

Module 4: AFM

Advanced Module – English

Inhaltsverzeichnis

AFFECTIVE AND EMOTIONAL DIMENSION AND MOTIVATION IN LANGUAGE LEARNING	2
STEP 1.	3
STEP 2.	9
STEP 3.	17
STEP 4.	26
REFERENCES BIBLIOGRAPHY	33

Affective and emotional dimension and motivation in language learning

We will go through five steps in this module to expand on what we saw in the basic module.

STEP 1: Obstacles to students' affective-emotional security: fear of how others will look at them and fear of making mistakes

STEP 2: Managing conflict situations: expressing your own emotions and taking your pupils' emotions into account

STEP 3: Developing the pupil's identity: telling their story, experiencing themselves through their emotions and those of others

STEP 4: Motivating learners: encouraging positive emotions in class and enhancing their sense of competence

STEP 1.

Obstacles to students' affective and emotional security: fear of what others think and fear of making mistakes

REMINDER & REFLECTION

As we have seen during the exploratory section of the module, emotions must be considered in the teaching and learning of languages. This is why it is very important to listen to what affective and social neuroscience (ASN) has to tell us, the most famous representative of which in France is paediatrician Catherine Gueguen (2018), who provides the following definition for ASN: *“ASN studies the cerebral mechanisms of emotions, feelings and interpersonal skills, as well as their highly profound impact on the brain and consequently on the person’s development.”* (p. 15).

Emotions, which were ignored within research for a long time, currently occupy a prominent place in understanding and explaining what happens in a classroom and, more specifically, in a language classroom. In addition to ASN, there are also the cognitive sciences applied to education, to use the expression by Gentaz (2022), which are interested in the link clearly shown today between emotion and cognition; two aspects that are interdependent of one another in the brain (Houdé, 2019; Sander, 2015). As Gueguen (2023) explains: *“The secretion of oxytocin and dopamine is stimulated by support, encouragement, collaboration, cooperation and pleasure. Conversely, this secretion is blocked by stress, competition, and comparison”* (p. 24). Emotional abuse has a negative impact on the cerebral development of children and adolescents (incidentally, the brain finishes maturing around 24 years of age, Salthun-Lassalle, 2018)¹. According to Gueguen (2023), emotional abuse refers to any form of physical or verbal violence that belittles, humiliates, punishes, discriminates, or rejects the learner and that triggers negative emotions in them, such as fear or shame. These emotions cause the secretion of cortisol, which triggers stress and has consequences on the cerebral development of the child, which *“risks making them develop behavioural and psychiatric conditions: aggression, anxiety, depression, etc.”* (p. 25).

¹ <https://www.cerveauetpsycho.fr/sd/psychologie/l-adolescence-s-etend-desormais-de-10-ans-jusqu-a-24-ans-12771.php>

In addition, it is important to also draw on Maslow's (1943) hierarchy of needs, which constitutes a key element in understanding why it is necessary to make students feel secure on an emotional level.

Maslow classed the needs of individuals on five levels according to their order of importance (Kotsou et al., 2022; Loton, 2020):

- Psychological needs (eat, drink, sleep, etc.);
- Security-related needs (physical, emotional, financial);
- Needs relating to belonging (friendship, love, family, being considered and valued);
- Needs relating to esteem (the feeling of being competent, useful, respected, successful, having self-confidence).

These two categories refer to psychological needs. The final level corresponds to the need for *“self-actualisation (learning, developing, evolving, creating, etc.)”* (Kotsou et al., 2022, p. 106). According to Loton (2022), this model of needs has the virtue of showing the importance of being made to feel safe in a learning situation and showing that motivation is associated with the satisfaction of these different needs. However, the researcher clarifies that the need for security often takes precedence over psychological needs, referring to attachment theory (Bowlby, 1978): *“In a class situation, for example, we observe students holding back from going to the toilet in order to comply with the teacher’s rules. (...) The need for interpersonal security by establishing an affective (continuous, stable) connection is the primary need and the foundation for the other needs in attachment theory.”* (p. 121).

Let's now return to our two situations described in the first section of the module.

OBSERVATION

Let's return to the class situations experienced by Paul and Mélissa. It appears that their need for security has not been satisfied and, as a result, they are prevented from speaking. Their willingness to communicate in the target language is impeded.

WHAT IS YOUR PERCEPTION?

- **Answer the following two questions:**

1. What, specifically and precisely, would you have done in Laure's place (Paul's English teacher) or in Yann's place (Mélissa's teacher for French as a second language) to ensure that these two students feel secure and thus encourage their oral communication?
2. How much room for error do you allow your students in your interactions with them and in their interactions with other peers, and what feedback do you give them when they make mistakes?

EXPLANATIONS AND TEACHING SUGGESTIONS

In interviews conducted with allophone students enrolled in middle school (*collège*), Guedat-Bittighoffer (2014, 2024) was able to analyse their fear of expressing themselves in front of others, particularly in an ordinary class (an ordinary class is where allophone students attend lessons with other students from the host country, as opposed to the reception scheme where they attend lessons in the second language with other allophone students).

