

SIMULATED EMOTIONS OF PSE TEACHERS

BEN CHAIFA MOUNIRA¹, ABDELMAJID NACEUR¹, ELLOUMI MOHAMED²

¹Higher Institute of Education and Continuing Training (HIECT), Tunis, TUNISIA.

Email: mounirabenchaiifa@gamil.com

²Higher Institute of Sport and Physical Education Ksar Saïd (HISPE.KS), TUNISIA.

How to cite this article: Mounira, B.C., Naceur, A., & Mohamed, E. (March, 2018). Simulated emotions of PSE teachers. Journal of Physical Education Research, Volume 5, Issue I, 07-17.

Received: January 24, 2018

Accepted: March 22, 2018

ABSTRACT

Physical education and sport (PSE), discipline of education, is based on the use of the physical motivity. This particularity will confront the actors to emotionally charged situations. For our study we look for the impact of gender and professional experience on the emotional management of the PSE teacher in the classroom. We have collaborated with 20 PSE teachers, including 10 experienced and 10 beginners, and 10 student trainees undergoing initial training in secondary schools. We made video recordings of PSE sessions, and 2 interviews with each registered teacher. Our results show that the professional seniority and the gender of the teacher affect the conceptions of PSE teachers about the management of emotional attitudes, but they do not influence this management during teaching practice. The mobilization of the teacher's emotions as educational artifacts for educational purposes. Flexibility and emotional adaptability are marked by the participants in our study, the reality of the class to motivate and modulate the behavior of students.

Keywords: Emotions, simulation, artifacts, flexibility, adaptability.

1. INTRODUCTION

The educational environment is an environment rich in interpersonal interactions favoring the birth and development of emotions (Cuisinier & Pons, 2011; Rusu, 2013). Emotions influence learning processes and interpersonal relationships (Cuisinier & Pons, 2011; Gendron, 2004; Hargreaves, 2000; Rusu, 2013). Several authors confirm that teachers' emotions affect the results of their students, (Cuisinier & Pons, 2011; Gendron, 2007, 2008; Hargreaves, 2000, 2001b; Letor, 2006; Puozzo, 2013). The context and the object of the teaching of the physical education and sport (PSE) are particular, on the one hand, the places of teaching are multiple (ground, room, swimming pool...) and on the other side, the taught contents also fit in a particular context, linked, on the one hand, to the various fields of knowledge (psychology, sociology, physiology ...) and on the other hand, they are part of the social practices of reference (SPR), (Martinand, 1981), this learning support puts, the body of the teacher, as well as that of the student in play. This particularity, in PSE, to use the body motricity will confront these actors to emotionally charged situations. For Visioli and Ria, (2007) the teachers stage their emotion to have an impact on the students it is a kind of "theatricalization" of the emotions, with the time they learn to camouflage and to put scenes that express emotions that do not correspond to what is really felt (Visioli, Ria, & Trohel, 2011).

Based on these data, our study is interested in answering the following questions: Are the conceptions that PSE teachers make of the roles of the emotional attitudes change according to the gender and / or professional seniority of the teacher? Is the exploitation of the emotional attitudes of the PSE teacher in class dependent on gender and / or professional seniority?

Correspondence: Ben Chaifa Mounira, PSE Teacher in a Secondary School and PhD Student at Higher Institute of Education and Continuing Training (HIECT), TUNISIA, Tel: +21652980884, Email: mounirabenchaiifa@gamil.com.

2. METHODS AND MATERIALS

2.1 Subjects

To answer these questions, we collaborated with 20 PSE teachers, including 10 experienced and 10 beginners, and 10 trainee students in initial training at secondary schools. They are divided into 15 men and 15 women.

2.2 Procedure

To make this study a reality, we used two investigative techniques: in the first place we proceeded by video recording of gymnastics sessions at the rate of two sessions per teacher. These sessions had an average duration of 55 minutes. Teachers' interventions were filmed in situ, using three digital cameras, one of which was placed on the teacher's head, but it allowed him total freedom of movement in order to collect all the verbal communications and all the angles the teacher. A second camera is manipulated by the researcher who follows all the movements teach it at a respectable distance thus guaranteeing broad shots capturing all the interventions of the teacher with his students. A third camera mounted on tripods, in a corner of the gym, provides very wide shots, allowing for permanent viewing of the teacher and all students. Secondly, 2 interviews with each participant were recorded: following the first session, a semi-directive interview is conducted and recorded, using a tape recorder, with each teacher filmed, in order to collect, at first, the designs. who are teachers of the emotional attitudes they manage in class during their teaching practices. Self-confrontational interviews, which serve to document the pre-reflexive experience of the actor (Theureau, 1992), were made immediately after the second practical session. The teacher is confronted, at every moment, with his actions of which he is invited, by semi-open questions and based on the video, to explain what he did, thought, took into account to act, perceived, felt, (Vermersch, 1994), without asking for justifications.

