

# **On the Issue of Pupils' Emotions in Teacher Training in France**

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*This article presents work on pupils' emotions at school, in relation to disciplines (disciplinary experience) or during disciplinary activities (e.g., spelling, grammar and reading comprehension in French, problem solving in Mathematics). This work enables a better understanding of the influence that emotions have on learning. They mainly concern the disruptive or facilitating nature of emotions in learning and show that emotions play an important role in the acquisition or non-acquisition of knowledge and skills by the pupil and, consequently, in their experience of success or difficulty, as well as in their well-being or ill-being at school. It will also involve studying the latest official texts of the French National Education system (curricula and the Common Base of Knowledge, Skills and Culture (Socle Commun de Connaissances de Compétences et de Culture (SCCCC), 2015) in order to assess the place attributed to emotions in these texts and thus to better consider, in the light of these texts and the work mentioned above, the ways in which the issue of pupils' emotions can be integrated into initial and continuous teacher training.*

*Keywords: emotions, pupils, school, learning, teacher training, France*

## **INTRODUCTION**

Over the last thirty years or so, research in psychology and educational sciences on the importance and role of emotions at school has been increasing (notably Bouffard & Vezeau, 2015; Cuisinier et al, 2010a, 2010b; Espinosa, 2003; Lafortune et al, 2004; Montandon, 2002; Schutz & Pekrun, 2007). This interest in the pupil's emotions at school and in the learning process, as well as the teachers' in the context of their professional practices, is echoed in, at least, a double will. The first is to better understand the processes involved in learning and teaching and the role of emotions in these processes. The second is to gain a better understanding of the constituent elements of the well-being, or ill-being, of the pupil and the teacher at school and in the classroom. However, this twofold aim is also part of the same perspective: to improve the effectiveness of learning and teaching in a framework which guarantees the well-being of the pupil and the teacher at school and in the classroom. Thus, in this article, if we do not study the emotions of the teacher, we do not forget that they exist.

Beyond the great diversity of emotion theories, their authors agree on the idea that an emotion is an "adaptive multicomponential phenomenon" (Nugier, 2009, p. 12) that is characterized by several components: "(1) assessments of the triggering event (e.g., the stimulus is pleasant, I am able to cope with the situation), (2) the feeling that emerges in consciousness (e.g., feeling ashamed or angry), (3) motor

reactions (e.g., smiling with pleasure, frowning at an event which is against our goals), (4) autonomic nervous system reactions (e.g., blushing with shame, heart racing), and (5) tendencies to act (e.g., preparing to flee from danger, preparing to approach a friend)" (Sander & Scherer, 2009, p. IX).

In neurosciences, as in human sciences, a large number of studies agree on the existence of a close link between emotion and cognition (notably Channouf & Rouan, 2002; Luminet, 2013; Sander & Scherer, 2009). Emotion is considered necessary for the proper functioning of a plurality of our cognitive faculties. It participates in our processes of memory (Rusinek, 2014), reasoning (Damasio, 2010a), problem solving, decision making (Damasio, 2010b), social adaptation and creativity (Isen, 2000).

Moreover, in the context of school learning, the pupil's understanding of their emotions and those of others, as well as their understanding of their intellectual functioning and that of others, are now proving to be two of the determining factors in their success or difficulty at school. Pupils "with a deficit in their understanding of emotions" would then, specifically, be less available for school learning (Lafortune et al., 2004, p. 9). In a sense, emotions appear to be participative and to constitute a hidden curriculum (Newberry, Gallant & Riley, 2013).

In the first part of this article, we will present the results from research on pupils' emotions at school, in the classroom, in relation to subjects or during disciplinary activities, such as reading comprehension and spelling in French or problem solving in Mathematics. In a second part, we will study the latest official texts of the French National Education system in order to measure the place given to the emotions of the pupil. Finally, we will begin a reflection and propose guidelines for integrating the question of the pupil's emotions into initial and continuous teacher training.

