

From Language Anxiety to Communicative Confidence: A Winnicottian Psychoanalytic Study of Linguistic Experimentation in Postgraduate Classrooms

A. Mutharasi^{1*}, Dr. D. Wilfin John²

^{1*}Reg. No. 23114014012040, Ph.D Research Scholar, Department of English, St. John's College, Palayamkottai, Affiliated to Manonmaniam Sundaranar University. E-Mail: mutharasia29@gmail.com

²Research Supervisor, Assistant Professor of English, Thiruvalluvar College, Papanasam, Affiliated to Manonmaniam Sundaranar University. E-Mail: pr.wilfinjohn@gmail.com

Corresponding Author

A. Mutharasi

Email ID: mutharasia29@gmail.com

ABSTRACT

Language anxiety remains deeply embedded in the affective and psychological dimensions of second-language learning, which gradually evolve into communicative confidence and linguistic fluency among postgraduate learners. The concepts from Donald Winnicott's theoretical contributions include four foundational constructs: the holding environment; the true self and false self dialectic; transitional objects and space (potential space); and ego development/going-on-being. This study focuses on classroom practices that create an emotionally and linguistically safe environment at the advanced academic level. Winnicott's theory posits that learners can shift from states of communicative anxiety paralysis toward genuine linguistic authenticity. Through a mixed-methods quasi-experimental design, using pre- and post-intervention measurements, instruments for second-language classroom anxiety, a linguistic performance assessment, and a classroom emotional environment scale were implemented with 30 postgraduate students. Qualitative data were collected through classroom observations, guided and semi-structured conversations, and individual testimonial narratives. The qualitative analysis articulates four thematic transitions: from silence to voice, false self to true self textual identity, compliance to creative risk, and error-avoidance to metalinguistic play. This paper proposes Winnicott's 'linguistic holding' and the linguistic transitional object (LTO) as pedagogical structures for postgraduate classrooms that integrate anxiety reduction with linguistic confidence through the intersection of psychoanalytic theory and language pedagogy, including first-person academic essays, group storytelling, and translanguaging practices. The findings indicate a measurable reduction in classroom language anxiety and a significant increase in communicative confidence among postgraduate learners following the pedagogical intervention.

Keywords: Holding Environment, True Self and False Self Dialectic, Language Anxiety, Communicative Confidence, Linguistic Transitional Object, Psychoanalytic Pedagogy, and Postgraduate Language Learning.

How to cite this article: Mutharasi A, Wilfin John D. From Language Anxiety to Communicative Confidence: A Winnicottian Psychoanalytic Study of Linguistic Experimentation in Postgraduate Classrooms. *Int J Drug Deliv Technol.* 2026;16(40s): 746-753. DOI: 10.25258/ijddt.16.40s.71

Introduction

In second-language learning, language anxiety among postgraduate learners functions as a formidable barrier to communicative competence, especially in advanced academic contexts where "intellectual engagement requires both cognitive precision and emotional permeability" (Krashen, 1982, p. 31). Language anxiety often inhibits learners' ability to participate actively in academic discourse and limits their willingness to take linguistic risks. Stephen Krashen's affective filter hypothesis highlights the role of emotional variables in language learning. According to Krashen (1982), "the affective filter is a mental block that prevents acquirers from fully utilizing the comprehensible input they receive" (p. 31). When anxiety levels increase, learners become less receptive to linguistic input, which ultimately slows language acquisition. Similarly, Elaine Horwitz et al. (1986) define foreign language anxiety as

"a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning" (p. 128).