Let's consider the example of an extract from an interview conducted with Alexandru² (of Romanian origin), which is perhaps prototypical of what Mélissa also experiences: *"Afterwards, if I'd said something wrong, they would laugh at me and everything, so that was also one of the reasons."* He provided this explanation with regard to his refusal to ask other students and the teachers for help whenever he was unable to understand something in the ordinary class. When Alexandru uses the expression *"say something wrong"*, he undoubtedly means when he makes a mistake. We can therefore see from his words that making a mistake is associated with reprehensible, unhealthy behaviour, which, consequently, has a negative moral value. "Wrong", of course, is associated with the notion of "fault", which makes students feel guilty. It is therefore important to *"disassociate error from fault in learning,"* as recommended by Favre (2013, p. 171). In the study into the neurolinguistic approach (NLA) at middle school, Dewaele et al. (2024), the anxiety of students learning English as their first foreign language at middle school (*collège*) in France was measured on a scale from 1 to 5. As for Paul in Laure's class, the anxiety level is still quite high for the 181 students tested, regardless of the class: 2.7 on average. Several of the students' responses referred to this fear of speaking in front of others when describing a situation in which they experienced negative emotion in English class. Their responses also described a feeling of shame, incompetence, a fear of being judged by others, of being ridiculed, and we also observe physical symptoms of anxiety and stress: *"I felt stressed when I had to go up to the board with other students to do an oral presentation and I didn't succeed. My heart was racing and I couldn't concentrate"* (Léa); *"There was one day when I didn't feel ready to take the oral exam, so I didn't do it and I really felt too stressed"* (Ila); *"[I feel bad] when I do the oral in front of everyone in the class"* (Nalia); *"There was a day when we had to do the English oral exam and I had to speak in front of everyone. I was stressed and I couldn't do it because I was embarrassed"* (Marine); *"The first time I did an oral exam, I was afraid of what others would think"* (Mahmoud); *"When we're doing an oral exam, I don't*

² All the first names are fictitious to maintain the anonymity of the students interviewed.

like doing it so I get anxious” (Lina); “When Léonie and I had to do an oral exam in front of everyone, I wasn’t comfortable at all, I turned red and I felt terrible” (Margot).

The fear of what others think is therefore very much present among these two groups of adolescents, which poses a real problem in terms of their willingness to communicate.

To reduce this fear of speaking in language class, we suggest that you carry out this activity taken from the publication by De Andrés and Arnold (2009, p. 27).

SUGGESTED ACTIVITY: “1, 2, 3 STARE!”

Learn more about this activity.

- **Objectives:** oral production. Having fun can help to reduce the fear of speaking and encourage greater participation.
- **Target level:** beginner A1.
- **Duration:** 5 to 10 mins.
- **Preparation:** a pack of cards with tasks on them, varied according to the age and language level of the group (see the examples below).
- **Important note:** games in a language class that focus on self-confidence are not competitive, so do not award any points: winning means overcoming the fear of speaking and viewing participation as part of the learning process.

Classroom procedure:

1. Ask the class to arrange themselves in a circle. Explain that everyone should stare at someone else when you say “1, 2, 3, STARE!”. When two students stare at each other, the pair goes into the middle of the circle, where they have to perform a task. (If there are several pairs, they can take turns.)
2. The pair in the centre takes two of your task cards and chooses one of the tasks to perform.
3. Repeat several times.

Suggestions of tasks to perform in pairs (either in English, French or German)

Ask each other what one of your favourite words is.	Sing a song that both of you know.	Ask each other to name one of your favourite words.
Ask each other what you did yesterday.	One of you names 5 parts of the body and the other points to the named body part.	Talk about your favourite food.
Talk about the unit/lesson you are studying.	Say 5 words beginning with A.	Ask each other what you are planning to do in your next holidays.
Spell out each other's name in English, French, German.	Each of you says something that you're good at.	Ask each other about someone you admire.
Each of you talks about your favourite toy when you were a child.	Discuss whether it's better to live in the town or in the country.	Talk about learning English, German, French.
One of you gives the orders (go to the door...) and the other carries them out.	Create a dialogue between a sales assistant and a customer (for example, at a travel agent).	Talk about what makes a good friend.

YOUR TURN.....

1. If possible, try this activity out in your class and provide us with feedback on how it went (benefits and difficulties with regard to speaking in class). Ideally, it would be good to film the activity and put the video online on the training platform, if possible.
2. Do you have an activity to share with us to help reduce students' fear of making mistakes in language class? Can you share it, describe how it works, and explain why you think it is interesting to carry out?

STEP 2.

Managing conflict situations: expressing one's emotions and considering those of the students

REMINDER & REFLECTION

As we have seen in the exploratory section of the module, school is a highly symbolic setting as it exacerbates the intensity of the relationships that adolescent students have with one another and between teachers and their students; you only need to give the students a chance to speak and listen to them carefully during interviews conducted within the context of research projects to realise this. As stated by Marsollier (2023): *“In the lives of children and adolescents, school is one of the main settings, alongside the family setting, that exposes them to strong and sometimes painful emotions in the many interactions, events and decisions that define their learning process and school life”* (p. 12). Cuisinier and Pons (2011) make a similar statement concerning the importance of emotions in a school context: *“The classroom is a special context for the onset of emotions. The classroom is a standardised social situation dedicated to activities that are likely to expose the child, as occurs with adults, to new and confusing events, which may or may not be perceived as particularly pleasant”* (p. 3).

However, as we have already explained, school has taken a negative view of emotion for a very long time (and this is still very often the case) in relation to this opposition between emotion and reason (this has since been recognised as an incorrect approach and we have explained why in the exploratory section of the module). Petiot and Visioli (2022) also state that school in France *“is built, to a certain extent, on the denial of emotions considered disruptive to the rationality of the minds to be educated”* (p. 14). The students are aware of this and are very often unwilling to express their emotions and, more specifically, their vulnerability: *“Associated with unpleasant emotions such as fear, shame and guilt, each person lives out their vulnerability internally within the intimacy of a threefold relationship: with risk, with themselves and with others. For many young people, the learned reflex is to run away from or dodge their embarrassment, their emotion, their suffering”* (Marsollier, 2023, p. 19). In the same way, some teachers are careful not to express their emotions and believe that taking the emotions of their students into account is outside of their remit, as Marsollier (2023) states: *“Having been primarily trained in the teaching of their subject, they do not feel capable or entitled to provide support and consequently open themselves up to the suffering of a young person. Embracing their emotions is part of an impulse, a sensitivity*

or a responsibility, a personal choice that some people do not feel ready to make.” (p. 35). Marsollier (2023) also talks about the anaesthesia of emotions, whereby students are forced to hide their affect so as to avoid appearing weak, evoking the social masks behind which the adolescents hide, to cite Jung (1933). The students therefore have very few opportunities within the school to freely express what they feel: “School is sorely lacking spaces for dialogue in which students can express their feelings in complete security, especially when these feelings are unpleasant, unsettling, driven by anxiety, by feeling of anger, injustice, humiliation or fear” (Marsollier, 2023, p. 71).