## **THE RESULTS OF SCIENTIFIC RESEARCH CARRIED OUT ON THE PUPIL'S EMOTIONS**

While the emotions experienced by the pupil at school, in class, in connection with subjects or during disciplinary activities may be brought to school by the pupil themselves (Pekrun, 2014), and result from their personal life, many of them are, however, rooted in the school situation itself. Recent research, including ecological research, is now studying these emotions and their influence on learning at school.

### **The Pupil's Emotions at School**

In the overview of work on the pupil's school experience (Dubet & Martuccelli, 1996; Perrenoud, 1994; Rochex, 1995), our own research particularly emphasises the importance and role of emotions in this experience. We have explored this experience by studying, on the one hand, the juvenile socialisation and sociability of the pupil during their transition from primary to lower secondary school (Espinosa & Dejaiffe, 2012, 2013) and, on the other hand, their participation in extracurricular activities or in the organisation of the child's time (publications in progress). We were thus interested in the way in which the pupil, as a subject, lives, builds and interprets their experience. One of the main findings of this research is the way in which the affective and emotional components of observed or narrated experiences are invited and appear, even though these components are not studied centrally. In addition, we have studied the pupil's school experience through the study of the teacher-pupil relationship and, more specifically, the relationship with the pupil's teacher (Espinosa, 2001, 2003, 2016). This work also underlines the presence of affective and emotional components that colour this relationship and, therefore, this experience. If the school and the school experience, including the pupil's relationship to the school, to peers and to the teacher, thus generate emotions in the pupil, the classroom situation also generates emotions in the them.

### **The Pupil's Emotions in Class**

The work showed that the pupil experiences a variety of emotions in class, while studying (listening to a lesson or working on a task) or performing a test or assessment. Reinhard Pekrun (2014) calls them academic emotions and considers them to play an important role in pupil learning. He distinguishes four groups: "achievement emotions"; "epistemic emotions"; "thematic emotions"; "social emotions". The first ("achievement") emotions are "related to the performance of activities, and the success or failure resulting from those activities, such as the joy of learning, pride in the possibility of success, or anxiety and shame

in the possibility of failure" (p. 8). The second ("epistemic") emotions are triggered by the presentation of cognitive problems, such as surprise, curiosity, confusion, or frustration with a new activity. The third ("thematic") ones are related to the very subjects of the lessons. Finally, the fourth ("social") ones are related to the teacher and peers in the classroom, such as love, sympathy, compassion, admiration, contempt, envy, anger or social anxiety. These emotions, of course, can be positive and negative, experienced weakly or intensely, rarely or frequently. In terms of content, intensity, duration and frequency, emotions vary greatly between individuals. The uniqueness of each individual is more explanatory of these variations than factors such as culture, ethnicity, gender, school or class attended (Pekrun, 2014). This point is one of those that make the scientific study of emotions difficult. According to Pekrun (2014), emotions are therefore influenced by many individual factors, such as genetic endowment, physiological processes, personal values, cognitive assessments of one's own abilities, the ways in which initial learning experiences are personally experienced. Among these factors, the pupil's self-confidence and the values attached to the task performed are of paramount importance in the pupil's emotions.