Although the psychoanalytic dimensions of advanced language learning have been theorized within cognitive (Krashen, 1982), social (Norton, 2000), and neurocognitive frameworks (Immordino-Yang & Damasio, 2007), these perspectives remain insufficient for understanding the deeper emotional structures that underlie anxiety, self-concealment, and communicative risk avoidance. Mary Helen Immordino-Yang and Antonio Damasio (2007) argue that "emotion plays a critical role in decision making, memory, and learning processes" (p. 5). Consequently, emotional dynamics cannot be separated from cognitive learning processes. This study brings Winnicott's object relations theory into dialogue with contemporary language teaching practice

From Language Anxiety to Communicative Confidence: A Winnicottian Psychoanalytic Study of Linguistic Experimentation in Postgraduate Classrooms

in postgraduate applied linguistics. Although Winnicott's theoretical structures were originally developed to describe early childhood psychological development, his insights into relational environments can also illuminate educational contexts. Winnicott (1971/2005) explains that "in the holding environment the infant's spontaneous

gestures can be nurtured toward continuity and coherence" (p. 44).

Winnicott's notions of the holding environment, transitional phenomena, ego development, and the dialectic of the true self and false self describe a relational matrix within which the learner's emerging identity finds psychological support. As Thomas Ogden (1994) asserts, "the facilitative environment provides continuity of experience that allows authentic self-expression to emerge" (p. 59). Raphael-Leff (2001) extends this argument to educational contexts, observing that "contexts of empathic engagement reduce defensive withdrawal and support risk-taking" (p. 78).

This relational understanding suggests conditions through which postgraduate learners may move from anxious self-concealment toward authentic linguistic experimentation. Postgraduate learners frequently experience dialectical anxiety in which unconscious fears about the exposure of the true self interact with concerns about academic evaluation. Winnicott (1965/2005) emphasizes that the absence of supportive relational environments may disrupt psychological continuity, noting that "the subjective sense of continuity between self and environment is absent where the nurturing presence is withdrawn" (p. 43). This study therefore explores how psychoanalytic insights can illuminate the affective dynamics of language learning and promote communicative confidence among postgraduate learners.

Objectives of the Study

The study follows three primary objectives:

1. To assess baseline anxiety levels among 30 postgraduate students using validated psychometric tools.
2. To implement a twelve-week Winnicott-informed pedagogical intervention designed to create a linguistically supportive classroom environment.
3. To evaluate the transition in learners' communicative confidence using both qualitative and quantitative measures.

Research Gap

Despite extensive research on language anxiety in second-language acquisition, the application of psychoanalytic theory to language pedagogy remains limited. Most studies conceptualize anxiety through cognitive or sociocultural frameworks. Horwitz et al. (1986) emphasize that language anxiety represents a unique psychological phenomenon linked to classroom learning conditions. However, the deeper unconscious

processes shaping anxiety and communicative hesitation have not been sufficiently explored within applied linguistics. Furthermore, empirical studies applying Winnicott's psychoanalytic framework specifically within postgraduate second-language classrooms remain extremely limited.

Review of Literature

Winnicott's contribution to psychoanalytic thought lies in his sustained focus on the relational and environmental conditions of psychological development. Unlike Sigmund Freud's emphasis on instinctual conflict or Melanie Klein's focus on primitive phases, Winnicott centered the dyadic relationship between the infant and caregiver as "the generative matrix of healthy selfhood" (Winnicott, 1960/2005, p. 84). By extension, this principle can be applied to other dependent subjects, such as students within pedagogical contexts, suggesting that learning outcomes are grounded in relational security.

The holding environment refers to "the totality of caregiving conditions—physical, relational, and temporal—that protect the developing individual from impingements that would disrupt the continuity of being" (Winnicott, 1960a, p. 16). Inadequate holding compels the individual to react defensively, interrupting the consolidation of the proto-self. In the pedagogical domain, the holding environment can be mapped onto teacher–student relationships characterized by reliability, affective warmth, and tolerance of incompleteness, and responsiveness to authentic gestures (Ogden, 1994; Winnicott, 1960a). As Salzberger-Wittenberg, Williams, and Osborne (1983) note, "an environment which validates and holds the learner psychologically can mediate anxiety and facilitate intellectual development" (p. 52).

