

1. Présentation (M. Berchoud)

Abstract - This book will question the intimate in learning and teaching, setting forth to define the complex notion of Intimate. Based on a theoretical framework built within neurosciences, psychoanalysis, linguistics, semiotics, theater, novels, language didactics and favoring humanistic approaches, six researches based on different experiences and practices are offered. It may be underlined that the intimate, secret, inner features of learning are not prominently considered in didactics researches. Yet the learners are involved in a personal process whose keys for succeeding are individual. Hence learners' personal voices must be heard to better understand their learning process and enable the improvement of teaching approaches. But how is individual learning made possible, taking into account theory and training in mass languages learning, and the *Common European Framework*?

2. « *I learn English because it's my mother tongue...* » : redonner place au sujet qui apprend (M. Berchoud)

Abstract - This research shows how to treat the learning process through its inner, intimate features, from the learner's point of view, as a way to explore and understand it better. The research shows results based on students reflexive works (including one of a teacher as a student in an other language) in two corpora. The study will bring forth, preeminently, the high importance of oral ongoing stream of speech and of the sense of oneself. Finally the learning processes will be shown to appear as an entry and installation in the "house of languages": this "house of languages" is built by intercultural, multilingual exchanges and transgenerational thought and transmissions. This empirical study aims to open to other researches on this subject and to highlight the benefits of linguistic biographies and reflexive works. (First studies soon available in English on a scholar website; access from name and keywords)

3. Travailler à sa liberté de sujet dans la rencontre avec une langue étrangère - Une approche anti-utilitariste et humaniste de l'enseignement-apprentissage des langues (B. Rui)

Abstract - Proposing a shift, the author links teaching and language learning to an anti-utilitarian and humanistic paradigm. Languages not only aim at communicating and passing on information but in the first place allow people to shape themselves as psychic subjects. This educational project consists in allowing the subjects to replay through a foreign language their relationship to language in general from its most sensitive to its more abstract dimension. This process promotes their becoming a subject through and with a foreign language. The author first explains the multidisciplinary theoretical sub-text she built up to set up an alternative to utilitarian approaches. Then she gives elements of a possible translation into an educational project. She brings to life these elements with the specific study of a Zohra, a subject-learner who takes part in an experiment of this alternative approach set up with a group of illiterate migrants.

4. Geste de la langue et corps du sujet - Une approche humaniste centrée sur le corps en didactique des langues (C. Mallet)

Abstract - This chapter shows an educational experiment set up with illiterate migrants in a training center. This educational project is based on a humanistic approach that focuses both on the mind and the body. Working with phenomenology, eastern philosophies and anthropology as a theoretical frame, this approach uses drama as well as specific body technics like yoga or meditation as tools for learners to get their whole being involved in the learning process. Learners have the opportunity to play around with the body a language as well as their own, as Jacques Lecoq taught actors to do, dive into the specificities of writing and develop mindfulness through meditation practices.

5. À propos des difficultés à apprendre : retour sur faits d'enquête pour des savoirs complétés (M. Berchoud)

Abstract - This research sets forth to analyze from different points of view the data of a survey conducted among more than 200 schoolboys and girls on the *difficulties to learn* (title of the book, 2010). This study focuses on the oral practices as key witness of the personal development (cognitive, relational, affective) and on the case of young people who learn even when the social and family situation are challenging: Why can they succeed? Study shows that the most important determinants are the existential safety feeling, the sense of learning process, and a positive experience of succeeding in a specific area or activity. Further determinants at school are their perception of themselves and of each others, the perception of class speeches (advices, instructions) as personally addressed to them.

6. L'intime, l'écrit, l'apprendre – des représentations aux parcours d'apprentissage, éclairages singuliers (M. Berchoud)

Abstract - For the foreign language teachers in training, it's really important to ask themselves about their personal relationships with writing. This study explores how one's inner comes through in written media (writing and reading). Based on how 22 students in French as a foreign language training are developing their personal "I" as an enunciation position and within text genres (explanation, analysis, narration...), it reveals how narration can embody a transgression of the academic code and shows how written competences and interests are developed, between challenge and affiliation. (Other data soon available in English on a scholar website).

7. L'intime et le Cadre européen commun de référence pour les langues (enseigner, apprendre, évaluer) (M. Berchoud)

Abstract - How are people who learn and practice foreign languages seen through the CEFR light? With various terminologies, the CEFR promotes the language user as a more or less stereotyped being: an ideal European citizen involved in ongoing intercultural dialogues. The CEFR (Learning, Teaching, Assessment) first appears useful for assessment and self-assessment in the learning process. The learner however – an everybody and a nobody – can't be real. We need the presence of the living learner, to prevent the CEFR from imposing their needs and wishes, and to imagine new personal ways of learning. Hence the methodological thought will progress, beyond the CEFR' dryness.