It is in this context that sometimes difficult exchanges take place with students, particularly at middle school and in language classes where the students are especially vulnerable. Teachers are therefore called upon to acquire social-emotional skills (SES), also known as psychosocial skills (PSS), which, according to Gueguen (2023), would enable them: *“to feel a sense of accomplishment and well-being and [would allow] the children progress on a personal, social and intellectual level (Barsade et al., 2008).”* p. 36. To develop these SES, the teacher must demonstrate kindness and compassion towards their students. Kindness is defined by Jellab and Marsollier (2018) as follows: *“Kindness thus aims to help the other person fulfil their potential, achieve well-being, progress and to be protected. It is observed in actions and communication”* (p. 60). Compassionate treatment is presented by Loton (2020) as follows: *“Compassionate treatment is the willingness to be open and listen sympathetically, while being concerned about ‘looking out for the welfare’ of others”* (p. 93). We will see in the section below precisely how to implement this approach in the classroom and, in particular, in a language class.

OBSERVATION

Let's return to our two situations. In both cases, the teachers are faced with educational dead ends.

Laure and Paul are stuck in a conflict situation, communication has broken down and, in an attempt to avoid compromising her authority, Laure has resorted to punishment by asking him to leave and suggesting that he could be subject to disciplinary measures (detention, suspension for a day).

In Mélissa's case, Yann is helpless and doesn't know what to do when confronted with this allophone learner's silence. Their relationship is therefore also problematic.

WHAT IS YOUR PERCEPTION?

- **Answer these three questions:**

1. Would you have acted in the same way as Laure when faced with Paul's aggressive behaviour, i.e. using punishment and disciplinary measures? If yes, explain why and if not, what, specifically, would you have done?
2. Faced with Mélissa's silence, do you understand Yann's powerlessness and despondency and would you, like him, have chosen to give up? If yes, explain why and if not, what, specifically, would you have done?
3. How would you describe your educational relationship with your students and, more specifically, with the students who pose a problem in class?

EXPLANATIONS AND TEACHING SUGGESTIONS

Approaches exist by which to develop the social-emotional skills (SES) that we mentioned above, which can help you to better manage relationships, including conflicts, with students. We will also look at how to enhance students' identity in the classroom so that they feel positive about their language learning.

Nonviolent communication (NVC) is a possible approach for managing situations, including conflicts with students, in the best possible way. According to Gueguen (2023), NVC “*offers empathetic, conscious and kind communication.*” (p. 37). It was conceived in 1984 by the clinical psychologist Rosenberg, who was strongly inspired by the psychologist Rogers, of whom he had been a student. Rogers was the first to advocate the importance of the affective dimension within school. He is also the founder of the understanding and empathetic dimension in interpersonal relationships and, in particular, in interview techniques.

Empathetic listening is therefore one of the main characteristics of NVC (Gaspard & Schmider, 2023). If we look back at the exchange between Paul and his teacher Laure in detail, things quickly become heated between the two when Paul reacts with aggression following his English teacher's comment. As a result, she takes these words to heart and responds in a very authoritative manner, cutting short all communication by sending him out of the class. Gaspard and Schmider present the case study of sports teacher Julien, who, following NVC training, no longer responds in an authoritative manner, with disciplinary action or punishment, when faced with conflict situations with his students. He adopts an empathetic approach so as to listen to his students' needs. With regard to the advantages of NVC in such difficult situations, Gaspard and Schmider (2023) state that this: “*makes it*

possible to take a step back, to take things less personally and to diffuse the situation instead of amplifying it with habitual reactions: if the teacher does not take the student's reaction personally, they avoid viewing it as an attack and do not need to react to defend themselves. They remain available to listen to the student's experience, confident in the knowledge that, by maintaining a listening ear, the situation will de-escalate. This skill makes it possible to navigate complex situations with a human cost that is much lower than that generated by an authoritarian or punitive reaction.” (p. 104).

To understand the importance of expressing one's own emotions and those of one's students, we will return to the steps described by Kotsou et al. (2022) aiming to allow one's emotions to be expressed in an understanding and empathetic way.

These four steps, which we are going to describe here, practically correspond to the four stages of the NVC relationship process, i.e.:

- Stage 1: observation (what has happened, the facts);
- Stage 2: expression of emotions;
- Stage 3: identification of the needs of both partners in the relationship;
- Stage 4: and, finally, the request (what actions to take to change the situation). (Gaspard & Schmider, 2023, p.42).

➤ First step: *“Differentiating between the expression of a judgement and the expression of an emotion” (p. 160)*

In practice, it is important to state factual elements connected with the situation experienced rather than expressing judgements of others.

Let's return to an example given by Gaspard et Schmider (2023) regarding how to communicate without judgement:

Judgement	Example of factual statements
<i>You don't respect me.</i>	<i>You entered without knocking on the door.</i>

Let's now analyse Laure's remarks to Paul. She uses judgements in terms of right and wrong to assess his behaviour: *“pain, selfish, primary school kid.”* She reproaches him: *“You don't stop chatting, you're disturbing me and you're disturbing the whole class, you're acting like a primary school kid, you've been insulting to me.”* She also uses the adverb “always”, which further reinforces the intensity of the reproach. In her comment to Paul, Laure could have used factual statements and observable elements in the student's attitude without expressing a judgement or an opinion of him.