Transitional objects and phenomena describe the infant's use of an external object—a blanket, toy, or melody—in the intermediate zone between subjective experience and external reality (Winnicott, 1951/2005). The transitional object is both discovered and created, a paradox that Winnicott emphasized must remain unresolved. In language learning, textual forms, words, and genres may act as transitional objects, enabling learners to negotiate between internal psychological experiences and shared social conventions. Phipps and Guilherme (2004) assert that "learners enact cultural and linguistic meaning through such transitional spaces where identity is performed and tested" (p. 123). The work of Julia Kristeva (1984) on semiotic and symbolic dimensions also highlights the affective substrata of linguistic competence, emphasizing that "pre-verbal experiences shape the capacity for meaning-making in language" (p. 52).

Similarly, Britzman (2003) observes that "the classroom is always already a site of transference and countertransference, where unconscious dynamics affect teaching and learning" (p. 221). While Winnicott's applicability to education has been explored by several scholars, empirical research connecting these concepts

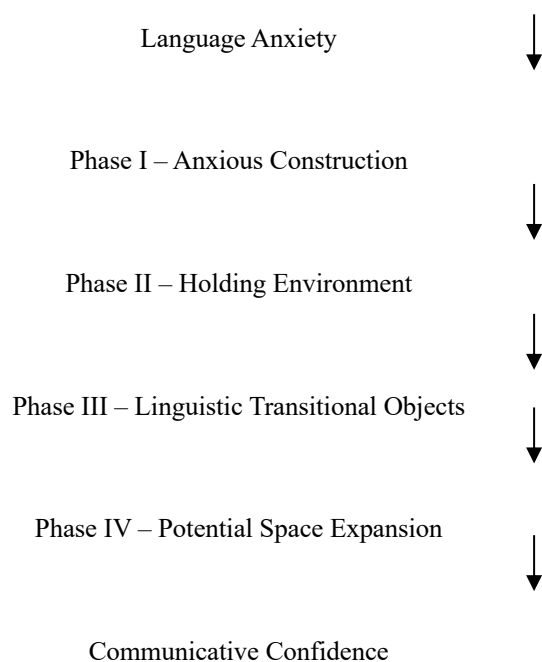
From Language Anxiety to Communicative Confidence: A Winnicottian Psychoanalytic Study of Linguistic Experimentation in Postgraduate Classrooms

specifically to postgraduate language pedagogy remains limited. Claire Kramsch (2009) implicitly invokes the transitional quality of cross-cultural linguistic experience, noting that “symbolic competence allows learners to mediate between self, others, and the semiotic world of the language” (p. 54). Nonetheless, systematic empirical applications of Winnicottian concepts to reduce language anxiety in postgraduate students have not yet been conducted.

Theoretical Framework

Winnicott’s conceptual intervention in psychoanalytic discourse emphasizes interpersonal prerequisites for psychological formation, contrasting with Freudian drive-based models of unconscious forces. Whereas traditional drive theories situate identity development within conflictual unconscious energies, Winnicott stresses relational and environmental conditions: “Psychological development arises through the experience of being ‘held’—not simply through intrapsychic drive conflict” (p. 45).

Applied to postgraduate language learning, this perspective suggests that linguistic development is not rooted solely in lexical processing or repetitive practice but is fundamentally anchored in the emotional and interpersonal dynamics of the pedagogical context. In this study, the concepts of linguistic holding and Linguistic Transitional Object (LTO) are proposed as pedagogical extensions of Winnicott’s theoretical framework within language learning contexts. The Winnicottian psycholinguistic model outlines four interrelated phases in the transition from anxiety to communicative confidence.



