

D – ATTITUDES

1. Lists of descriptors of resources

Abbreviations

<C>: concrete « object »

<G>: general « object »

<A>: abstract « object »

Section I. Attention / Sensitivity / Curiosity [interest] / Positive acceptance / Openness / Respect / Valorisation^o with respect to languages, cultures and the diversity of languages and cultures (A-1 to A-6)

A-1¹	Attention
++	to « foreign » °languages / cultures / persons° <C> to °linguistic / cultural / human° diversity in the environment <G> to language in general <G> to °linguistic / cultural / human° diversity in general [as such] <A>
A-1.1	Attention °to language (to semiotic manifestations) / to cultures / to persons° in general
++	
A-1.1.1	Attention to verbal and nonverbal signs of communication
+	
A-1.1.2	°Considering / apprehending° °linguistic / cultural° phenomena as an object of ° observation / reflexion°
.+	
A-1.1.3	Attention to [paying attention to] the formal aspects of ° language in general / particular languages / cultures°
++	
A-2	Sensitivity °to the existence of other °languages / cultures / persons° <C, G> // to the existence of °linguistic / cultural / human° diversity°° <A>
++	
A-2.1	Sensitivity towards one's own °language / culture° and other °languages / cultures°
++	
A-2.2	Sensitivity to °linguistic / cultural° differences
++	
A-2.2.1	Being aware of different aspects of °language / culture° which may vary °from language to language / from culture to culture°
++	
A-2.2.1.1	Being aware of the diversity of °linguistic universes {sounds, graphisms, syntactic organisations, etc.} / cultural universes {table manners, traffic laws, etc.}
++	
A-2.2.2	Being aware of the (local / regional / social / generational) variants of a same °language (dialects ...) / culture°
++	

¹ Resorting to pluralistic approaches is: + = useful; ++ = important; +++ necessary in order to develop this resource

A-2.2.3 ++	Being aware of traces of otherness in °a language (for example in loan words) / a culture°
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A-2.3. ++	Sensitivity to °linguistic / cultural° similarities
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A-2.4 ++	Being sensitive both to differences and to similarities between different °languages / cultures°
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A-2.4.1 ++	Being aware of the great diversity of manners of greeting, of initiating communication, of expressing temporality, of eating, of playing, etc., and being at the same time aware of the similarity of universal needs to which these manners answer
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A-2.5 ++	Sensitivity to plurilingualism and to pluriculturalism in the immediate or remote environment
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A-2.5.1 +	Being aware of the °linguistic / cultural° diversity of society
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A-2.5.2 ++	Being aware of the °linguistic / cultural° diversity of the classroom
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A-2.5.2.1 ++	Being aware of the diversity of °languages / cultures° present in the classroom (when these are set side by side with one's own °linguistic / cultural° practices / knowledge°)
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A-2.6 ++	Sensitivity to the relativity of °linguistic / cultural° customs
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A-3 +++	Curiosity about / Interest in °° “foreign” °languages / cultures / persons° <C> // pluricultural contexts <C> // the °linguistic / cultural / human° diversity of the environment <G> // °linguistic / cultural / human° diversity in general [as such] <A>°°
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A-3.1 ++	Curiosity about a °multilingual / multicultural° environment
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A-3.2 +++	Curiosity about discovering how (one's own / other) °language(s) / culture(s)° work(s)
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A-3.2.1 +++	Being curious about (and wishing) to understand the similarities and differences between one's own °language / culture° and the target °language / culture°
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A-3.3 ++	Interest in discovering other perspectives of interpretation of °familiar / unfamiliar° phenomena both in one's own culture (language) and in other °cultures (languages) / cultural (linguistic) practices°
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A-3.4 +	Interest in understanding what happens in intercultural / plurilingual interactions
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A-4 +++	Positive acceptance °of °linguistic / cultural° diversity <C,,G> / of others <C, G> / of what is different <A>°°
A-4.1 ++	Mastery of one's °resistances / reticence° towards what is °linguistically / culturally° different
A-4.2 ++	Accepting the fact that another °language / culture° may function differently from one's °language / culture°
A-4.2.1 ++	Accepting the fact that another language can organise the construction of meaning on °phonological and semantic distinctions / syntactic constructions° which differ from those of one's own language
A-4.2.2 ++	Accepting the fact that another culture may make use of different cultural behaviours (/table manners / rituals / ...)
A-4.3 ++	Accepting the fact that another °language / culture° may include elements which differ from those of one's own language
A-4.3.1 ++	Accepting the existence of °sounds <phonemes> / prosodic and accentual forms° which differ from those of one's own language
A-4.3.2 ++	Accepting the existence of signs and typographies which differ from those of one's own language {inverted commas, accents, "ß" in German, etc.}
A-4.3.3 +	Accepting the existence of cultural features {institutions (educational, judiciary ...), traditions (meals, feasts ...) artefacts (clothes, tools, food, games, habitat ...)} which may differ from those of one's own culture
A-4.4 ++	Accepting the existence of °other modes of interpretation of reality / other value systems° (linguistic implicits, the meaning of behaviours, etc.)
A-4.5 ++	Acceptance [Recognition] of the importance of all °languages / cultures° and the different places they occupy
A-4.5.1 ++	°Acceptance [Recognition] / Taking into account of the value° of all the °languages / cultures° in the classroom
A-4.5.1.1 ++	Positive acceptance of minority °languages / cultures° in the classroom
A-4.6 ++	Reacting without an <i>a priori</i> negative slant to (the functioning of) *bilingual talk* <ways of speaking which resort to two (or more) languages used alternately, essentially between speakers sharing the same plurilingual repertoire>
A-4.7 ++	Reacting without an <i>a priori</i> negative slant to "mixed" cultural practices (integrating elements from several cultures: musical, culinary, religious, etc.)
A-4.8 +++	Accepting the spread and the complexity of °linguistic / cultural° differences (and, consequently, the fact that one cannot know everything)
A-4.8.1 ++	Acceptance [Recognition] of the °linguistic / cultural° complexity of °individual / collective° identities as a legitimate characteristic of groups and societies
A-5 ++	Openness °to the diversity °of languages / people / cultures° of the world <G> / to diversity as such [to difference itself] [to alterity] <A>°°
A-5.1 ++	Empathy [Openness] to alterity