For data processing we started with transcripts of semi-directive interviews and self confrontation. Then we transcribed the practical sessions as a two-part table, for the first part, actions of the teacher and the students, and for the second part, verbatim of the teacher. In a second step, we submitted the verbatim recordings as well as the responses of the two interviews to the content analysis technique in the form of the grids containing the declarations and the realizations.

2.3 Statistical Analysis

In the last step, we submitted the collected data to statistical processing using the SPSS software where we applied the global and analytic Chi-square test and we also used the percentage calculations for well-defined data.

3. RESULTS

Management of teachers' emotions during PSE sessions according to professional seniority

We submitted the results obtained from the semi-structured interviews and the analysis of the teaching practice concerning the management of the emotions of the teacher of PSE, classified according to professional seniority, to the Chi-square test. Here is the result:

Table 1: Distribution of teachers' statements and practical management of emotions by professional seniority during PSE sessions

	<i>Teacher profile</i>	<i>value</i>	<i>value of P</i>
Chi-square	Declarations	42,453	.000
	Achievements	60,000	.333
<i>Number of valid observations.</i>	30		

According to Table 1, we notice that there are very significant differences in the statements of PSE teachers and those to the detriment of professional seniority about the simulation of emotions during the exercise of their profession. On the other hand we do not affirm the presence of the significant differences for the exploitation and the management of the emotions during the teaching practice and those to the detriment of the professional seniority.

Testimonials by Design: To answer questions about participants' conceptions of our study of emotion simulation in the classroom, a student trainee answered *"Actually, mobilizing emotions I do not really know, personally I am spontaneous that is to say I express myself from what I see in front of me. I express my own emotions"*. A beginner teacher answered *"I believe that the physical education teacher is no other than a human being who cannot deprive himself of his emotions for me it is necessary to use the emotions as one uses the educational and didactic material"*. A seasoned teacher responded, *"I use my emotions all the time to encourage the student and as a result he progresses and gives better performance and also for a call to order by changing my voice or pretending I'm in. anger and this gives a result"*.

Testimonials according to the realization: to answer the questions concerning the simulation of the emotions in class, a trainee student answered *"This pupil is very shy, sometimes I pretend that I am satisfied, others, I show him that I am angry with him, without me really being, and that is the result"*. A beginner teacher answered *"there, for this girl who left the workshop, without authorization, to go to the cloakroom, actually I was not mad at her but it's just so that it does not happen again and it's a signal for the other students too, it's a kind of cinema, you see"*. An experienced teacher *"there are some disruptive elements in this class, every time I appeal to order and organization most of the time I pretend to be angry, I often remind them of my age I say "I more than 56, and you do not respect me and you tire me too much "I play on this side so that they calm down and get to work believe me it works"*.

So at the level of beliefs, the trainee states that emotions are present by nature, he does not invent them, he thinks he must be spontaneous and he reacts according to the behavior of his students, he does not know the real ones roles that can play the emotional reactions invented on the part of the teacher in the classroom. The beginner teacher, thinks that emotions are ubiquitous and he exploits them when needed. He is aware that his emotional reactions help students to learn. Whereas for the experienced teacher, emotions are educational means that are constantly exploited to influence and encourage the student to progress. The experienced teacher invents, consciously, emotional reactions to influence students and lead to either class mastery or a better performance on the part of the student.

Practically, all the teachers participating in this study, including the trainee students, mobilize their emotions to help the students to face the psychological obstacles (fear, shyness ...) and to achieve success on the motor level. Emotions are exploited to foster a positive dynamic of the lesson. This staging of the teacher's emotions affects the students. Therefore, the teachers involved in this study, including trainee students, play with their emotions to influence their students. They use their emotions as a means to achieve better results with students, whether for educational management or to improve student achievement. The emotions, simulated by the teacher in class, play the role of educational artifacts for educational purposes. The exploitation of

the emotional components of the teacher of PSE does not depend on his professional seniority to facilitate his teaching practice.