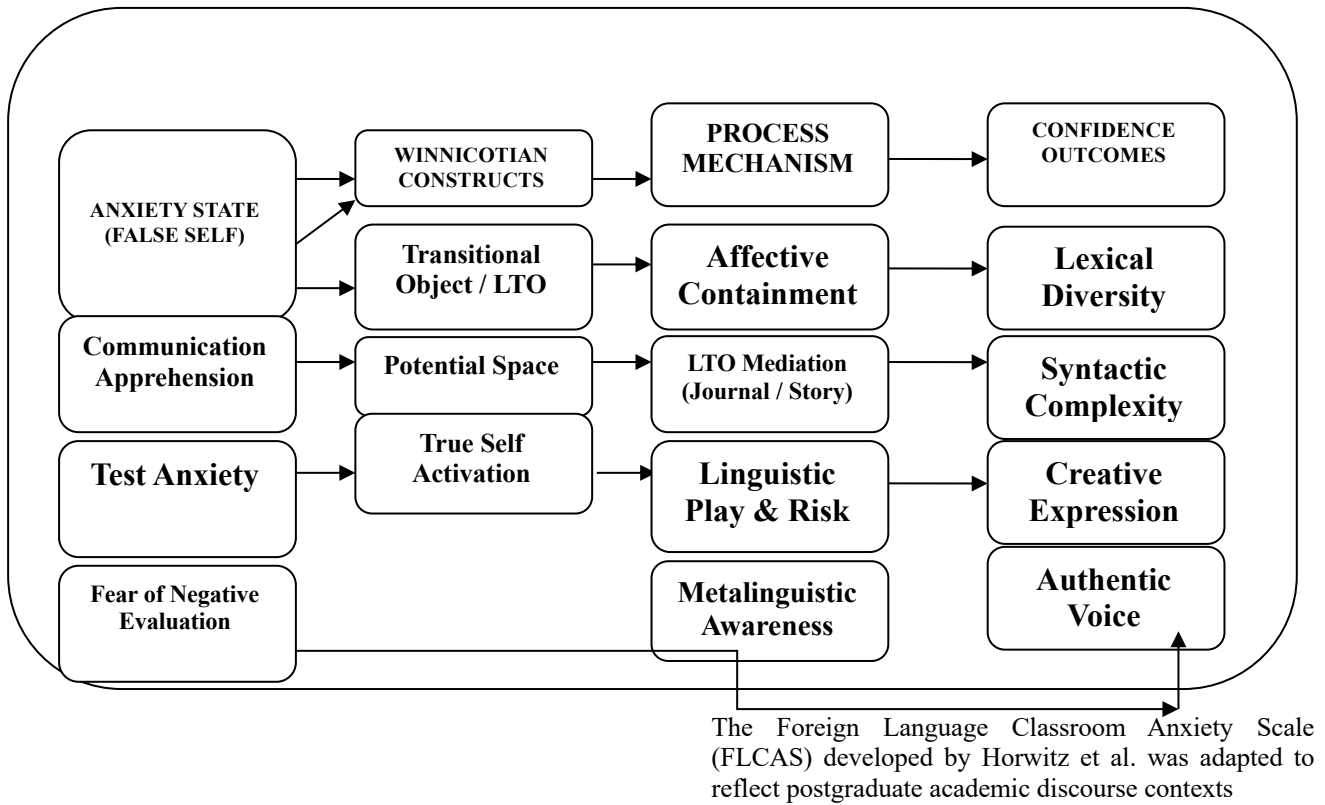
Phase I — Anxious Construction: At this level, high language anxiety activates Krashen’s affective filter, thereby restricting learners’ access to linguistic competence. Krashen (1982) explains, “Affective filters limit the amount of input that can be processed, such that lower affective barriers correlate with better language acquisition” (p. 35). In this phase, learners often resort to formulaic or “safe” language that conceals rather than reveals intellectual identity, reflecting a defensive psychological stance.

Phase II — Holding: Winnicott’s concept of the holding environment describes a pedagogical context characterized by responsiveness, acceptance of linguistic error tolerance, pedagogical consistency, and acknowledgement of learners’ contributions. Winnicott (1971/2005) writes, “The holding environment enables the infant to experience continuity and psychological stability” (p. 37). By extension, this relational scaffolding supports learners’ emotional regulation and risk-taking in linguistic practice.

Phase III — Transitional Object Mediation: A Linguistic Transitional Object (LTO) refers to a pedagogical medium—such as storytelling, reflective writing, or collaborative dialogue—that mediates between learners’ internal emotional experience and external linguistic expression. Winnicott (1951/2005) describes transitional phenomena as “the meeting place between inner reality and external life, where play and cultural experience become possible” (p. 14). In the language classroom, LTOs such as collaborative storytelling and reflective narrative practices function as mediating objects that enable safe, authentic linguistic experimentation. This framework contributes to Applied Linguistics by introducing a psychoanalytic model that links emotional security with communicative experimentation in postgraduate language classrooms.