A-5.2 ++	Openness to allophonic speakers (and their languages)
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A-5.3 ++	Openness to °languages / cultures°
A-5.3.1 ++	Openness towards °languages / cultures° which are viewed with less regard {minority °languages / cultures°, °languages / cultures° belonging to migrants ...}
A-5.3.2 +	Openness towards foreign °languages / cultures° taught at school
A-5.3.3 ++	Openness towards the unfamiliar (linguistic or cultural)
A-5.3.3.1 ++	Being open (and mastering one's own eventual resistances) to what seems incomprehensible and different

A-6 ++	°Respect / Regard° for °“foreign” / “different”° °languages / cultures / persons° <C> for the °linguistic / cultural / human° diversity of the environment <C> for °linguistic / cultural / human° diversity as such [in general] <A>
A-6.1 ++	Respect for differences and diversity (in a plurilingual and pluricultural environment)

A-6.2 +	Valuing [appreciating] °linguistic / cultural° contacts
A-6.2.1 ++	Considering that loans from other °languages / cultures° become part of the reality of a °language / culture° and may contribute to enriching it

A-6.3 +	Having regard for [valuing] bilingualism
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A-6.4 ++	Considering all languages as equal in dignity
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A-6.5 +	Having respect for human dignity and universal human rights
A-6.5.1 ++	Respecting [valuing] each individual's language and culture
A-6.5.2 +	Considering each °language / culture° as a means of human development, of social inclusion and as an indispensable condition in the exercise of citizenship

Section II. °Disposition / Motivation / Will / Desire° to engage in activity related to °languages / cultures° and to the diversity of languages and cultures (A-7/A-8)

A-7 ++	Disposition / motivation with respect to °linguistic / cultural° °diversity / plurality° <C, G, A>
A-7.1 ++	Disposition to °plurilingual / pluricultural° socialisation
A-7.2 ++	Readiness to engage in pluralistic (verbal / non verbal) communication while following the rituals and conventions appropriate to the context
A-7.2.1 ++	Readiness to try to communicate in the language of others and to behave in a manner considered appropriate by others
A-7.3 ++	Readiness to face difficulties linked to °plurilingual / pluricultural° situations and interactions
A-7.3.1 ++	Ability to deal (confidently) that which is °new / strange° °°in the °linguistic / cultural° behaviour / in the cultural values°° of others
A-7.3.2 ++	Readiness to accept the anxiety which is inherent to °plurilingual / pluricultural° situations and interactions
A-7.3.3 +	Readiness to live °linguistic / cultural° experiences which do not conform to one's expectations
A-7.3.4 ++	Readiness to experience a threat to one's identity [to feel disindividualised]
A-7.3.5 +	Readiness to be considered as an outsider
A-7.4 +	Disposition to share one's °linguistic / cultural° knowledge with others
A-7.5 ++	Motivation to °study / compare° the functioning of different °languages {structures, vocabulary, systems of writing ...} / cultures°
A-7.5.1 ++	Motivation for the observation and analysis of more or less unfamiliar °linguistic / cultural° phenomena
A-8 +++	°A wish / will° °to be involved / to act° °°in connection with linguistic or cultural diversity / plurality // in a plurilingual or pluricultural environment°° <C, G, A>
A-8.1 ++	A will to take up the challenge of °linguistic / cultural° diversity (going beyond simple tolerance, towards deeper levels of understanding and respect, towards acceptance)
A-8.2 ++	Participating consciously in the construction of one's own °plurilingual / pluricultural° competence / Voluntary involvement in the development of the process of °plurilingual / pluricultural° socialisation
A-8.3 +	A will to °build / to participate in° a shared language culture (built on knowledge, values and attitudes to language, shared in general by a community)
A-8.4	A will to construct a language culture solidly based on “tested” knowledge of