Judgement (what Laure said)	Example of factual statements (what she could have said)
<i>Paul, you need to put an end to the continuous chatting, once and for all, because it's not just your classmate beside you that you are disturbing, you're disturbing the whole class, and you're being a nuisance.</i>	<i>Paul, since the start of the lesson, you have chatted with Louis several times while I've been speaking or while students have been answering me. This prevented me from listening to their answers. Can you stop, please?</i>

Faced with this potential clarification from Laure, Paul's reaction might be the same, so let's move on and take a look at the second step in managing this situation in class.

➤ Second step: *"Expressing one's emotion in an appropriate manner"* (p. 162)

In a conflict situation, the teacher tends to talk about the student rather than themselves. As a result, according to Kotsou et al. (2022), it is necessary to take responsibility for expressing your own emotions. It is not a case of denying the student's responsibility in the situation, but to become the actor in the situation again; it's not just up to the student, but also the teacher.

Once again, let's take a specific example of how to transition from judgement to expressing emotions and consequently to move away from the *"accusatory YOU"* to the *"responsible I"* (p. 163).

"Accusatory you"	"Responsible I"
<i>"You are really boring."</i>	<i>"I feel frustrated"</i>

Once again, Laure is all about blame here and does not really clearly express what she is feeling. This attitude is undoubtedly linked to the idea that a teacher must not express their emotions in class: they must remain neutral within the teaching environment and therefore rational, having internalised the negative view of emotions that has been conveyed for years by the educational establishment.

"Accusatory you" (what Laure said)	"Responsible I" (what Laure could have said)
<i>"You're being a nuisance."</i>	<i>"I feel angry."</i>
<i>"You're selfish and you only think about yourself and not about me and the others."</i>	<i>"I feel sad and disappointed."</i>

➤ Third step: *“Expressing one’s needs”* (p.164)

This is about positively expressing what you need in order for the relationship to improve. This way, these needs do not remain implicit in judgements and reproaches, which prevents frustration.

The previous example is used once again, but with the addition of the expression of need (p.164)

<i>“Accusatory you”</i>	<i>“Responsible I + identified emotion + expressed need”</i>
<i>“You are really boring.”</i>	<i>“I feel frustrated because I need stimulation.”</i>

Let’s take the example of Laure’s remarks, adding the expressed needs.

<i>“Accusatory you” (what Laure said)</i>	<i>“Responsible I” (what Laure could have said)</i>
<i>“You’re being a nuisance.”</i>	<i>“I feel angry because I need the full attention of all my students in my interactions with them in English.”</i>
<i>“You’re selfish, you only think about yourself and not about me and the others.”</i>	<i>“I feel sad and disappointed because it’s important to me, Paul, that you succeed and it’s important to me to work in a classroom with a climate of cooperation between all my students.”</i>

➤ Fourth step: *“Listening to the emotions and needs of others”* (p. 166-167)

This emotional process that has been applied to the teacher should also be applied to the student. The teacher should adopt an approach of empathetic listening to understand the frustrations; the origins of the accusations that the student makes against them. An alternative strategy to the counter-attack by adopting an authoritative approach, which inevitably ends with punishment - the disciplinary measure - can then be considered.

What Paul said	Laure's automatic response	Attempt to imagine the emotions Paul feels	Attempt to identify Paul's needs
<i>But why is it always me? Why are you always picking on me? Louis and Sarah are doing the same thing and you never say anything to them.</i>	<i>I can't take any more of your attitude. This just goes to show that you're still acting like a primary school kid. You're selfish and you only think about yourself and not the others. You make me feel exhausted. It's a good thing not everyone in this class is like you.</i>	Anger, irritation linked to a feeling of injustice	Need to feel like he is being treated like the others, not being Laure's scapegoat, perhaps the need not to be viewed as the student in difficulty compared to the other students who are successful in English and towards whom Laure is more tolerant
<i>And anyway, I don't care about English, it's pointless. In any case, it's too hard for me - I've tried several times, you haven't even noticed and there are times when I've raised my hand and I've known the answer and you haven't even asked me. You ask me questions when I don't know the answer, and then the others make fun of me and say I can't do the accent.</i>	<i>You make me feel exhausted. It's a good thing not everyone in this class is like you. So, as you've been insulting to me, I don't want to see you for the rest of the week. Leave the class and go straight to the school office.</i>	Anxiety, fear, shame, sadness linked to feelings of injustice and his peers' view of him (mockery), feeling of being naughty, discouragement, disengagement (context of vulnerability in the situation of language learning)	Need to feel secure on an affective and emotional level, to be appreciated, recognised for his efforts and progress (he made some, but apparently Laure did not take this into account)

YOUR TURN.....

As we have seen in this section, NVC is divided into four stages. In Paul and Laure's case study, we have seen the first three stages: i.e. stage 1 with the observation of facts (step 1), stage 2 with the expression of emotions (step 2), stage 3 with the expression of Laure and Paul's needs (steps 3 and 4). We are missing stage 4, i.e. the request (the actions to be put in place to resolve the crisis between Laure and Paul).

- The question is: in light of what we have seen so far during the module, what solutions would you suggest other than those that Laure used (disciplinary measures and punishments) to resolve this crisis with Paul in the short term and, more generally in the long term, to help him feel less discouraged about learning English?

STEP 3.

Promoting the student's identity: telling their story, expressing themselves through their emotions and acknowledging those of others

REMINDER & REFLECTION

Think back to question 6 in the exploratory section of module 4. We asked why emotions are so important in language teaching and learning. We discussed the identity function of language, which we will return to now. We will start by defining what identity and self-concept are; these are two fundamental notions that must be understood before answering this question. De Andrés & Arnold (2009) provide this definition of identity: *“Sense of identity refers to the knowledge and perceptions that we have of ourself. It is knowing who I am and what I can become. Identity can be described as the image that one holds of oneself; and self-esteem is how we feel about that image”*³ (p.45). Self-concept, according to Nocus (2022), reflects *“descriptive aspects of self”* (p. 48). Adolescent students learning a new (second or foreign) language are therefore confronted with their identity through self-concept. This identity function of language is consequently present for all adolescents who are currently constructing their identity, *“which is the result of a contradictory process of identification with the other and with others”* (Lachal, 2007) » (Sanchis Zozaya, 2023, p. 156). It is evident that this question of identity is even more important for allophone students than for other students at middle school. Indeed, Auger (2008), citing Vigner (2001), also highlighted that: *“The question of identity representation is crucial for middle school students, and doubly for so foreign NAS [newly arrived students]”* (p. 220).