Let us now explore two central dimensions of emotions, applied to learning: valence (their positive or negative character) and intensity (their weak or strong character). Early work on emotions in learning focused on the influence of negative emotions, specifically anxiety (Lafortune et al., 2004). Work is now studying the influence of positive emotions in learning (Bouffard & Vezeau, 2015; Cuisinier et al., 2010a, 2010b; Gläser-Ziduka & Mayring, 2004; Tornare et al., 2017; Tornare, Czajkowski & Pons, 2015). Classically, positive emotions are understood to be the ones experienced as pleasant, negative emotions as unpleasant. Both positive and negative emotions vary according to their physiological and cognitive activation (called arousal), which is itself part of the emotion and corresponds to an emotion. Thus, if joy, excitement, hope or pride activate positive emotions, relief or relaxation deactivate them. "For example, excitement increases the physiological parameters of arousal, such as cardio frequency, while relaxation decreases these parameters" (Pekrun, 2014, p. 12). Similarly, while anxiety, anger and shame activate negative emotions, despair and boredom deactivate them. "For example, anxiety increases heart rate, while boredom reduces such signs of arousal" (p. 14). Positive and negative emotions thus interfere with pupil learning by affecting attention, motivation, use of learning strategies and self-regulation in learning. However, let us not think that all positive emotions automatically have a positive effect in learning and all negative ones have a negative effect. This is not the case (Cuisinier, 2018; Pekrun, 2014). Indeed, for example, feeling a certain apprehension before an assessment can lead the pupil to increased attention and mobilization during the assessment, enabling them to succeed in the assessment. Similarly, feeling joy, especially if it is intense, during learning can be demobilising and hinder the pupil's concentration during learning. Finally, concerning the intensity of emotions, it appears that, whatever its valence, a powerful emotion would have a negative influence on learning. This mental disorganisation caused by a strong emotion could however and also enable the brain to orient itself towards a cognitive reorganisation, i.e. an integration in a learning process (Pham Quang, 2017).

## **The Pupil's Emotions and School Subjects**

### *The Pupil's Disciplinary Experience*

Yves Reuter (2016, p. 11) defines disciplinary experience as "the ways to experience the feelings and emotions associated with them". From this perspective, "school disciplines are thus no longer defined solely as organisations of content, but also as lived spaces. Disciplines are thus considered both as spaces of life and emotions, and as sources of experiences and emotions that accompany and survive the disciplinary process" (Reuter, 2014, quoted in Szajda-Boulanger, 2015, p. 171). This experience can indeed generate a variety of emotions in the pupil in a learning situation. More or less pleasant, linked to sympathies and antipathies for certain pupils and/or teachers who teach these subjects, this experience is therefore likely to influence learning (see also Ordonez-Pichetti, 2016). We propose that the pupil's emotions during disciplinary activities should now be viewed through the prism of the research work on the pupil's disciplinary experience.

### *The Pupil's Emotions During Disciplinary Activities*

In a variety of learning situations and disciplines (e.g. reading comprehension and spelling in French, problem solving in mathematics), studies are carried out to better grasp the influence of emotions in learning.

Works about French learning situations indicate that emotions intervene in these situations (Audigier, 2004; Cuisinier et al., 2010a, 2010b; Tornare et al., 2017). For example, the emotions of the reader-listener subject are involved in of the way they understand texts (whether these texts are, in fact, in French or in any other related discipline such as history-geography). Indeed, insofar as understanding means “to give meaning”, access to comprehension depends on an activity by the subject involving their affectivity, their emotions (Audigier, 2004). Another example, the emotions contained in a text, as a support for a dictation, for example, influence the orthographic performances of pupils subjected to the dictation (Cuisinier et al., 2010a, 2010b). Thus, research conducted on the influence of the emotional content of a text on the spelling performance of pupils in 5<sup>th</sup>-grade classes in France, postulated that the emotional content (happy, neutral or sad) of a text read to pupils establishes an emotional state congruent with the valency of the text. This research shows that pupils' spelling performance does indeed vary according to the valency of the text read (this effect is not mediated by a change in emotional state due to the text). A neutral text leads to the best performance in dictation, and a sad text leads to a better performance in dictation than a happy text. There is an interaction between the valency of the text read, the spelling level (dictation witness) and the spelling dimension.

Researchers interpret these results in terms of pupils' focus on emotional content and its distracting effect from the main spelling task (Cuisinier et al., 2010b). Furthermore, the intensity of pleasant emotions experienced by pupils decreases as they complete the task (they even report unpleasant emotions with greater intensity when they were performing the task) and increases after the task is completed (Cuisinier et al., 2010a).

