guarantee of ensuring the future of these programs.

In this sense, the whole process of evolution to bilingualism have had the effect of change the mentality in a part of the teacher collective and there are more and more that have interiorised that formation is an endless process and embrace it. That have caused another clash with old-school teachers, not necessarily old themselves, who manifest they know everything they need to know. In CAM, though, it is prescriptive to have some sort of professional improvement in order to receive the seniority pluses. This measure has caused the general assumption that it is not possible to dismiss formation in your professional career as teacher but

it needs to go further. As we will explain later, the digitalisation of education seems to be the next step of this process.

La Consejería de Educación of CAM has been offering since the start of the program, summer courses that have allowed to many teachers to have the experience of getting to know English-speaking countries by living there for weeks. Again, this has improved the sense of community among English teachers and has created some sort of common feel of purpose.

All this means that the teacher is a learner and is used to be it. He/she understands his/her pupils fears and misgivings as much as the satisfaction and pride that comes along with the progress that their efforts bring about. In the bilingual classroom the divide teacher-learner becomes narrower which conversely to what traditionally was believed foster responsibility among the students and improves their behaviour and the general atmosphere of the school.

Bilingualism involves every sector of the community, then there must be some mention to the role of families. Their role in any educational centre is to support the growth and learning of their children. The first task is to provide the child with the proper tools to interact with their peers and teachers. The teaching lies on the professionals but families' support is important. Hence the need for a fluid relationship between teachers and parents in search of a common objective, the good of the students.

When we refer to a bilingual centre, help at home is understood a priori as non-existent, and this is something that the teachers are aware of, since not all parents have knowledge of the additional language. Something that parents should know is to avoid linguistic interference. They should not work on the contents in a language other than the one used in the classroom. Parents should know that the natural intellectual growth of the learner is what will give students the opportunity to transfer knowledge between the languages they know.

The bottom-line is that no parent opposed to bilingualism should take their kids to a bilingual school. There have been students obliged to translate whole lessons or encouraged to use online translators.

On the other hand, in some families, the students have become teachers, translators and interpreters of English as very often since a very young age their level has been higher than the adults' which has been the best advertisement for bilingual schools and contributed to feelings of mutual respect and admiration within the household.

It is important to mention the figure of the Assistant Teacher, one of the most useful tools that a teacher of a bilingual centre may have. To the students' eyes, particularly in the case of kids who have no contact whatsoever with the English language outside of the school, the assistant teachers embody English. Not only that, they give the students a sense of openness to the World, in some cases they are the first non-Spanish person that they have ever known.

When assistant teachers understand, and they have to be explained to do so as they do not necessarily have any formation in education, that their work is talk to the students to get to know each other in order to create a bond, the results are spectacular. Because learners experience the need to use the language, not to be assessed or to please anyone, but to communicate with another human being. It helps them grow personally. Moreover, they provide a wide variety of *Englishes* which is very important in terms of English as International Language, and issue we will touch upon.

Usually, assistant teachers are young professionals who want to have the experience of living in Europe. Thus, most of the times, they are younger than the teacher, this means that the students do not feel the generational divide that sometimes can be difficult to bridge. They see these assistants as something in between them and the adults which is very healthy as they feel free to open up with them and explore some issues that they may find more difficult to touch with more authoritative figures.

To end this section, the language that we teach is what will be analysed. When we talk about English, what do we talk about? As part of this affective approach, we are trying to outline, I advocate for English as an International Language as the best option.

Historically, English language instruction was based on a native speaker model. However, the shift that has been gradually occurring among English speakers impacts the language's centre of gravity. International English proficiency does not correspond to native mastery of the language; native speakers must modify their type of English to communicate effectively in global situations.

As stated above, there has been a transition from the realm of native speakers to a broader conception in which nativeness is merely one of several requirements for speaking effectively in World English (Crystal, 1997).

Nativeness has been aligned to membership, confidence, identification, acceptance and communicative competence characteristics such as the ability to communicate with family

members, internalisation of rules of use, knowledge of when and how to use language appropriately. In their use of the language, native speakers are said to transition from a posture of insecurity, when they are searching for meaning, to a position of security, when they realise that their experience as users of their L1 enables them to successfully communicate ideas and meanings. Non-native speakers, on the other hand, progress in the other direction, as the security of their native speaker status is replaced with insecurities in L2. Interestingly, native speakers of a foreign language may not be at a disadvantage in international contexts.