To promote teaching and learning that is kind towards its students, they must be valued, and this means promoting their identity and culture. This brings us closer to intercultural approaches that genuinely allow emotions to be expressed. We will not look in depth at the question of interculturality, which you can find in module 2 dedicated to intercultural communication, but we will look at it through the prism of emotions.

We have already discussed the incorrect view of emotions that science has held for a long time and also their “invisibility” within schools, and Piccardo (2013) recalls that the same was true for a very long time within the didactics of language and culture (DOLC): *“If we consider the place of emotions in research into the didactics of language, we can see that it generally remains very modest”* (p. 23). She then explains that it is really the intercultural

breakthrough within the DOLC in the 1980s, then subsequently in the 1990s, that turned the learner into a fully-fledged being with emotions and feelings, marked, among other factors, by his or her culture: *It is not surprising that the arrival of the intercultural dimension, introduced into DOL from the 1980s and developed over the 1990s, has been greeted as a great advancement. It was concerned with making this neutral and undefined being, that is the “learner”, more “alive” and “real” by providing a genuine, or at least realistic, framework and goal for learning as well as linking cultures*” (p. 24).

It is therefore important in language classes to be able to tell your story, talk about yourself and others, particularly when it comes to allophone students or, more broadly, a migrant community. Talking about yourself in an authentic manner is one of the central objectives of the intercultural approach. Indeed, Gout (2017) reports on several experiments involving adult migrants in England that are based on this principle of talking about oneself to better learn the language of the host country. He therefore refers to the practice of “*Speaking from within*” coined by Cooke et al. (2013), which shows that: “*when discussions focus on questions relating to learners’ personal lives, then, on the contrary: learners are freed from their fear of making linguistic errors, expression becomes spontaneous, they speak “from within”, with their heart and from their gut, they are more intensely and personally invested in the debate and, more surprisingly, the researchers then noticed that they begin to produce more complex, richer and more fluid language*” (p. 190).

This brings us back to the idea of telling one’s story, talking about oneself to others, revealing intimate moments from one’s life to others in complete confidence. As Beacco (2018) states: “*This concern with bringing out the profound experience of learners is, in this perspective, considered as creating, in a less scholarly environment, conditions in which learning the language of the new environment is transformed into a desire to make it their own*” (p. 241).

This brings us to the question of group cohesion; an essential pre-requisite to having an intercultural encounter within the class by revealing oneself and one’s emotions. Without group cohesion, the learner experiences emotional insecurity (Auger & Le Pichon-Vorstman, 2021) and is therefore unable to open up to others. As Lipiansky (1999) states: “*Group cohesion creates a safe environment and a feeling of community and solidarity. It can thus provide a favourable basis for interpersonal relationships and for facilitating contact between participants from different cultures*” (p. 285). Lipiansky (1999) describes the impact of the absence of group cohesion: “*If the group has no cohesion, if it is torn apart by conflict. This creates a stressful climate that causes individuals to experience a feeling of danger and display defensive reactions (fight or flight), which paralyzes exchanges*” (p. 285).

So, once again, affective and emotional security appears to be indispensable, both for intercultural processes and language learning.

OBSERVATION

We have not discussed the case of Mélissa and her teacher Yann much thus far. So, we're going to return to it now. We have already considered this allophone student's silence, which has lasted several months and leaves her teacher feeling completely helpless. However, she seems to want to reach out to Yann, as she gives him drawings in which she reveals more about herself (they often show a family and a house). When it comes to informal exchanges in class with her classmates, she speaks to them in a shared language, often her first language. This means she is not completely closed off to the others. So, has Yann put intercultural approaches in place within the scheme to enhance the culture and language repertoire of his students? Does it give them the opportunity to talk about themselves, their family, how they feel at school, in the host country?

WHAT IS YOUR PERCEPTION?

- **Answer these three questions:**
 1. What, specifically, do you do to enhance the identity of your students, their cultures, their language repertoires?
 2. Do you put intercultural approaches in place in your language lessons? Yes/no, explain your answers.
 3. What do you do to encourage collaboration/encounters between your students and, more specifically, in the case of students from different cultures in your class?

We propose two activities to enable students to express their identity, their emotions and to get to know others in their target language: activity 1 is aimed at a beginner level (A1/A2) and activity 2 is aimed at an intermediate level (A2/B1). These two activities are taken from the book written in English by De Andrés and Arnold (2009) and can be found on pages 48-50 and 54-55, respectively.

TWO SUGGESTED ACTIVITIES

Learn more about these two activities.

ACTIVITY NO. 1: “WE BINGO”

- **Objectives:** oral and written production. Using interrogatives. This is an effective ice-breaker that can help students to better get to know each other's talents; they practise asking and answering questions and using different verb tenses in an

atmosphere of *enjoyment*. This activity is recommended for the first few weeks of the school year.

- **Target level:** beginner (A1/A2).
- **Duration:** session 1 (5 to 10 mins); session 2 (20 to 30 mins).
- **Preparation:** make photocopies of the questionnaire for each student.

Classroom procedure:

- **Session 1**
 1. Ask your students to complete the following questionnaire or prepare one that is suited to their age and level. Give the students experiencing great difficulty special help with the vocabulary they need. It can be very helpful to know specific things about your students to enable a more personal relationship to be established with them, and the questionnaire can be retained to help prepare for other activities.