As a final example, research has examined the influence of induced joy on the performance of pupils, in 5th grade, in literacy. Pupils were asked to recall a joyful experience (then used as a joy induction) before completing grammar or comprehension tasks (Tornare et al., 2017). The results partially support the hypothesis of a facilitating effect of induced joy on a pupil's performance. Indeed, they indicate a differential effect of this joy depending on the initial abilities of the pupils but also on the nature of the tasks and the processes underlying their accomplishment. From the latter point of view, the grammar task is less complex than the reading comprehension task. Thus, as a result of the joy induced, the pupils performed better on the grammar task, especially those with lower linguistic ability.

On the other hand, no differences between the pupils appeared in their performance on the reading comprehension task. In addition, in the latter task, the induction of joy did not seem to influence the performance of the pupils, irrespective of their initial abilities. This result therefore raises the question of the relevance of inducing joy in the resolution of certain complex tasks. Finally, the joy induced in the resolution of the grammar task, which was certainly more difficult for pupils with weaker initial language skills, favoured the performance of these pupils. Elise Tornare et al (2017), looking at previous research, suggest that joy (or positive mood) facilitates pupils' performance in solving closed tasks, i.e. those that require an unambiguous solution. It seems, however, that when the task is open, or in other words requires elaboration and construction, such as the task of reading comprehension, the complexity of the processes involved is likely to negate the effect of joy on pupil performance.

Research on problem-solving situations in Mathematics has examined the emotions felt by primary school pupils after solving problems in Mathematics (Tornare, Czajkowski & Pons, 2015). This research thus studied the respective contribution of the pupils' self-image (a variable characteristic of the individual), their metacognitive experiences of difficulty and success (subjective and situated variables) and their actual performance (objective and situated variable) on their emotions. This research reveals a slight negative impact of problem solving on feelings of joy and contentment, and no effect on feelings of worry, shame, despair and pride. However, it does show that the more difficult a child perceives the math task to be, the less joy and contentment and the more despair, especially after the problem-solving task. The feeling of success in problem solving increases the feeling of pride and joy, and decreases the feeling of shame.

By examining for the first time the respective contributions of self-image and metacognitive experiences (feelings of difficulty and feelings of success), Tornare et al (2015) show that, on the one hand, metacognitive experiences are better predictors of emotions experienced after problem solving than self-image and, on the other hand, that when self-image influences emotion, it does so through feelings of success. Performance does not significantly predict emotional experiences, apart from the experience of despair. However, this influence of performance on despair is mediated by feelings of difficulty and success.

The research mentioned in this first part therefore underlines the important role played by the emotions of the pupil at school, in the classroom, in connection with school subjects and during disciplinary activities. This work, since it relates to emotions, also allows us to become aware of the finesse with which it is necessary to analyse their results.

Let us now look at the latest French National Education programs (2015) in order to estimate the space attributed to emotions in these texts and thus to better envisage the ways in which the question of the emotions of the pupil can be integrated into the initial and continuous teacher training.

## **FROM THE LATEST OFFICIAL FRENCH NATIONAL EDUCATION TEXTS TO THE ISSUE OF PUPIL EMOTIONS IN TEACHER TRAINING**

### **Programs and the Common Base of Knowledge Skills and Culture (SCCCC, 2015)**

The latest programs of the French National Education system (2015), relating to nursery school (cycle 1) on the one hand, and elementary and middle school (cycles 2, 3 and 4) on the other, address the issue of pupils' emotions.