Thus, professional seniority impacts teachers' perceptions of the management of emotional attitudes, but it does not influence this management during teaching practice.

Emotion management of PSE teachers during practical sessions according to their gender

We submitted the results of the semi-directive, directive interviews and the analysis of the teaching practice about the management of the emotions of the teacher of EPS, classified according to the teacher's gender, to the Chi-square test. Here is the result:

Table 2: Distribution of statements and practical management of teachers' emotions by gender in PSE sessions

	<i>Teacher profile</i>	<i>Value</i>	<i>value of p</i>
Chi-square	Declarations	40,391	0.000
	achievements	30,000	0.363
<i>Number of valid observations.</i>	30		

According to Table 2, we find that there is a very significant difference between teachers' and teachers' statements about the management of their emotions during practical sessions. But practically the difference between men and women is not significant here for the invention of emotions in the classroom.

Testimonials according to the conceptions: to answer the questions concerning the conceptions that the men and the women participants make of our study of the simulation of the emotions in class, a man answered " *We can mobilize our emotions in the classroom to motivate students or shake a little to work more and perform properly is important emotions in our profession, the slightest gesture on my part can help the student to work and he says that the teacher takes care of me* ". A woman answered, " *We must send our position to the student by the gestures of the body voice, eyes, mimicry, send him if we are satisfied or not his behavior, his performance, his performance even without words sometimes just with the reaction* ".

Testimonials by Achievement: To answer questions about the simulation of emotions in the classroom, of the men and women in our study, a man commented, " *I am scurrying and making fun of this student squarely out loud. to humiliate him, perhaps to put him in his place and his course of action, you understand, he disturbs the session; and it is contagious this behavior. I pretend to be angry when I'm not really just to put him back to work, you see, everyone is calm and works a good lesson for everything the world* ". A woman commented " *Ah, I pretended that I am not satisfied by that after a week of vacation, a small break, the students have lost everything. My reaction has activated their little brains, look at the work and suddenly they remember the details of the execution of the wheel in addition to an absolute silence that do I want more?* ".

Thus, at the level of beliefs, for men, the emotions of the teacher serve, only, to encourage motor performance and lead to a performance against women for the emotions of the teacher in class help, first place, to the mastery of the class en suite, to encourage the student to improve his performance.

Teachers' statements show that male teachers admit to mobilizing their emotions in class for the sole purpose of improving student motor performance. On the other hand, female teachers feel that the teacher's emotions in the classroom play important roles in the mastery of the class and the improvement of the student's performance. Even if male teachers do not confess to using their emotional reactions to mastery of the class to save their pride, practically, male and female teachers mobilize their emotions for class management and to encourage the student to invest and

to improve its performance. This means that teachers, whatever their gender, mobilize their emotions in the classroom, whether for pedagogical or didactic management, in order to make their practical sessions succeed.

Thus, the teacher's gender impacts teachers' perceptions of the management of emotional attitudes, but it does not influence this management during teaching practice.

Detailed Analysis of Teacher Emotion Management in Class

1-The analytical Chi-square test: We have deepened our investigations into the detailed management of the teacher's emotions in the classroom according to the seniority and gender of the teacher. We analyzed the parameters used by all teachers, including trainee students, to express or simulate emotions during teaching practice. We submitted our results to the Chi-square test the following table summarizes the results obtained:

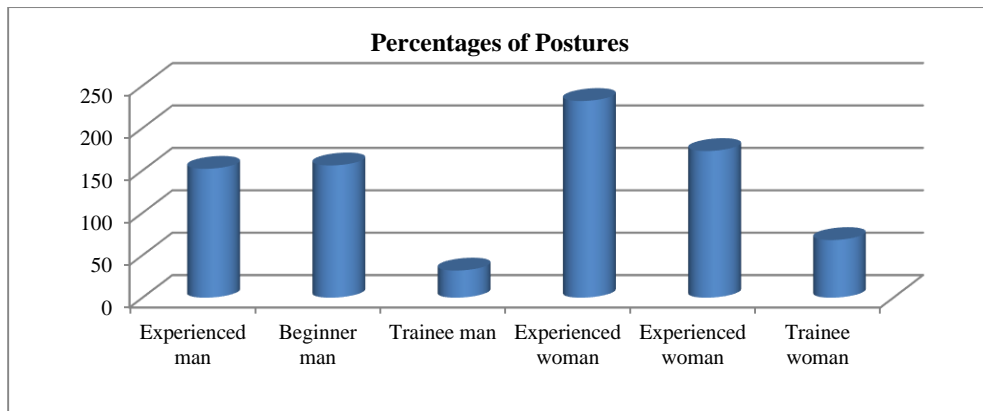
Table 3 : Emotional expressions of the PSE teacher during the session