In international scenarios, the significance of English surpasses the native speakers of the language. The EFL tradition of presenting language acquisition in terms of interlanguage frames the language student as an outsider, a foreigner. The English as a Second Language strategy places the learner in an intermediate position, whereas the English as a lingua franca approach places the student in a much more central position, where competency rather than native-speaker status is the decisive element (Fiedler, 2011).

This means that English is not property of native speakers but belongs to all of us. Much more so in Internet times, the students are rapidly assuming this and teachers have to keep up by updating their understanding of the very language they are teaching.

For the majority of EFL students, being a competent speaker of the language is a more achievable, realistic, and less aggravating objective than obtaining a native-like command of the language. In order to complement or enhance them with non-native speakers' usage and accents, syntax and phonology, the standard native speaker models provided in EFL materials must be modified.

Since a large percentage of interactions conducted in English around the world are with non-native speakers, learners must be prepared to deal with this diversity rather than being given only native speaker models that would prepare them to interact successfully with only a small portion of the total English users.

English as an International Language, which is typically used between non-native speakers, is significantly more flexible because it focuses on intelligibility and conveying meaning, disregarding what are perceived as non-relevant grammatical inaccuracies.

Individuals' capacity to negotiate meanings, operate within the limitations of real-world engagement, and demonstrate a range of communication skills are crucial for EIL interaction. Relevant communicative skills include the ability to develop an awareness of language, to

differentiate between dialects, to switch between two or more languages or varieties of a language, to adapt one's speech style to the context, and additional discourse strategies (Fang, 2001).

There is an interesting fit between English as International Language and the methodological tenets that have been promoted in English teaching in the last decades and we described in section 2. Furthermore, as we will see, it fits too within our current legal framework.

What we have here is the chance to combine in a synergic way the latest trends in education and language teaching in the context of the Bilingual School to the point in which bilingualism becomes more than a choice but the appropriate environment for the kids to grow and develop the abilities they are going to need throughout their whole lives.

From a different viewpoint, the mother language, which had been side-lined in EFL classrooms, may play a far more significant role in this new conceptualization. One of the characteristics of Global English is the capacity for people to transition from their L1 to L2, to function as mediators, translators, or to relay information acquired in the other language in their L2.

Regarding the cultural aspects, EFL explicitly addresses the culture of English native speakers. In this context, teachers may have assumed the role of ambassadors for certain likely stereotypical values, philosophies, and social practises of Anglo-American cultures. Most EFL curriculum, textbooks, and reference materials have a propensity to perceive English through a very British standpoint. A second shortcoming of the majority of EFL materials is that they seem to accept middle-class ideologies.

Thus, culture seems to be one of the distinguishing factors between EIL and ELF, and a variable that must be reconsidered in light of the globalisation of English. Consequently, Anglo-American culture is no longer the predominant model. In the same way that Global English is considered to be release from any national affiliation, the cultural parts of ELF should not be limited to the culture and values of English-speaking nations.

As ELF is used for the individual's convenience, it is seldom considered an identifying language. Their identity is determined by their mother language. In intercultural situations, it is believed that learners develop their identities in a dynamic manner by drawing on their personal

experiences and cultural knowledge; it is via these process that they construct a multicultural identity.

Given the wide range of languages, cultures, and even physical locations of ELF speakers, meeting point is English itself; it is through ELF that they establish a community of practise, with Global English enabling them to express their interests, beliefs, and identities. The importance of the L1 for teaching learners how to cope with ELF is paralleled by an emphasis on the learners' own culture as a means of empowering them for Global English situations in which they must stand by their own values and identities in English and interpret the values, behaviours, and identities of the other. Diversity is key in EIL.

Trying to prepare learners for interacting in World English contexts involves teaching them how humans interact, the significance of culture-specific patterns of thought and behaviour, intercultural flexibility, the ability to act as mediators between the learners' culture and other cultures.

It is under the umbrella of EIL that we can prevent some of the problematic feelings that were studied on section 3, like the anxiety that many experience thinking that they have to go through personal changes to be proficient users of the language. Acculturation becomes adaptation protecting and even raising students' self-esteem. They are encouraged to be themselves and to put their backgrounds in play, which fosters positive factors as individual motivation and empathy among the members of the group.