Concerning the nursery school, while the word *emotional* appears once (p. 3) in the 19-page long text, the word *emotions* appears 4 times (p. 4, 9, 11 and 13). The first two appearances of these words are at the beginning of the text presenting the particularities and ambitions of this school. Thus, in title "2. A school that organises specific learning modalities" and subtitle "2.4. Learning by remembering and memorising", the text indicates that "mental operations of memorisation in young children are not voluntary. In younger children, they depend on the emotional aspect of situations and the experience of repetitive events that an adult has named and commented on" (p. 3), thus demonstrating some knowledge of young children's cognitive functioning. In addition, under heading "3. A school where children will learn together and live together" and subheading "3.2. Building oneself as a unique person within a group", it is specified that "throughout the cycle, the teacher develops children's ability to identify, verbally express their emotions and feelings. The teacher is attentive to ensuring that everyone can develop self-esteem, help each other and share with others" (p. 4), this time displaying a prescriptive statement. The last three appearances of the word emotions in the kindergarten curriculum come within the framework of the presentation of the five learning areas that make up this program: "2. Acting, expressing oneself, understanding through physical activity" (p. 9) and "3. 3. Acting, expressing oneself, understanding through artistic activities" (p. 11 and 13). Thus, physical education (area 2) and artistic activities (area 3) are two disciplines in which this program evokes emotions and their expression. These disciplines must be able to provide pupils with moments of self-expression but also moments of listening to the expression of others with a view to accepting others in their uniqueness and differences.

Concerning primary school (cycle 2 and beginning of cycle 3) and middle school (end of cycle 3 and cycle 4), the word *emotions* appears 58 times and the word *emotional* once (p. 156) in the 386-page long text constituting their programs. The program of each of the three cycles is presented in a similar way in three parts: part 1 sets out the specificities and the name of the cycle, part 2 presents, in five areas, the "essential contributions of the different courses to the common base" (the base that we will present below) and part 3 lists and details "the courses" and their contents that make up each cycle. For Cycles 2 and 3, it is within section 2, area 1 "Languages for thinking and communicating" and its subtitle "Understanding, expressing oneself using the languages of the arts and the body", that the question of the pupil's emotions is addressed. For cycles 2, 3 and 4, this question also appears in area 3 of section 2 "Training of the individual and the citizen".

Again for the three cycles, this question also appears in section 3 for a certain number of courses taught in these cycles: French, artistic education, physical and sports education, moral and civic education in cycle 2; French, plastic arts in cycle, history of arts, physical and sports education, moral and civic education in cycle 3; history of arts, physical and sports education, moral and civic education in cycle 4. Thus, French, arts, physical and sports education and moral and civic education are the disciplines in which emotions, their expression but also their regulation, are both taken into account and constitute these disciplines. They must be able to represent, for the pupil, moments of self-expression, of listening to the expression of others, in the respect and acceptance of each and everyone.

In these official texts, although the developments on emotions are not long and detailed, the French school therefore displays its concern for the emotions of the children entrusted to it and its formative will towards them regarding emotions.

As with these programs, pupils' emotions are also addressed in the Common Base of Knowledge, Skills and Culture (SCCCC, 2015), an 8-page long text which concerns all pupils enrolled in school in France from the preparatory class (first class of primary schools and cycle 2) to the 9<sup>th</sup> grade (last class of middle school and cycle 4). This document is divided into five areas of training and lists all of the knowledge, skills, values and attitudes that pupils must acquire in order to succeed in schooling<sup>1</sup>. The assessment of learning outcomes is carried out at the end of each cycle. "Mastering the base is necessary to obtain the national brevet diploma", as it assesses the knowledge and skills acquired by pupils at the end of middle school. Although the base is made up of five areas of training, only areas 3 ("The training of the individual and the citizen") and 5 ("Representations of the world and human activity") deal with the question of the pupil's emotions. In area 3, subtitle "Expression of sensitivity and opinions, respect for others", pupil's emotions are evoked in the following terms: "The pupil expresses their feelings and emotions using precise vocabulary" (SCCCC, 2015, p. 5). The pupil is thus invited, using a relevant and adequate lexicon, to express what they feel at school and in class, or in any case, they are officially authorised to do so. Only a second time, pupil's emotions are set out in this text, in its area 5, under the subtitle "Invention, elaboration, production".