Phase IV — Potential Space and True Self Expression: As anxiety decreases and the holding environment become internalized, learners’ potential space expands to include creative and exploratory linguistic practices. Winnicott (1971/2005) maintains that “the capacity for play—the capacity for spontaneous and creative engagement—is the measure of health” (p. 97). In this phase, learners demonstrate authentic linguistic self-participation in academic dialogue, highlighting authentic expression and intellectual agency within academic discourse.

Together, these phases illustrate how psychoanalytic insights can inform pedagogical strategies that reduce anxiety and foster communicative confidence among postgraduate language learners. Central to Winnicott’s approach are these interrelated paradigms, which render this research academically relevant to pedagogical objectives in advanced language learning.



Methodology

Research Design

The study followed a convergent mixed-methods structure in which quantitative and qualitative data were collected concurrently and integrated during the interpretation stage to provide a comprehensive understanding of learners’ psychological and linguistic development. Creswell and Creswell (2018) note that “convergent parallel designs allow qualitative and quantitative data to complement one another and provide a more complete understanding of the research problem” (p. 217).

Participants

The sample size of thirty participants is consistent with exploratory mixed-method intervention studies in applied linguistics, where intensive qualitative and pedagogical observation is required. Participants were selected through purposive sampling based on self-reported moderate to high levels of language anxiety. They were postgraduate students enrolled in academic programs where English functioned as the medium of academic communication. Participation was voluntary, and informed consent was obtained from all participants. All participant data were anonymized to ensure confidentiality and ethical research practice.

Instruments

while maintaining the core psychometric structure of the original instrument.

- Foreign Language Classroom Anxiety Scale (FLCAS; adapted for postgraduate learners; Horwitz et al., 1986)
- Linguistic performance assessment
- Classroom Emotional Climate Scale
- Reflective learning journals
- Semi-structured interviews

Intervention

In this study, the pedagogical concepts of linguistic holding and Linguistic Transitional Objects (LTOs) are proposed as classroom extensions of the psychoanalytic theory developed by Donald Winnicott, adapted to the context of postgraduate language learning.

Level 1 – Holding Environment: At the initial level, the researcher established a supportive linguistic environment through non-evaluative feedback, tolerance of errors, dialogic interaction, and consistent encouragement. Winnicott (1971/2005) emphasized that “holding is not merely physical or verbal care; it is the facilitation of psychological continuity and trust” (p. 37). Within the framework of Psychoanalytic Pedagogy, the

From Language Anxiety to Communicative Confidence: A Winnicottian Psychoanalytic Study of Linguistic Experimentation in Postgraduate Classrooms

holding environment functions as a relational classroom structure that minimizes anxiety while supporting exploratory linguistic participation.

Level 2 – Linguistic Transitional Objects (LTOs): A Linguistic Transitional Object (LTO) refers to a pedagogical medium—such as storytelling, reflective writing, or collaborative dialogue—that mediates between learners’ internal emotional experience and external linguistic expression within the classroom environment. Winnicott (1951/2005) asserts that transitional phenomena “allow the individual to occupy a space between subjective and objective reality” (p. 14), supporting authentic linguistic exploration.

Level 3 – Potential Space and Creative Expression: In the final phase, learners were encouraged to engage in dialogic and creative language production, such as seminar discussions, interpretive academic writing, and peer-based discourse tasks. Within the context of postgraduate language pedagogy, potential space represents the classroom environment in which learners feel sufficiently secure to engage in linguistic experimentation and creative academic dialogue. According to Winnicott (1971/2005), “the capacity for play—the capacity for spontaneous and creative engagement—is the measure of health” (p. 97).