+	languages and language
A-8.4.1 +	A commitment to have at one's disposal a linguistic culture which helps to better understand languages {where languages come from, how they evolve, what makes them similar or different, ...}
A-8.4.2 ++	A will to °verbalise / discuss° representations one may have of certain linguistic phenomena (/loans / "mixing" of languages/...)

A-8.5 ++	A wish to discover °other languages / other cultures / other peoples°
A-8.5.1 +	A wish to encounter °other languages / other cultures / other peoples° linked to the personal or familiar history of persons one knows

A-8.6. +	°A will / A wish° °to be involved in communication with persons from different cultures / to come into contact with others° <C>
A-8.6.1 +	A will to interact with members of the receiving °culture / language° <not avoiding members of this °culture / language° / not seeking only the company of members of one's own culture>
A-8.6.2 +	A will to try to understand the differences °in behaviour / in values / in attitudes° of members of the receiving culture
A-8.6.3 +++	A will to establish a relationship of equality in °plurilingual / pluricultural° interactions
A-8.6.3.1 ++	A commitment to helping persons from another °culture / language°
A-8.6.3.2 +	Accepting help from persons of another °culture / language°

A-8.7 +	A will [A commitment] to assume the °implications / consequences° of one's decisions and behaviours <ethical dimension, responsibility>
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A-8.8 +	A will to learn from others (°their language / their culture°)
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Section III. Attitudes / stances of : questioning – distanciation – decentration – relativisation (A-9 to A-12)

A-9 ++	°An attitude of critical questioning / a critical position° towards language / culture in general <G>
A-9.1 ++	A will to ask questions relative to °languages / cultures°

A-9.2 ++	Considering °° languages / cultures° // °linguistic / cultural° diversity // °linguistic / cultural° "mixes" // the learning of languages // their importance // their utility ...°° as issues about which questions and discussions may arise
A-9.2.1 ++	Considering the way languages and their different units {phonemes / words / sentences / texts} function as an object of analysis and reflection
A-9.2.2 ++	Considering the way cultures and their domains {institutions / rituals / uses} as an object of analysis and reflection
A-9.2.3	Considering one's own representations and attitudes towards °bilingualism /

++	plurilingualism / cultural mixing° as an object of analysis and reflection
A-9.2.4 +	Having a critical attitude in respect of °the role of language in social relations {of power, inequality, the attribution of identity ...} / the socio-political aspects linked to the functions and statuses of languages°
A-9.2.4.1 +	Having a critical attitude to the use of language as an instrument of manipulation

A-9.3 ++	A will to question the values and presuppositions of the cultural products and practices° of one's own environment / of other cultural contexts°
A-9.3.1 ++	Ability to assume a critical distance from information and opinions produced by °media / common sense / one's interlocutors° °about one's own community / about other communities°

A-9.4 +	A critical attitude to °one's own values [norms] / the values [norms] of others°
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A-10 +	A will to construct « informed » °knowledge / representations° <C, G>
A-10.1 ++	A will to possess a °more considered / less normative° view of °linguistic / cultural° phenomena {loans / linguistic or cultural mixes / etc.}

A-10.2 +	A will °to take complexity into account / to avoid generalisations° about every object concerned in the field of languages and cultures
A-10.2.1 ++	A will to possess a differentiated view of different forms and types of plurilingualism

A-10.3 ++	A will to take a critical distance from conventional attitudes about / concerning cultural differences
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A-10.4 +	A will to °overcome barriers / to be open° in relation to °languages / cultures / communication° in general
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A-11 ++	°A disposition / A will° to suspend °one's judgement / one's acquired representations / one's prejudices° <C>
A-11.1 +++	°°Being disposed to distance oneself from one's own °language / culture° // look at one's own language from the outside°°

A-11.2 ++	Disposition to suspend judgement about °one's own culture / other cultures°
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A-11.3 ++	A will to combat (/deconstruct / overcome /) one's prejudices towards other °languages / cultures° and their °speakers / members°
A-11.3.1 ++	Being attentive to one's own negative reactions towards °cultural / linguistic / ° differences {fears, contempt, disgust, superiority...}
A-11.3.2 ++	Being ready to adopt attitudes to diversity which conform to knowledge one °may acquire / may have acquired° from it
A-11.3.3	Taking a view of languages as °dynamic / evolutive / hybrid° (as opposed to the notion