4.2. Positive Discipline and Bilingual Education

Still, it is believed by many that academic learning is the aim of school and that discipline regimes should enhance academic performance. In an attempt to maintain control over pupils, adults use standard disciplinary methods based on incentives and punishments. However, research shows that if children are not taught social and emotional skills, they struggle to study and discipline issues grow (Kvols-Riedler, 1993).

Positive discipline consists of strategies that engage kids in concentrating on solutions as opposed to being the beneficiaries of penalties and incentives. Positive discipline-trained educators build classrooms where students are treated with respect, have the bravery and enthusiasm to enjoy learning, and have the chance to acquire the life skills necessary for success. They feel emboldened by the chance to learn from their errors in a secure setting (Lott and Intner, 2005).

A classroom with positive discipline is an ideal environment in which kids may identify and own their emotions and develop compassion and empathy. When they are listened to, young people seem more eager to listen. Through receiving feedback from their peers, they acquire insight into their emotions and actions. Youth are willing to accept responsibility for their conduct in a nonthreatening environment.

Through talking and sharing, listening and empathising, collaborating, negotiating, and resolving problems, young people have the greatest possible chance to develop social skills in a classroom with positive discipline. Judgment abilities develop in kids only when they have opportunity to assess situations by being socially conscious and aware of what is occurring in their environment.

Positive discipline is successful when instructors are ready to relinquish control over children in favour of a cooperative relationship. Teachers who acquire the skill of asking more questions and delivering fewer lectures show a genuine interest in their students' ideas and perspectives. When students are encouraged to share their viewpoints, given options rather than directives, and use group problem solving, the classroom climate improves and becomes characterised by cooperation, teamwork, and mutual respect (Glenn and Brock, 1998).

This approach matches with every proposal along this work. Positive Discipline aims to create the same classroom atmosphere as the methodologies we have studied: a space where collaborative production, meaningful and purposeful interaction through language, negotiation of meaning, social mediation, collaborative discourse, or cooperative tasks are all viewed as the way to learn. Where students themselves as participants in a process of personality development in addition to their role as successful language learners. Where the teacher takes new responsibilities in the classroom, those of facilitator and monitor, responsible for identifying and meeting the needs of students, a good communicator who strives to optimise the interaction between members of the group.

Bilingualism and positive discipline can be intertwined in a way in which individual affective factors are considered in the lesson planning and group management in order to reduce anxiety and prevent inhibition as both foster intrinsic motivation and a sense of collective purpose. Moreover, each student individuality is treated as an asset with consequent preservation and boost of self-esteem.

In term of collective affective factors, the synergy between bilingualism and positive discipline is even clearer. Aspects like empathy and group cohesion are foregrounded, they go

from positive outcomes to the foundation of the whole program. Moreover, our commitment to English as Intercultural Language is congruent with the principles of positive discipline and works as a medium to prevent the problems that were associated to cross-cultural processes, in this scheme there should not be room for feelings of inadequacy, loneliness or inability, those that come from a sense of isolation that is difficult to emerge in the climate that is proposed in this work.

5. CURRENT LEGAL FRAMEWORK AND THE AFFECTIVE APPROACH TO BILINGUALISM

The new legislation approved at the end of the year 2020 does not make significant changes in the academic structure of our educational system. The most noteworthy aspect of this law is the commitment it represents to the professional development of teachers, in harmony with the pedagogical autonomy of the centres. This fact comes to place the teaching staff as the architect of the changes at the epicentre of all methodological innovations and, consequently, of the school organization itself.

There has been a leap from a content-based curriculum, in which the knowledge to be taught in schools is defined, to a competency-based curriculum in which the abilities, capacities and skills that students have to learn are described. and to develop. Another tendency is to understand education as a complex social system, this means that changes in one part of the system influence the others: a new curriculum has immediate consequences on textbooks, exams, and teacher training and professional development.

The new regulatory framework faces the dilemma of whether the best way to prepare youth for an uncertain future is to teach them broad conceptual knowledge, or whether it is preferable to teach them transversal skills, which are a combination of knowledge, skills, values, attitudes and of will.