<i>Teacher profile</i>	<i>Professional seniority</i>	<i>Teacher's gender</i>
Emotional expression	<i>Value of p</i>	
Postures	.279	.383
Gestures	.139	.544
Facial expressions	.156	.544
Voice	.237	.520
Language	.115	.579

According to Table 3, there are no significant differences between the emotional expressions of teachers during their teaching practice at the expense of seniority and gender. So all teachers mobilize their emotions in class to influence the student's performance.

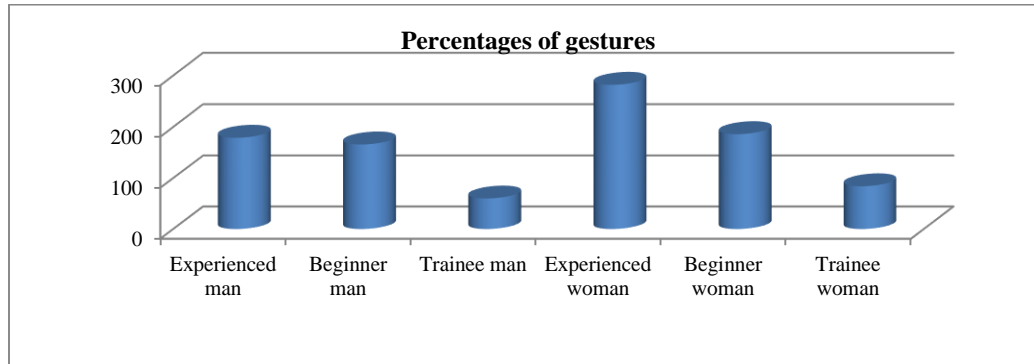
2-Percentages: We submitted the parameters used by all teachers, including trainee students, to express or simulate emotions during the percentage teaching practice. The results are shown schematically by the following histograms:

Histogram 1: Percentages of PSE teacher postures during practical sessions



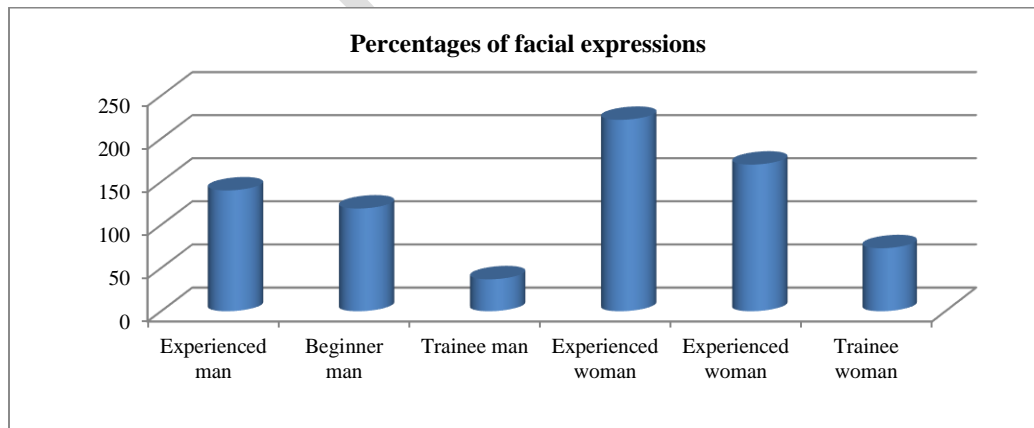
According to the histogram 1, we note that the teachers participating in our study, as well as the trainee students, postures during their teaching practices to express a definite emotional reaction, but at different percentages. We note that experienced teachers express themselves more with body postures during teaching practice than novice teachers and student trainees. While women are the majority for body language. Thus, we will say that the teacher's gender as well as the professional seniority impacts the use of the physical postures of the teacher of PSE, during the practical sessions.

