

**Invitation à la soutenance publique de thèse**  
**Pour l'obtention du grade de Doctorat en Langues, lettres et traductologie**

## **Madame Alice MEURICE**

### **LEARNER-CENTERED PEDAGOGY THROUGH THE L2 LEARNER'S EYES** **EXPLORING METACOGNITION AND COLLABORATION IN A** **MIXED-METHODS DESIGN**



**Le vendredi 28 août 2026 à 15H00**

**Salle Polyvalente**

Place Cardinal Mercier 31 - Louvain-la-Neuve

*L'événement est accessible en [comodal](#)*

*Les personnes qui désirent assister à la soutenance  
sont invitées à compléter [ce Google Forms](#)  
avant le 25 août 2026*

How do language learners experience thinking about their own learning and working together with their peers? This dissertation shines a light on the voices of L2 learners in French-speaking Belgian classrooms – a perspective often missing from research. While *metacognition* (thinking about thinking) and *collaboration* are increasingly recognized as key skills for language learning and future careers, their integration into daily classroom activities remains a challenge, as teachers often face uncertainty about how to integrate them effectively in their practice. This study enters the classroom to examine how learners navigate these metacognitive and collaborative activities, shedding light on the complexities of their experiences and the factors that shape them.

Through a mixed-method approach across three diverse case studies – covering different ages, proficiency levels, and language tasks – this research explores how learners engage with these skills in real classroom settings, capturing the nuances of their experiences. Drawing on focus groups, recordings of group work, and written reflections, the findings reveal how factors like emotional safety, task design, and the tools used shape learners' experiences. The dissertation offers fresh theoretical insights, illustrates the value of combining qualitative and quantitative methods, and provides practical recommendations for educators, curriculum designers, and policymakers to better support these essential skills.

**Le jury est composé de Madame et Messieurs les Professeur-es :**

Prof. Ferran SUÑER MUÑOZ (UCLouvain), Président du jury

Prof. Fanny MEUNIER (UCLouvain), Promotrice et Secrétaire du jury

Prof. Stéphane COLOGNESI (UCLouvain), Lecteur

Prof. Per WENNLUND (Stockholm University), Lecteur extérieur

Prof. Nicholas BREMNER (University of Exeter), Lecteur extérieur