5.1 LOMLOE

This law names “la afectividad, con el fin de garantizar una formación integral” (3) as one of the purposes of the Primary Education. Among the pedagogical principles, number 6 it is stated that “se prestará atención especial a la orientación educativa, la acción tutorial y la educación emocional y en valores”(4). In the objectives, up to fourteen, we read familiar concepts and expressions: act in an empathetic way, develop attitudes of self-confidence, develop affective capacities, function autonomously. (LOMLOE, 5)

Therefore, we can see that the affective factors are incorporated as an integral part of the approach of the law. This is something schools and teachers should be aware as they must assume methods and practices which enable the building of an educational environment in which these targets can be reached.

This is the first Spanish educational law that instead of having a *competencia lingüística*, has a *competencia plurilingüística*, and then it is specified in the terms in which unequivocally English as International Language fits as it integrates not only the communicative dimension, but also the historical and intercultural aspects that lead students to know, understand and respect linguistic diversity and culture present in their environment, and that contribute to the exercise of that citizenship global independent, active and committed to a democratic society (LOMLOE, 88).

It is very interesting the link that the law establishes between language teaching and digital competence and it is said that Second Language allows students to function better in environments and get closer to the cultures conveyed through the foreign language, both as an engine for learning as much as a source of information and an element of enjoyment. In this sense, digital tools have a potential that could be fully exploited to enhance learning, teaching and assessment of foreign languages and cultures. Therefore, the development of critical thinking, the media literacy and the appropriate, safe and responsible use of technology (LOMLOE, 89).

There is an integration of Second Language Teaching, affective factors and digital competence. This means that it is assumed by authorities that these are elements that must have priority in our educational system as the students will need to have abilities related to them to succeed in their future developments.

5.2. Active Methodologies and Digital Plan

LOMLOE invites teachers to:

“desarrollar situaciones de aprendizaje a partir de un tratamiento integrado de las lenguas donde se considere al alumnado como agente social progresivamente autónomo gradualmente responsable de su propio proceso de aprendizaje, y donde se tengan en cuenta sus repertorios, intereses y emociones, así como sus circunstancias específicas.” (90)

Therefore, when it comes to methodology, the new law looks for inspiration in the models that inspired by the Communicative Approach put the learner in the centre of the whole process fostering autonomy, responsibility and reckoning her/his emotions. Thus, the Affective

Approach is not a choice but the common ground from which the classroom dynamics will be built. It would not be possible to develop this project, that is what a law is in the end, following the principles of the Grammar-Translation Method or others that came after based on behaviourist psychology that are not analysed in this work as they are not in line with our proposal.

LOMLOE introduces the concept of *learning situations* (*situaciones de aprendizaje*) defined as situations and activities that involve the application by students of actions related with key and specific competencies and that contribute to their acquisition and development. The purpose of introducing this element in the national curriculum is to push the implementation of a didactic methodology that sees students as agents of their own learning, beginning with their centres of interest and allowing them to construct knowledge autonomously and creatively from their own experiences and learning.

It is, at this point, timely to insist that only from a perspective that put the affective factors before anything else can teachers design learning situations as proposed. Because they are seen, as we do the classroom interaction, as a useful tool for integrating the curriculum components of the many subject areas via meaningful and relevant tasks and activities for solving issues creatively and collectively while bolstering self-esteem, autonomy, introspection, and accountability.

Finally, in the development of the Digital Competence we find an ally as schools are going to have to include in their School Project a Digital Plan to comply with the “Plan Nacional de Capacidades Digitales”. While teachers are encouraged to use digital tools to develop the educational process, in terms of Second Language Teaching this means that the usage of computer-mediated communication is advantageous in terms of the amount of learner output, the quality of such production, and the opportunities for students' attention to form (Lee, 2008). Social media, online games, and chats provide students with the opportunity to participate in communication practise with other interlocutors globally or, often, next door, since distance and geography are no longer a barrier. Online forums encourage engagement and peer input, as long as students are aware of the need to offer feedback, they will utilise it to build relationships with their classmates. Wikis are very beneficial for enhancing communication skills in general, and writing abilities in particular.

The Digital Plan is an opportunity for enhance bilingual programs from an affective perspective as the linked pedagogical principles are applicable here.