Histogram 2: Percentage of PSE teacher's gestures during practical sessions



According to the histogram 2 we notice that teachers and student trainees make gestures to express their positions of students but at different percentages. Experienced people have the largest percentage. While women use more gestures to express themselves and mark their positions during practical sessions. Thus, the gender and professional seniority of the PSE teacher affect the use of expressive gestures in the teaching practice.

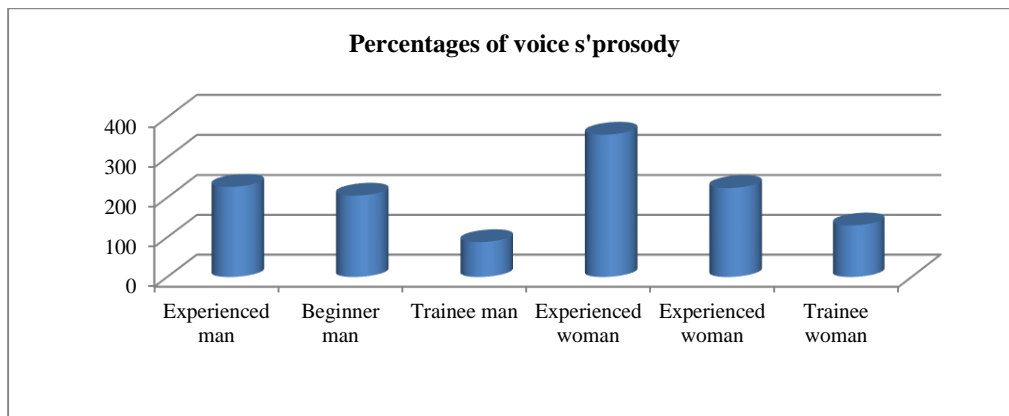
Histogram 3: Percentage of the teacher's facial expressions during practical sessions



According to the histogram 3 we note that teachers use facial expressions to express their reactions towards students. We also note, that the different percentages from one category of teacher to

another the largest percentage is in favor of experienced teachers. While according to gender, we find that women use more facial expressions to react.

Histogram 4: Percentages of prosody of PSE teacher's voice during practical sessions



According to the histogram 4 teachers and student trainees exploit the prosody of the voice to send their positions to students but at different percentages. We note that the largest percentage of the prosody of the voice is marked by experienced teachers followed by beginning teachers by a considerable percentage. Trainee students score the lowest percentage. According to gender, the percentage of women's use of voice prosody during PSE sessions is higher than the percentage of men.

The results according to the global and the analytical Chi-square tests show that there are no significant differences between the management of teachers' emotions during practical sessions and that depending on the gender and experience of the teacher. On the other hand, the results according to the percentages of teachers' emotional management parameters during teaching practice reveal that gender and experience influence the expression of emotions (posture, facial expressions, gesture and prosody).

4. DISCUSSION

The main results of this study tend to show that teachers put forward different conceptions of their teaching practices, except that practically they present stable forms and common strategies of emotional exploitation in the classroom. These results coincide with the earlier work of several authors. (Nault & Fijalkow, 1999) consider it difficult to move from "idealistic representation" to everyday practice. For Boizumault, Cogérino, (2012) contradictions appear in the comments about the initial beliefs when the teachers see themselves in the action confronted with the video of practical session.

Seniority of the teacher/Emotional management: For several researchers the educational environment, in general, (Cuisinier & Pons, 2011; Rusu, 2013) specifically, the physical education lesson (Visioli, Trohet, & Ria, 2008) are favorable environments for birth, development and the exchange of feelings and emotional expressions that are positive or negative between the teacher and his students. Virtually in physical education, for several authors (Visioli & Ria, 2007, Visioli *et al.*, 2011, Visioli *et al.*, 2008) it is by continuous adjustments of their professional gestures: postures, gestures, displacement placement and proximity interpersonal, that teachers exploit a