Data Analysis

Quantitative analysis was conducted to measure statistical differences between pre-intervention (T1) and post-intervention (T2) scores, while qualitative thematic analysis explored learners’ subjective experiences of the pedagogical intervention. Qualitative data from interviews and journals were analyzed through thematic analysis following Braun and Clarke’s (2006) six-phase framework, with themes verified through researcher triangulation. As Braun and Clarke (2006) describe, “thematic analysis offers a systematic yet flexible approach to identifying, analyzing, and reporting patterns within qualitative data” (p. 79).

Quantitative Findings

Quantitative analysis using pre- and post-test measures revealed significant reductions in language anxiety and improvements in linguistic performance scores. Paired-

sample t-tests confirmed that the intervention yielded statistically significant changes, consistent with the hypothesis that a Winnicott-informed holding environment supports communicative confidence.

Descriptive Statistics

Descriptive statistics were computed for all quantitative measures at pre-intervention (T1) and post-intervention (T2) for the 30 postgraduate participants.

Table 1. Descriptive Statistics: T1 and T2 (N = 30)

Measure	T1 M	T1 SD	T2 M	T2 SD	Difference
FLCAS-PG Total	98.4	11.3	72.6	13.7	-25.8
Lexical variation (Guiraud)	4.18	0.64	5.73	0.78	+1.55
Grammatical Complexity (MLT)	7.51	1.09	9.88	1.41	+2.37
Academic Language Elaboration Score	11.8	2.7	18.4	3.2	+6.6
Classroom Emotional Climate	2.91	0.47	4.12	0.44	+1.21

Note: FLCAS-PG = Foreign Language Classroom Anxiety Scale (Postgraduate Adaptation); MLT = Mean Length of T-unit.

Descriptive statistics show substantial shifts across all measures. Notably, FLCAS-PG scores decreased by a mean of 25.8 points (-26.2% from baseline), while the Academic Language Elaboration Score increased by 6.6 points (+55.9% from baseline). This indicates that learners engaged in more authentic, linguistically experimental expression and personally invested linguistic production following the intervention. Lexical variation and grammatical complexity also improved, reflecting enhanced capacity for creative linguistic expression, which aligns with the expansion of Winnicottian potential space.

Paired-Sample t-Tests and Effect Sizes

Paired-sample t-test results compared T1 and T2 scores for each quantitative measure.

Table 2. Paired-Sample t-Test Results: T1 vs. T2 (N = 30)

Measure	M Diff	SD Diff	t(29)	p	Cohen's d
FLCAS-PG Total	25.8	10.4	13.58	< .001	2.48
Lexical variation (Guiraud)	1.55	0.58	14.63	< .001	2.67
Grammatical Complexity (MLT)	2.37	0.96	13.52	< .001	2.47
Academic Language Elaboration Score	6.60	2.41	14.99	< .001	2.74
Classroom Emotional Climate	1.21	0.43	15.42	< .001	2.81

Note: All tests two-tailed. Cohen’s $d > 2.0$ = very large effect. $df = 29$ for all tests.

All paired t-tests yielded highly significant results ($p < .001$) with very large effect sizes ($d > 2.0$). The Academic Language Elaboration Score showed the largest effect ($d = 2.74$), alongside Classroom Emotional Climate ($d = 2.81$), consistent with the theoretical proposition that anxiety reduction activates experimental and personally invested language use. These findings affirm that cultivating a holding environment facilitates learners’ movement from defensive, formulaic expression toward creative linguistic risk-taking and authentic self-expression.

Table 3. Distribution of Intervention Outcomes (N=30)

Outcome	Distribution	N
Significant Positive	33%	10
Positive	47%	14
Moderately Positive	13%	4
Neutral- Positive	7%	2

Note: Each category represents the proportion of students based on combined changes in language anxiety scores and linguistic performance indicators observed between pre- and post-intervention measurements ($n = 30$).

Outcome categories were derived from combined changes in language anxiety scores and linguistic performance indicators. The distribution shows that 80% of participants experienced positive to significant positive outcomes, further supporting the efficacy of the Winnicottian Linguistic Holding Programme (WLHP). These results indicate that most learners benefited from the integration of holding environments and transitional objects, reinforcing Winnicott’s principle that relational and environmental conditions are crucial for psychologically secure linguistic experimentation.