Questionnaire to be handed out to the students

Surname and first name:
1. When I have free time, I like to
2. Some interesting things that I've done
3. Things that I know how to do
4. Something special that I have
5. Things that I really like
6. Something that I did last year

2. Collect the completed questionnaires and, for each question, ask one or two students to say how they have answered (for example: "When I have free time, I go

out with my friends...”). For some questions, ask how many other students do the same thing. Then, keep these questionnaires to use the information to create a customised bingo card for your students. Try to include something from each student; but if you have more than 24 students, select the categories that may be shared by several students. You can choose elements that enable them to practise different verb tenses and/or the vocabulary that they have studied.

- **Session 2**

3. Before doing the activity, you can practise the questions your students need. If this is the case, with the bingo card in hand, provide examples for some of the questions and also give them a few minutes to think about other questions by themselves; then check with the whole class until you are sure that they know how to formulate all of the questions. For students experiencing difficulty, you can write some example questions on the board so that they can use them during the game.

Here are some example questions for the bingo card below:

- Do you like chocolate?
 - Do you like singing?
 - Do you know how to ride a horse?
 - Do you speak two foreign languages?
 - Are you good at IT?
 - Do you have a bike?
 - Are you very organised?
 - Have you ever acted in a play?
 - Have you ever won a prize?
 - Have you ever walked along a beach at night?
 - Have you ever been to another country?
4. Tell the students to talk to as many of their classmates as possible in the minutes that follow to “find someone who” corresponds to each category. When they do, they write the name of the person in the corresponding category. Before starting, tell them that the first person to complete the sheet should shout BINGO! When someone has finished, tell this student to stand up in front of the class and wait a

- few more minutes until two or three others have finished. Ask them to come forward as well. Then, say “*game over*” and invite the rest of the class to sit down.
5. The next step consists of asking questions to the students in front of the class, for example:
- Teacher: *Who likes chocolate?*
 - Student 1 (based on the information they have on their sheet): *Silvia likes chocolate.* (As you can imagine, all eyes will now turn to Silvia.)
 - Teacher, to the other “winners” in front of the class: *Who else likes chocolate?* Other names are spoken out loud and, in this way, other students attract the attention of their classmates.
 - Continue like this, with two or three other categories, then let the rest of the class ask their classmates at the front the remaining “*Who...?*” questions.

Bingo card for the students

..... is a good cook	 reads a lot	 plays football	 has a bike
..... has organised a party	 knows how to ride a horse	 is good at IT	 likes chocolate
..... has won a prize	 has spoken in public	 likes singing	 volunteers
..... speaks two foreign languages	 has acted in a play	 has eaten oysters	 has been to another country
..... likes going to the swimming pool	 has planted a tree	 likes music	 can play music
..... has walked along a beach at night	 has been sailing	 is very organised	 has been to a zoo

ACTIVITY NO. 2: “TALKING ABOUT ME”

- **Objectives:** oral production. We reinforce our sense of identity when we recall positive things about ourselves, and even more so when we talk about them to others. A safe way to do this is within the context of a game.
- **Target level:** A2/B1
- **Duration:** 30 to 40 mins
- **Preparation:** Bring a copy of the board (below) and a die for each group.

Classroom procedure:

1. Randomly divide the students into groups of 3 or 4: ask them to sit in a circle in their group. Give each group a die and a photocopy of the board. Then allow them a few minutes to read the subjects they might need to talk about and to come up with ideas. During this time, they can use dictionaries or ask you how to say anything they aren't sure about.
2. Each member of the group throws the die and the student with the highest number starts the game. On each turn, one student throws the die, moves forward by the number of spaces shown on the die, then talks for 30 to 60 seconds about the subject shown in the space they landed on. The first student to reach the END space is the winner, however, in this game everyone wins as everyone benefits from the positive atmosphere that is created.

Game board

START →	A person who has helped me	Something I would like to learn	Something I know how to do	How I feel today ↓
Something I like in my native language ↓	Someone I admire	Something that makes me happy	A goal I have	A nice experience that I had this week ←
A value that is important to me →	A friend	Something I like in English/French/German	Something I am grateful for	An object in my house that is special to me ↓

A word that I like in my native lan- guage ↓	A nice memory	Something I learned this week	My favourite song	A place that is special to me ←
Someone in my family →	Something I would like to do next week	A moment that surprised me	A nice present that I've received	END

A shorter version of the game can be played with a coin. Heads and the students move forward one space, tails and they move two spaces.

Extension: once all of the groups have finished and they are still in a circle, each student tells the whole class one thing they have learned about a classmate during the game. To make sure everyone is mentioned, you can specify that the students should choose something about the student on their left. It's helpful if you, as a teacher, are also part of the game.

YOUR TURN.....

If possible, try out one or both of these activities in your class and provide feedback on how it went (benefits and difficulties with regard to getting to know others and oneself and expressing one's own emotions and acknowledging those of others). Ideally, it would be good to film the activity and put the video online on the training platform, if possible.

STEP 4.

Learners' motivation: encouraging positive emotions in class and emphasising a feeling of competence

REMINDER & REFLECTION

As we have seen in questions 5, 6 and 7 of the exploratory section of the module, motivation depends on the emotions and affect of the students.

Petiot and Visioli (2022), citing Orlova et al. (2015), demonstrate the link existing between emotions and what they call *“the decisive motivational boost”* (p. 67).

In this way, activities or situations experienced in class in connection with affective states with a strong negative valence and intensity (see the figure on the right⁴) trigger emotions that are also negative (such as shame), which demotivate the student and are synonymous with failure, while, conversely, activities or situations associated with pleasure arouse positive emotions (such as pride) and are linked to success. As Allard-Latour and Kermarrec (2022) state: *“In this sense, emotions can explain motivation or, more precisely, interest in a school subject or in a particular learning situation”* (p. 34). Positive emotions are therefore vectors of learning and engagement in the task.