wide range of emotions and disseminate, in particular, through these nonverbal behaviors what they expect of students and they get varied effects on them. Boizumault and Cogérino (2012) state that teachers use touching in a non-conscious way because in their intention they insist on avoiding these gestures, except that in their practices they use it every day. Its authors highlight that corporal "staging" or "theatricalization", through the professional gestures that develop in action, prove to be effective for promoting pedagogical management and learning in PSE. Several studies have been conducted on the emotional dynamics of teachers in the field of physical education and on the expression of their observable reactions among novice practitioners (Ria & Chaliés, 2003, Ria & Durand, 2001, Ria *et al.*, 2001) that at the levels of the expert teachers (Boizumault & Cogérino, 2010; Burel, 2014; Visioli & Ria, 2007; Visioli *et al.*, 2011; Visioli *et al.*, 2008) all these authors underline the omnipresence and dynamics and the role of emotions in and on the daily professional action of physical education teachers. Its authors demonstrate that work experience affects and acts on dynamics and emotional tone during physical education lesson. For Ria and all (2001) the first teaching experiences are marked by difficulties of "intense learning of the profession", the novice teachers feel a sense of frustration, annoyance disappointment. As a result, its authors confirm that beginning teachers have conflicting expectations of what they actually do in class. Her remarks are consolidated by the works of Ria and Durand, (2001) who show that it is the evolution of the emotional tone, of the beginning teacher, that guides these decisions and actions in class. For Visioli, Trohel, Ria, (2008) this early career is often inspired by the theatrical stage entrance: "to get into the shoes of a teacher" is comparable to entering the stage to face an audience with the freak, to play its role, to simulate attitudes, these first face to face, generate "anxiety, fear, tiredness, and exhaustion." On the other hand, Visioli, Trohel, and Ria, (2008) demonstrate a stabilization of the dynamics of the emotional experiences of experienced teachers during their exercise of the profession, arguing that the latter detect clues allowing them to anticipate a potential agitation or disruption which will deflect the lesson course or the general mood. These remarks are in congruence with those of Bruel, (2014) which confirms that, over time, teachers implicitly weave strategies to face any delicate situation and gradually acquire means of acting to cope. The use of emotions to have an impact on students for pedagogical purposes allows several authors, (Visioli, Ria, 2007, Visioli, Trohel, Ria, 2008) to consider emotions as educational artifacts for educational purposes. Visioli & Ria, (2007) state that the teacher, at a certain point in time, must demonstrate a "form of empathy" in order to reveal the concerns, expectations, individual and collective interests of the learners.

Gender of teacher/emotional management: According the author (Couchot-Schiex, 2007a), has noticed marked differences in non-verbal communication between men and women, gestural attitudes are marked by a physical impression, a sign of authority and a strong voice on the part of teachers express through more affectionate bodily attitudes marked by listening, solicitude by leaning towards the students to place themselves at their height and they do not make use of signs of authority. Female teachers differentiate the power of their voices, thus using a soft voice to address girls, but a strong voice is used to communicate with boys. Teachers strictly manage student activity, so women find themselves more flexible on this point. For (Vinson, 2013), the nonverbal is used by both the teacher and the teacher except that it is not used in the same way, female teacher manipulates the pupils (only the girls) whereas the teacher man never or exceptionally uses this manipulation procedure.

5. CONCLUSION

The results obtained here are modulated by two large variables, the declared and the realized. Each of these broad variables is broken down by professional seniority and gender of the PSE teacher. Indeed, professional seniority and the gender of teacher impact teachers' perceptions of the

management of emotional attitudes, but they do not influence this management during teaching practice. Thus we notice that the conceptions of the teacher are not always consistent with his teaching practice.

The strategies of exploitation of the emotional attitudes of the teacher, during the gymnastics sessions, are marked by regularity and typicality. The simulation of the teacher's emotions, in class, for educational purposes. The mobilization of the teacher's emotions, as pedagogical artifacts, to influence the behaviors and the performances of the pupils.