Discussion

The findings of this study offer empirical support for the theoretical proposition that language anxiety among postgraduate learners is not solely a cognitive phenomenon but is deeply embedded within the emotional and relational dimensions of the learning environment. The significant reduction in Foreign Language Classroom Anxiety Scale (FLCAS-PG) scores following the intervention suggests that creating a pedagogical holding environment can effectively mitigate communicative inhibition and linguistic self-censorship (Horwitz et al., 1986). Within the field of Second Language Acquisition, language anxiety has increasingly been understood as an affective construct shaped by social interaction, identity negotiation, and classroom relational dynamics.

From a Winnicottian perspective, anxiety in the language classroom may be interpreted as a defensive manifestation of the false self, where learners adopt formulaic linguistic patterns to avoid the exposure of perceived inadequacy (Winnicott, 1960/2005). The

pedagogical environment established through the WLHP intervention appeared to provide sufficient relational safety for learners to move beyond this defensive linguistic posture toward more authentic communicative engagement. The notion of the “false self” in educational contexts may manifest through excessive reliance on memorized linguistic structures, minimal participation, or avoidance of communicative experimentation.

The improvements in lexical variation, grammatical complexity, and academic language elaboration further support the argument that emotional security facilitates linguistic risk-taking and creative experimentation. When the affective filter is lowered, learners are more willing to test novel syntactic forms, explore expressive vocabulary, and engage in complex academic discourse (Kramsch, 2009). Strong improvement was also observed in the Classroom Emotional Climate measure. This finding underscores the central role of relational dynamics within advanced language learning environments. The teacher’s role, consistent with Winnicott’s perspective of the facilitating environment, becomes one of maintaining psychological containment while allowing the learner’s linguistic identity to emerge (Ogden, 1994). This pedagogical role reframes the language instructor not merely as a transmitter of linguistic knowledge but as a facilitator of emotionally secure communicative interaction.

Activities functioned as transitional spaces in which learners could safely negotiate the boundary between internal thought and public linguistic expression. These pedagogical tools allowed learners to experiment with language without the immediate threat of evaluative judgment, thereby supporting the development of authentic linguistic agency (Winnicott, 1951/2005). Within psychoanalytic pedagogy, transitional spaces function as symbolic environments where learners integrate internal cognitive processes with socially shared language practices.

Overall, the results indicate that postgraduate language pedagogy benefits significantly from attention to the psychoanalytic and affective dimensions of learning. The integration of Winnicottian theory into language pedagogy provides a valuable conceptual framework for understanding how communicative confidence emerges through relational and emotional processes rather than through purely cognitive instruction (Britzman, 2003). This perspective contributes to emerging interdisciplinary dialogues between Psychoanalysis and Applied Linguistics that emphasize the affective and identity-based dimensions of language learning.

Conclusion

This study has demonstrated, through integrated theoretical analysis and convergent mixed-methods empirical inquiry, that psychoanalytic pedagogical constructs elaborated by Donald Winnicott illuminate the affective dynamics governing the trajectory from linguistic anxiety to confidence among postgraduate learners. The findings contribute to the growing body of scholarship that conceptualizes language learning as an affectively mediated social process rather than a purely

From Language Anxiety to Communicative Confidence: A Winnicottian Psychoanalytic Study of Linguistic Experimentation in Postgraduate Classrooms

cognitive linguistic task. Through the implementation of the Winnicottian Linguistic Holding Programme (WLHP), the research illustrates how a pedagogically constructed holding environment can transform the emotional conditions of language learning.

The quantitative findings revealed substantial reductions in language anxiety alongside significant improvements in linguistic complexity, lexical variation, and academic discourse elaboration. Qualitative data further illustrated learners' transition from communicative silence toward expressive linguistic participation. These findings suggest that emotionally responsive classroom environments may significantly enhance postgraduate learners' willingness to engage in authentic academic discourse. By conceptualizing classroom communication through the perspective of holding environments and transitional objects, the research offers a pedagogical approach that emphasizes emotional safety as a prerequisite for authentic linguistic expression (Winnicott, 1971/2005).