It is thus noted: "The pupil imagines, designs and produces productions of various kinds, including literary and artistic ones. To do this, they apply principles of design and manufacture of objects or the approaches and techniques of creation. They take into account the constraints of materials and production processes while respecting the environment. They mobilise their imagination and creativity for a personal or collective project. They develop their judgement, taste, sensitivity and aesthetic emotions" (p. 7). Emotions are evoked here more particularly in relation to arts. It is thus officially proposed to the pupil to explore and express what they feel about an artistic activity that they carry out. We are therefore, in area 5, considering the pupil's emotions in the learning process from a different perspective from that stated in area 3. Here again, officially, the French school is concerned about the emotions of its pupils, with a view to their expression, in line with the desire for an education about "living together" or learning an artistic activity.

Thus, scientific research and the latest official texts of the French National Education system stress the important role of the emotions of pupils at school and in learning and, more or less directly and explicitly according to these sources, the need to care and take care of them. In order to help teachers to understand the need to take them into account at school, in class and during disciplinary activities, or simply to accompany others in taking them into account, we believe that the issue of pupil emotions should be integrated into teacher training, both initial and continuous, so that teachers are then able to integrate it into their professional practices.

### **The Proposal of Guidelines for the Integration of the Issue of Pupils' Emotions in Teacher Training**

Of all the possible ways of integrating the issue of pupils' emotions into the initial and continuous training of teachers, we have chosen two guidelines which could be considered as the two main axes of a guide for such a broader and more successful training engineering.

*Tag 1: The Dissemination of Knowledge Resulting From Scientific Research to Teachers*

As Frédérique Cuisinier (2016) also points out, the aim here is to inform teachers of the state of progress of the work and of the knowledge resulting from scientific research on the role of pupils' emotions at school and in learning. This may indeed prove to be extremely enlightening and formative for them.

Amongst all these findings and knowledge from scientific research, teachers could be trained on the fact that every (experienced) emotion is individual, personal and intimate, but that it can be invited to be declared (in a group or separately). Such a declared emotion then asks to be heard by the person receiving it by taking the time to listen to it, which, moreover, enables the pupil to learn how to express their emotions as well as to regulate them. Moreover, releasing a felt emotion by declaring it can thus enable the pupils to make themselves more or again available for the proposed learning activities.

It could also be formative to enlighten teachers on the role of the pupil's disciplinary experience (Reuter, 2016) on their academic success or difficulty. Similarly, with respect to teaching and learning in French, it might be interesting to bring to the teachers' attention research showing that pupil emotions can influence their understanding of a text (Audigier, 2004) or that the emotional valence of the text supporting a dictation can influence pupil performance (Cuisinier et al., 2010a, 2010b). These are two elements that teachers could then use when choosing French (or literary) activities for their pupils. In addition, teachers should be presented with research highlighting the influence of pupils' joy on their performance on grammar and reading comprehension tasks, to enable them to realize that joy can be beneficial in learning, especially for pupils with lower levels of language ability (Tornare et al., 2017).

Furthermore, with regard to teaching and learning in Mathematics, it would be interesting to reveal to teachers work done on problem solving (Tornare et al., 2015) in order to indicate to them, for example, that the emotions experienced at the end of the task are influenced by the difficulty experienced while solving the task: indeed, a pupil does not necessarily grow out of having completed a task that seemed very difficult to them. Thus, these findings suggest that teachers should provide opportunities for their pupils to talk about their metacognitive experiences and express their emotional experiences associated with completing a task in order to help improve understanding of the task and self-regulation in learning.

Of course, these are just a few examples, enlightening, that teacher training on the issue of pupils' emotions could promote among teachers. Other works, not mentioned here, could similarly be brought to their attention with a formative aim. Thus, regardless of the subjects in which work on the influence of pupils' emotions on learning is carried out, we believe that it is still relevant to promote it among teachers.