Positive emotions have genuinely been considered by positive psychology, which, according to Petiot and Visioli (2022), *“constitutes a branch of psychology based on that which generates resilience, happiness and optimism”* (p. 79). For years, traditional psychology has exclusively focused on negative emotions. The main founder of positive psychology with an interest in positive emotions at school and in positive emotions that favour conditions that are favourable to learning, is Csikszentmihalyi (1990), who created the concept of *flow*⁵. One of the characteristics of this state of *flow* is intrinsic motivation. It is therefore important to examine the conditions that are favourable to the emergence of positive emotions and that favour the emergence of intrinsic motivation. Stefaniak (2021) puts forward integrative approaches to motivation based on the self-determination theory developed by Deci and Ryan (2000; 2008) which primarily aim to find the conditions for motivation in the learner themselves (Deci & Flaste, 2018). According to Stefaniak (2021): *“To achieve this level of self-determination, the learning situations must satisfy the needs for competence, autonomy and affiliation”* (p. 52). Competence therefore reflects the feeling of being effective, affiliation is associated with the need to belong to a group, and autonomy is linked

⁴ An affective circumplex. (Feldman Barrett, 2017, p. 74)

⁵

to the desire to accomplish tasks by oneself. However, teaching contexts aiming to promote this self-determination must also allow for the emergence of intrinsic motivation in the learners as opposed to extrinsic motivation (Deci & Ryan, 1985). Petiot and Visioli (2022), building on Deci and Ryan (1991), provide the following definition of intrinsic motivation: *“It is defined as the performance of an activity solely as a result of the pleasure or satisfaction it generates. In short, the positive emotions that a person feels towards an activity increase their motivation to tackle it and help facilitate success in this activity. (Orlova et al., 2015)”* (p. 67).

Intrinsic motivation makes it possible to invest in more in-depth and long-term learning (Stefaniak, 2021). According to Deci and Flaste (2018), intrinsic motivation is linked *“to a richer experience, to better conceptual comprehension, to greater creativity, and to better problem-solving compared with external controls”* (p. 66). External controls refer to motivational strategies associated with rewards, to summative evaluations, which generate much more superficial extrinsic motivation and which do not allow for sustained effort.

According to the testimony of students (whether these are allophone students or other students), evaluative pressure is present on all levels during lessons in middle school. On the learners’ side, the number of summative evaluation situations per term is considerable during the student’s time at school, and constantly pushes students to come up with the right answers and to succeed. These grades are difficult for students to understand and seem unfair and arbitrary most of the time. (Marquer & Pilard, 2017). In Pisa research carried out by the *OECD* in 2017, cited by Merle (2018), studies show that around *“64% of girls and 47% of boys in OECD⁶ countries report that they feel very anxious, even if they are well prepared for a test”* (p. 30). Assessments within the school system, which are predominantly summative, expressed in the form of grades, have a lasting impact on the motivation of students, particularly in language learning, as this motivation becomes extrinsic. This educational practice, commonly known as *carrots and sticks*, is described by Dörnyei (2020) as being completely counterproductive to language learning. He states: *“In fact, grades can actually divert attention away from the task, which becomes evident when learners spend more creative energy figuring out how to maximise their rewards without any additional learning effort than they spend attempting to master the material”*⁷ (p. 54).

This evaluative pressure inevitably leads to unease and low self-esteem when the students do not manage to produce statements in the respective language. However, learning by making mistakes is fundamental to progression, as stated by Auger and Le Pichon

⁶ The Organisation for Economic Co-operation and Development.

⁷

Vorstman (2021): *“When attempting to learn a new language, the priority is to be confident, to be bold, to feel safe in your language, to avoid fear of ridicule as a result of embarrassing yourself or embarrassing the teacher because you make a mistake, hesitate, mispronounce something or don’t know a word. So many children report how uncomfortable they are with the idea of making mistakes...; so many teachers explain their weariness at the eternal repetition of a grammar rule, a fact of language, a false friend, that needs to be explained time and again”* (p. 64).

In summative evaluative practices, particularly in France, mistakes inevitably have negative status and are not considered as being inherent to learning. They are therefore constantly punished and penalised in the grades awarded by teachers. And yet, despite numerous studies conducted in Europe and internationally that *“show the counterproductive effects of the numerical grading of skills on learning and on the educational well-being of students”* (Merle, 2018, p. 308), the educational institution continues to recommend such practices. Deci and Flaste (2018) also explain that *“the motivational strategy that relies on testing hinders the performance of activities requiring resources, concentration, intuition or creativity”* (p. 66).

It is therefore important to do everything possible in a language class to foster enjoyment. Dewaele and MacIntyre (2014) then developed the concept of *enjoyment* in reference to *flow*. *Enjoyment* describes a state of intense and profound joy, but which requires effort on a cognitive level; the student should be active (and thus intrinsically motivated by the task to be accomplished, as we have seen previously). A student who achieves a high degree of *enjoyment* enters a fleeting state of *flow*.

OBSERVATION

Let’s revisit our case studies. Paul is bored in class, as evidenced in the fact that he pays little attention; it is the same for Mélissa. Both of them refuse to participate in class. We don’t know the reasons for Mélissa’s silence, but we know why Paul doesn’t feel positive in English class. He verbalises it - he reproaches Laure for not asking him questions when he raises his hand. We also observe that he doesn’t feel competent in English. His self-esteem is very low, he feels “bad” and is afraid of being mocked by his classmates. For all these reasons, these two students do not experience *enjoyment* in class; they seem bored. Their motivation is therefore low.