6. REFERENCES

- Aubergé, V. (2002). *Prosodie et émotion*. Paper presented at the actes des deuxièmes assises nationales GDR i3 Information Interaction Intelligence Broché.
- Bachorowski, J.-A. (1999). Vocal expression and perception of emotion. *American Psychological Society*, 53-57.
- Banse, R., & Scherer, K. R. (1996). Acoustic Profiles in Vocal Emotion Expression. *Journal of Personality and Social Psychology*, 70(3), 614-637.
- Banziger, T., Grandjean, D., Bernard, P.-J., Klasmeyer, G., & Scherer, K. (2001). Prosodie de l'émotion: étude de l'encodage et du décodage. *cahiers de linguistique Française*, 23, 11-37.
- Berliner, D. C. (1988). The development of expertise in pedagogy. *American Association of Colleges for Teacher Education*, 1-28.
- Boizumault, M. B., & Cogérino, G. (2010). *Les touchers en EPS: catégorisation, croyances des enseignants et perceptions des élèves*. Paper presented at the l'Actualité de la recherche en éducation et en formation (AREF), Université de Genève.
- Boizumault, M. B., & Cogérino, G. (2012). La mise en scène corporelle de l'enseignant d'EPS: les communications non verbales au service de l'efficacité de l'enseignant *STAPS*, 98, 67-79.
- Burel, N. (2014). Du geste didactique au plaisir eudémonique. Le toucher de l'enseignant d'Education Physique et Sportive, une communication des corps vivants. *ResearchGate*, 1-7.
- Chevallier-Gaté, C. (2014). La place des émotions dans l'apprentissage Vers le plaisir d'apprendre. Retrieved from <http://revue-educatio.eu> website:
- Couchot-Schiex, S. (2007a). Observation des pratiques des enseignant (es) d'EPS au regard du genre. *Recherche et Formation*, 54, 151-164.
- Coulson, M. (2004). Attributing emotion to static body postures: recognition accuracy, confusions, and viewpoint dependence. *Journal of Nonverbal Behavior*, 28(2), 117-139.
- Cuisinier, F., & Pons, F. (2011). Emotions et cognition en classe. *Hal. archives ouvertes-Fr*, 1-13. Retrieved from <https://hal.archives-ouvertes.fr/hal-00749604> website:
- Darwin, C. (1871). *L'expression des émotions chez l'homme et les animaux*. Paris: éditions du T. H. S.
- Delandsheere, G., & DelChambre, A. (1979). *Les comportements non verbaux de l'enseignant, comment les maitres enseignent II*. Paris: Fernand Nathan.
- Duclos, S. D., Laird, J. D., Schneider, E., Sexter, M., Stern, L., & VanLighten, O. (1989). Emotion specific effects of facial expressions and postures on emotional experience. *journal of personality and social psychology*, 57(1), 100-108.
- Ekman, P. (1965). Differential communication of affect by head and body cues. *personal and social psychology*, 2, 726-735.
- Ekman, P. (1977). Biological and cultural contribution to body and facial movement. In B. Blacking (Ed.), *The anthropology of the body* (pp. 34-38). San Diego: Academic press.

- Ekman, P. (1984). Expression and the nature of emotion. In K. R. Scherer & P. Ekman (Eds.), *Approches to emotion* (pp. 319-344). Hillsdale, NJ: Erlbaum.
- Ekman, P. (1992). An argument for basic emotions. *Cognition and Emotion*, 6, 169-200.
- Ekman, P. (1993). Facial expression and emotion. *American psychologist*, 48, 384-392.
- Ekman, P., & Friesen, W. V. (1969). The repertoire of non-verbal behavior categories, origins usage and coding. *Semiotica*, 1(1), 49-98.
- Flandin, S., & Ria, L. (2011). Entrer dans le métier en milieu difficile. <https://hal.archives-ouvertes.fr/hal-01147703>.
- Gendron, B. (2004). Why emotional capital matters in education and labour? Toward and optimal exploitation of human capital and knowledge management. *les cahiers de la Maison des Sciences Economiques, serie rouge Paris. Université Panthéon-Sorbonne*, 113, 1-35.
- Gendron, B. (2007). *Les compétences émotionnelles de leadership éthique de l'enseignant: un capital émotionnel essentiel pour une dynamique de réussite et de socialisation citoyenne et professionnelle*. Paper presented at the Compétences et socialisation, Montpellier.
- Gendron, B. (2008). *Les compétences émotionnelles comme compétences professionnelles de l'enseignant, la figure de leader ship en pédagogie*. Paper presented at the 5ème colloque questions de pédagogie dans l'enseignement supérieur Brest. France
- Genevois, G. (1992). Etho-psychologie des communications et pédagogie. *Revue Française de pédagogie: RFP*, 100, 81-103.
- Gosselin, P. (2004). La reconnaissance de l'expression faciale des émotions. In G. Kirouac (Ed.), *Cognition et Emotion* (pp. 97-114). les presses de l'université Laval: les éditions l'IQRC
- Hargreaves, A. (2000). Mixed emotions: teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16, 811-826.
- Hargreaves, A. (2001b). Au-delà des renforcements intrinsèques : les relations émotionnelles des enseignants avec leurs élèves. *Education et francophonie*, 29, 175-199.
- Hess, U. (2004). Emotion ressentie et simulée In G. Kirouac (Ed.), *Cognition et Emotions* (pp. 115-127). Les presses de l'université Laval: les éditions de l'IQRC.
- Izard, C. E. (1992). Basic emotions, relations among emotions, and emotion-cognition relations. *Psychological Review*, 99, 561-565.
- Lator, C. (2006). Reconnaissance des compétences émotionnelles comme compétences professionnelles: le cas des enseignants Analyse des représentations sociales d'acteurs pédagogiques. *les Cahiers de Recherche en Education et Formation*, 53, 1-36.
- Martinand, J. L. (1981). Pratiques sociales de référence et compétences techniques. A propos d'un projet d'initiation aux techniques de fabrication mécaniques en classe. In A. Giordan (Ed.), *Diffusion et appropriation du savoir scientifique: enseignement et vulgarisation. Actes des troisièmes journées internationales sur l'Education Scientifique* (pp. 149-154). Paris: université Paris 7.
- Matsumoto, D., & Ekman, P. (1989). American-Japanese cultural differences in judgments of facial expressions of emotion *Motivation and Emotion*, 13, 143-157.
- Nault, T., & Fijalkow, J. (1999). Introduction. la gestion de la classe: d'hier à demain. *Revue des sciences de l'éducation*, 25(3), 451-466.
- Philippot, P. (2007). Qu'est ce qu'une émotion ? *Emotion et psychothérapie*, 11-64.
- Piot, T. (1997). Les représentations des enseignants débutants sur leurs pratiques: une clef pour comprendre la construction de la professionnalité enseignante. L'identité enseignante entre formation et activité professionnelle. *Recherche & Formation*, 25, 113-123.
- Puozzo, I. (2013). Pédagogie de la créativité : de l'émotion à l'apprentissage 33. Retrieved from <http://edso.revues.org/174> website:
- Ria, L., & Chaliés, S. (2003). Dynamique émotionnelle et activité le cas des enseignants débutants. *recherche et formation pour les professions de l'éducation*, 42, 7-19.