*Tag 2: Training in "Practice of Observation"*

As Cyrille Gaudin and Sébastien Chaliès (2012, p. 116) point out, "in recent years, there has been an institutional dynamic in favour of the development of the professional dimension of training courses for future university teachers [...]. To support this dynamic, some official texts call for the introduction of training schemes based on the principle of effective alternation between universities and schools". These authors also emphasise a little further on in the same text that "one of the consequences of the introduction of training schemes based on this principle of alternation is the increase in the number of vocational training situations based on the observation and analysis of teaching work". Although the classroom is the preferred place for observing and analysing this work, it cannot be the only one. Indeed, in the context of the training of "novice teachers", as referred to by Gaudin and Chaliès (2012), "the teaching documents of the teacher in service, the achievements of the pupils, but also and above all the video recordings of lessons [...] are thus all traces that can be taken back into the training situations implemented at university in order to better observe what has happened in class, analyse it and thereby train for the profession" (p. 116). If this operation can be laid down in initial teacher training, we believe that it can also be laid down in continuous training in the light of work carried out on inclusive practices of teachers in ordinary schools (Pérez et al., 2017).

The aim of such a training approach, in which the use of video is central, is to develop a "practice of observation" in teachers, through their awareness and initiation to a "culture of observation" (Suau & Pérez, 2018). By means of a video, the teacher is thus trained in the close observation of classroom situations, in the service of both their didactic and pedagogical practices. The teacher could also be trained in the close observation of the emotional life, in everyday life, of their class, as the context plays an important role in

the perception of everyday emotions (Wenzler et al., 2016). Through video, the aim is thus to teach the teacher to observe in order to help them "better analyse and adapt to the events of the class" (Gaudin & Chaliès, 2012, p. 121). Training teachers in this "culture" and "practice of observation" would also enable them to integrate the issue of pupils' emotions into their daily professional practices, going beyond the simple concern of these emotions when they "invade the space of the classroom or school and are accompanied by problematic behaviours" (Cuisinier, 2016, p. 18).

The video would thus present itself as "a means", it could "be developed as a resource and used specifically to enhance learning" (Le Fevre, 2004, p. 235) of the teacher-in-training. The sharpness of observation acquired in training, both initial and continuous, would then enable the teacher, on the one hand, to analyse and thus better adapt to classroom events and, on the other hand, to tend towards professional practices that are attentive and caring about the pupil's needs, integrating the issue of the pupil's emotions.

## **CONCLUSION**

With a view to concluding, let us now make three remarks, as leads for reflection and work. The first is to underline the increasingly pressing need for scientific research, training (initial and continuous) and professional teaching practices to be mutually nourished by a fine and relevant articulation. At the heart of this articulation is the teacher, for whom these training courses and scientific research should enable the acquisition of enlightened, helpful, and constructive professional practices in order to move towards a more pleasant and calmer professional practice.

The second remark is to recall that this article has confined itself to addressing the question of the integration of the emotions of the pupil in teacher training, whereas it would be highly relevant to supplement this work by studying the question of the integration of the emotions of the teacher in their training. Indeed, the teacher plays "a very active role in the formation of the metacognitive skills of his pupils", their "teaching style" influencing "this metacognitive development" (Orlova, Ebner & Genoud, 2015, p. 30). Furthermore, it appears that "Teachers who have the ability to better conceptually represent their own emotions and to differentiate them through their bodily feelings (awareness and "monitoring" of one's affective states) are those who think they perceive them more acutely in pupils. Indeed, the two variables are closely related and this dimension of emotional openness (the cognitive representation of emotions) seems to have a positive impact on the empathy that teachers have towards their pupils' emotional experiences" (p. 36). Thus, proposing to teachers, as part of their training, to get to know themselves better emotionally would be likely to enable them to develop a different relationship with their pupils, a different relationship with their professional practices.

Finally, the third remark states that, from our point of view, while teachers can do a lot, they cannot do everything. Indeed, while training the teacher in the emotions of the pupil at school, in the classroom, in relation to subjects or during disciplinary activities is a first step, it should not be the only one. In a real concern for the pupil's success at school in a framework that guarantees their well-being at school and in the classroom, shouldn't the results of scientific research be brought to the attention of the entire educational community, considering that such education should be part of a global, societal project?

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## **ENDNOTE**

<sup>1</sup> <https://www.education.gouv.fr>

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