Language pedagogy informed by psychoanalytic theory therefore emphasizes relational classroom dynamics, emotional containment, and exploratory communicative interaction. Nevertheless, several limitations should be acknowledged. The relatively small sample size and specific context restrict the generalization of the findings. The quasi-experimental design without a control group may also limit causal inferences. Future research could expand this framework through longitudinal studies, cross-institutional comparisons, and larger participant samples to further validate the pedagogical effectiveness of Winnicott-informed language instruction. Future studies may also examine the role of teacher discourse practices and classroom interaction patterns in sustaining linguistic holding environments. Despite these limitations, the study highlights the significance of integrating affective, relational, and psychoanalytic perspectives into postgraduate language education.

The concepts of linguistic holding and linguistic transitional objects offer promising directions for future pedagogical innovation, suggesting that communicative confidence emerges not only from linguistic competence but also from the emotional conditions that sustain authentic self-expression in academic discourse. Consequently, integrating psychoanalytic perspectives into postgraduate language pedagogy may open new interdisciplinary pathways for research within Second Language Acquisition and Applied Linguistics.

References:

1. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
2. Britzman, D. P. (2003). *After-education: Anna Freud, Melanie Klein, and psychoanalytic cultures of knowledge*. State University of New York Press.

- <https://sunypress.edu/Books/A/After-Education>
3. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed.). SAGE Publications. <https://us.sagepub.com/en-us/nam/research-design/book255675>
4. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
5. Immordino-Yang, M. H., & Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. *Mind, Brain, and Education*, 1(1), 3–10. <https://doi.org/10.1111/j.1751-228X.2007.00004.x>
6. Kramsch, C. (2009). *The multilingual subject*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780194425612.001.0001>
7. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press. http://www.sdkrashen.com/content/books/principles_and_practice.pdf
8. Kristeva, J. (1984). *Revolution in poetic language* (M. Waller, Trans.). Columbia University Press. (Original work published 1974). <https://cup.columbia.edu/book/revolution-in-poetic-language/9780231059800>
9. Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Longman. <https://www.multilingual-attors.com/page/detail/?k=9780582364745>
10. Ogden, T. H. (1994). The analytic third: Working with intersubjective clinical facts. *The International Journal of Psychoanalysis*, 75(1), 3–19. <https://pep-web.org/browse/document/IJP.075.0003A>
11. Phipps, A., & Guilherme, M. (2004). *Critical pedagogy: Political literacy for foreign language teachers and learners*. Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410610447>
12. Raphael-Leff, J. (2001). A psychotherapeutic model for adult learning. In I. Lees (Ed.),

From Language Anxiety to Communicative Confidence: A Winnicottian Psychoanalytic Study of Linguistic Experimentation in Postgraduate Classrooms

Psychoanalytic perspectives on teaching and learning (pp. 75–92). Routledge.

<https://www.routledge.com/Psychoanalytic-Perspectives-on-Teaching-and-Learning/Lees/p/book/9781861562005>

13. Salzberger-Wittenberg, I., Williams, G., & Osborne, E. (1983). *The emotional needs of the young pupil and his teacher*. Basil Blackwell.
<https://www.wiley.com/en-us/The+Emotional+Needs+of+the+Young+Pupil+and+His+Teacher-p-9780631139140>
14. Winnicott, D. W. (2005a). *Playing and reality*. Routledge. (Original work published 1971).
<https://www.routledge.com/Playing-and-Reality/Winnicott/p/book/9780415345460>
15. Winnicott, D. W. (2005b). *The maturational processes and the facilitating environment: Studies in the theory of emotional development*. Karnac Books. (Original work published 1965).
<https://www.routledge.com/The-Maturational-Processes-and-the-Facilitating-Environment/Winnicott/p/book/9781780492612>
16. Winnicott, D. W. (2005c). *Through paediatrics to psycho-analysis: Collected papers*. Brunner-Routledge. (Original work published 1958).
<https://www.routledge.com/Through-Paediatrics-to-Psycho-Analysis/Winnicott/p/book/9780415211574>.