EXPLANATIONS AND TEACHING SUGGESTIONS

To support and encourage these students in their learning of the target language, it is important to take into account their progression and interlanguage. Interlanguage is defined as follows by Vogel (1995): “We understand interlanguage as the language formed in the learner of a foreign language as they come into contact with elements of the target language, without coinciding completely with this language” (p. 19). The learner’s interlanguage is thus comprised of the first language, languages acquired previously and the target language. It depends on individual, social and didactic (which method the teacher uses) variables. Recent research speaks instead of translanguaging, which also refers to a process of language hybridisation but is not temporary. We are going to give you an example that will help you understand that the learner’s interlanguage may or may not be taken into account, depending on the stance adopted by the language teacher.

Example of the development of the interlanguage of a beginner learner of French (level A1.1) according to two points of view:

- a normative view, which leaves no room for error and which does not take into account the student’s interlanguage, the objective of which is to penalise the **NEGATIVE ABSENCE** (first column on the left of the table).
- a language acquisition view, which considers mistakes as part of the language learning process, the aim of which is to value the **POSITIVE PRESENCE**.

The same exercise was given to the learner, but at different points in their interlanguage development. The instruction was: *Conjugate the verb in brackets in the present tense.*

Table showing an example of a learner’s interlanguage

	NORMATIVE VIEW OF THE ERROR TO BE PENALISED NEGATIVE ABSENCE	LANGUAGE ACQUISITION VIEW = ERROR TO BE TAKEN INTO ACCOUNT POSITIVE PRESENCE
• Stage 1: “Les enfants prendre le bus”	Error: no agreement so no points	Use of the uninflected form of the verb
• Stage 2: “Les enfants prendres le bus”	Error: wrong agreement	Use of an inflected form of a verb, agreement with the plural subject, extension of the plural inflectional noun ending “s” to the verb

• Stage 3: “Les enfants prendrent le bus”	Error: verb stem used incorrectly	Use of an inflected form of a verb, agreement with the plural subject using the verbal inflection “nt”.
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In the normative view adopted by the teacher, the learner’s progress, despite being present, is not taken into account at all, and if the teacher decides to assess what the student produces, they will not be awarded any points. So, you can imagine how depressing and discouraging this can be for students when they have made an effort. This is what Paul feels with Laure: he has made an effort but she has not taken it into account. Paul therefore has low self-esteem and, as a result, thinks he is bad at English, that he is not competent and, to protect himself, he no longer puts in any effort.

In contrast, with the teacher who adopts the stance in the right-hand column, the student’s progress is taken into account either in grades and/or in the teacher’s comments, they feel increasingly competent and will want to continue to make an effort and feel motivated to make further progress in learning the language.

WHAT IS YOUR PERCEPTION?

- **Answer these four questions:**

1. What do you do in your classes to specifically support and encourage your students in their language progression?
2. What types of assessment do you implement in your classes? Do you always value the positive aspects of your learners’ interlanguage?
3. What do you do when you have students who are bored and at times even verbalise this?
4. Do you think that, in your classes, your learners feel enjoyment and even flow in your language lessons? Do you try to find out, and if so, how?

To enable the students to develop their language skills, we propose an activity that is once again taken from the book by De Andrés & Arnold (2009) pp. 166-167.

SUGGESTED ACTIVITIES

Learn more about this activity.

ACTIVITY: “THE MAGIC MINUTE”

- **Objectives:** develop listening comprehension and oral production skills (monologue: speaking continuously in front of a group). This activity allows students to engage in self-disclosure in a safe way. It aims to create a feeling of competence for all the students in the class, which generates an optimum atmosphere in the class for learning languages. The message is that we all have something that we can be proud of, for which we can be grateful. This activity should be carried out after the class has been together for some time.
- **Target level:** A2/B1
- **Duration:** session 1 (5 to 10 mins and 20 to 25 mins if you use the variation): session 2; depends on the size of the class, one or two minutes per student or around 10 mins with the variation
- **Preparation:** for session 2, an object that represents a positive moment for you.

Classroom procedure:

- **Session 1**

Tell your students that they should bring an object to the next lesson that represents a positive moment for them, something they are proud of and grateful for. Give some examples: photos, letters, objects in general. The important thing is that the object is the starting point for preparing a one-minute presentation on what the object represents. The moment does not have to be anything major; for example, someone could be proud of having helped a friend pass a difficult exam, and if the exam paper itself is not available, they could bring a sheet with the mark their friend achieved in the exam written on it.

It may be easier for them to organise their minute if you suggest the following questions to think about:

- What is the object?
- Who gave it to you or how did you obtain it?
- Why is it important for you?

- **Session 2**

Invite your students to form a circle. You must also take part in this activity - by being the first to speak, you help the students open up.

Holding your object in your hand, talk about it for one minute. You can ask someone to volunteer to time you. Once a minute has passed, the student next to you will continue; and so on until all the students have been given the opportunity to speak. It is very important to tell them not to applaud, comment or interrupt when another person is presenting, even after the presentation. Tell them that the rule is to stay silent and listen until it's their turn. This way, you create a safe environment, based on empathetic listening and mutual respect. This is an activity that generates a great deal of interest and closeness between members of the group.

- **Possible variation**

If you have large classes or if it's the start of the lesson and the students don't know one another well yet, for session 1 when you assign the presentation for *Magic Minute*, you can do as follows: divide the students into groups of 5 and give them 2 minutes of silence to think about a subject that would be appropriate for them to talk about (something that they would really like to do in the future, values that are important to them, something nice that they remember from their childhood...) or simply ask them to say two things about themselves. Then, they take it in turns round the circle to say what they want about the subject or about themselves. Once they have finished, assign the presentation for lesson 2, the following day. Tell your students that they will be giving their presentation to the same group they have been working with. The students who are very reluctant to speak in front of the whole class find it easier to share in this way.

YOUR TURN.....

If possible, try out this activity in your class and provide feedback on how it went (benefits and difficulties with regard to getting to know others and oneself and expressing one's own emotions and acknowledging those of others). Ideally, it would be good to film the activity and put the video online on the training platform, if possible.

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