6. CONCLUSION

This Master's Dissertation aims at articulating the reasons why it is unavoidable to adopt an Affective Approach to Primary Education and present the Bilingual School as the ideal environment to do so.

Therefore, in order to wield the argument, some of the latest trends in Second Language Teaching have been outlined: Communicative Language Teaching, Task-based Language Teaching, Multiple Intelligences, Cooperative Language Learning, Natural Approach and, later, CLIL and we have seen that they all put the learner in the centre of both the theoretical construction and its practice. Being the student the main focus of the methodologies, his/her affective facet is considered foundation over the learning is built.

Then, all these methodologies foster: real communication, meaningful tasks, collaborative production, negotiation of meaning, variety of groupings, non-verbal expression support, learning by doing and fluency over accuracy. This kind of classroom interaction poses certain demands on the learners, they are not a passive container in which information is poured, now they have to be active participants of their own learning.

Later, reviewing affective factors that correlate either positively or negatively with learning, it surfaced that working under the aforementioned conditions prevents anxiety and inhibition, boosts motivation and self-esteem and favours the growth of students with different learning styles. When it comes to relational issues, again it stood out the positive interconnection of these methodology and these factors as they create an empathic atmosphere and favour cohesiveness within the group. As well, they prevent negative feelings associated with acculturation, to what it must be added what we later learned about the convenience of embracing English as International Language in the Second Language classroom.

Once we have presented how English lessons could foreground affectivity, an analysis of the Bilingual School in CAM was necessary to check if the proposal was viable. As a result, it was explained how CLIL was not only in line with the principles that give pre-eminence to affectivity by was compatible with all the other methods we mentioned as teachers use an eclectic approach.

It was tried to posit the Bilingual School as a place that offers children the opportunity of being the person they would like to be and they cannot in their mother tongue: the second language do not conjure up painful memories that may be associated with words or expressions in native language.

Moreover, bilingual schools have a great asset that non-bilingual schools lack which is the figure of the Assistant Teacher who kids see as a host to explore the outer world.

Another shift that is operating in Education is classroom management and the way discipline is handled. Although dating from the 80s, Positive Discipline is in vogue in Spain (or, at least, in CAM) these days. It was attempted to explain how this theory was fitting with the school (bilingual, fostering Communicative Approach, implementing active methodologies, embracing English as an International Language) had been depicted. Promoting enjoyment on learning, responsibility, problem solving, cooperation, mutual respect are practices where Positive Discipline and Bilingual Education (as we see it) meet. Working together it is easier to create a place where the emotional needs of the students are taken care of.

The last piece of the puzzle is the legal framework in which this project is supposed to be put into practice. If law were to be contradictory with our proposal it would be just that but if coherent it would be not only doable but convenient. And it is.

Educational law after educational law and as a consequence of international trends in education, affective issues have been taken more and more seriously and in LOMLOE they pervade every element of it. To the point to which it would be not possible to abide by the law not considering the affective factors involve in education and giving them priority.

The competence approach that this law supports and that it is strongly suggested by European Educational authorities finds inspiration in the Second Language methodologies that have been touched upon.

Moreover, there is a new element, the School Digital Plan in which there can be found a new ally to teach English and in English from an affective perspective.

There can be setbacks too. Perhaps the first issue is that a positive classroom environment and students who are open to learning may not suffice: what some students consider to be clear objectives and engaging resources may not be the same for others in the same class.

Moreover, while emotions play a significant role in the learning process, we must recognise that there are other aspects, both internal and external to the classroom, that must be accounted for.

It is essential to continue working towards transforming present attitudes that limit the incorporation of emotion into language programmes, curriculum, and lessons.

As agents of change, educators must recognise that change begins with individuals and then spreads to classrooms, institutions, and nations.

Understanding the cognitive and emotive intricacies of learning can only benefit our professional development and personal fulfilment. A teacher who comprehends the significance of affect in the classroom and who thinks that all kids are capable of learning, may provide success possibilities for all pupils. Teachers are also responsible for asking students about their learning skills and then listening to their responses.

Increasing student awareness of emotion in the language classroom can facilitate more effective and efficient language acquisition. A comprehensive grasp of learning settings, learning styles, and learning techniques enables students to take charge of their education and maximise their learning potential. They will serve as each other's motivators, receiving and providing support from the classroom community (Reid, 2022).

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