- Ria, L., & Durand, M. (2001). Les préoccupations et la tonalité émotionnelle des enseignants débutants lors de leurs premières expériences en classe. *Les dossiers des sciences de l'éducation*, 5, 111-123.
- Ria, L., Saury, J., Séve, C., & Durand, M. (2001). Les dilemmes des enseignants débutants : Études lors des premières expériences de classe en éducation physique. *Science et Motricité*, 42(47-58).
- Rusu, C.-E. (2013). *Le rôle des compétences émotionnelles dans la relation enseignant-élèves*. Paper presented at the Congrès AREF, actualité de la recherche en éducation et en formation, Montpellier.
- Saarni, C., & Lewis, M. (1993). Deceit and illusion in human affairs. In M. Lewis & C. Saarni (Eds.), *Lying and deception in everyday life* (pp. 1-29). New York: Guilford Press.
- Theureau, J. (1992). *Le cours d'action: analyse sémiologique*. Berne: Peter Lang.
- Vermersch, P. (1994). *L'entretien d'explicitation*. Paris: ESF.
- Vinson, M. (2013). *Sous la dynamique non verbale des interactions didactiques, le genre: analyse de l'action conjointe du professeur et des élèves: deux études de cas en EPS*. Université Toulouse le Mirail, Toulouse II.
- Visioli, J., & Ria, L. (2007). *Les émotions des enseignants experts comme artefacts pédagogiques?* Paper presented at the Analyse des pratiques en EPS expériences marquantes et gestes professionnelles, Clermont-Ferrand.
- Visioli, J., Ria, L., & Trohel, J. (2011). *Corps théâtralité dans l'activité des enseignants d'EPS lors de leurs interactions avec les élèves: apport d'une analyse conjointe du cours d'action et d'une analyse proxémique* Paper presented at the Le travail enseignant au XXI^e siècle perspectives croisées: didactiques et didactique professionnelle, Lyon.
- Visioli, J., Trohel, J., & Ria, L. (2008). *Analyse de l'activité des enseignants experts en cours d'EPS: une approche sociale, située et communicationnelle des émotions*. Paper presented at the Efficacité et équité en éducation, Rennes.
- Wallbott, H. G. (1998). Bodily expression of emotion. *European Journal of Social Psychology*, 28, 879-896.