++	of the “purity of language”)
A-11.3.4 ++	Being ready to discard one’s prejudices about languages which have been marginalized (/regional languages / the languages of migrant learners / sign languages / ... /)

A-12 +++	Disposition to starting a process of °linguistic / cultural° °decentration / relativisation° <C>
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A-12.1 ++	Being ready to distance oneself from one’s own cultural perspective and to be attentive to the effects that this may have on one’s perception of phenomena
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A-12.2 ++	Accepting to suspend (even provisionally) or to question one’s °(verbal or other) practices / behaviours / values ...° and adopt (even provisionally in a reversible manner) °behaviours / attitudes / values° other than those which have so far constituted one’s linguistic and cultural “identity”
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A-12.2.1 +++	Being ready to decentre oneself relative to °the maternal language and culture / the language and culture of the school°
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A-12.2.2 +	Being ready to put oneself in the place of the other
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A-12.3 +++	Disposition to go beyond evidence developed in relation with the mother °language / culture° in order to comprehend °languages / cultures°, whichever these may be {better understanding the way they function}
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A-12.4 +++	Disposition to reflect upon the differences between °languages / cultures° and upon the relative nature of one’s own °linguistic / cultural° system
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A-12.4.1 ++	Readiness to distance oneself from formal similarities
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Section IV. Readiness to adapt / Self-confidence / Sense of familiarity (A-13 to A-15)

A-13 ++	°°°A will / disposition° to adapt oneself / Flexibility°° <C, G>
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A-13.1 ++	A will °to adapt / to be flexible in° one’s own behaviour when interacting with persons who are °linguistically / culturally° different from oneself
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A-13.2 +	Being ready to go through the different stages of the process of adaptation to another culture
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A-13.2.1 +	A will to (try to) manage the °frustrations / emotions° created by one’s participation in another culture
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A-13.2.2 ++	A will to adapt one’s own behaviour to what one °knows / learns° about communication in the host culture
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A-13.4 ++	A will to face different manners of °perception / expression / behaviour°
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A-13.5 +	Tolerating ambiguity
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A-14 +	Having self-confidence / Feeling at ease <G>
A-14.1 ++	Feeling capable of facing °the complexity / the diversity° of °contexts / speakers°

A-14.2 +	Being self-confident in a situation of communication (°expression / reception / interaction / mediation°)
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A-14.3 ++	Having confidence in one's own abilities in relation to languages (/their study / their use/)
A-14.3.1 +++	Confidence in one's capacities °of observation / of analysis° of little known or unknown languages

A-15 ++	A feeling of familiarity <C>
A-15.1 ++	A feeling of familiarity linked to °similarities / proximities° °between languages / between cultures°

A-15.2 +++	Considering every °language / culture° as “something” accessible (some aspects of which are already known)
A-15.2.1 ++	A (progressive) feeling of familiarity with new °characteristics / practices° of a linguistic or cultural order {new sound systems, new ways of writing, new behaviours ...}

Section V. Identity (A-16)

A-16 ++	Assuming one's own (linguistic / cultural) identity <A, C>
A-16.1 +	Being sensitive °to the complexity / to the diversity° of the rapport which every person has with °language(s) / culture(s)°
A-16.1.1 ++	Readiness to consider one's own relation to different °languages / cultures° in view of °its history / its actual situation in the world°

A-16.2 ++	Accepting a social identity in which °the language(s) one speaks / the culture(s) one ascribes to° occupy an (important) position
A-16.2.1 +	Assuming oneself [seeing oneself] as a member of a °social / cultural / linguistic° community (eventually communities)
A-16.2.2 ++	Accepting a °bi/plurilingual / bi/pluricultural° identity
A-16.2.3 ++	Considering that a °bi/plurilingual / bi/pluricultural° identity is an asset

A-16.3 ++	Considering one's own historical identity with °confidence / pride° but also while respecting other identities
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A-16.3.1 ++	Respect of oneself, irrespective of which °language(s) / culture(s)° {minority / denigrated° °language(s) / culture(s)°} one belongs to
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A-16.4 +	Being attentive [vigilant] to the dangers of cultural °impoverishment / alienation° that contact with another / other (dominant) °language(s) / culture(s)° may bring about
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A-16.5 +	Being attentive [vigilant] to the possibilities of cultural °openness / enrichment° that contact with another / other °language(s) / culture(s)° may bring about
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Section VI. Attitudes to learning (A-17 to A-19)

A-17 ++	Sensitivity to experience <C>
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A-17.1 ++	Being sensitive to °the extent / the value / the interest° of one's own °linguistic / cultural° competences
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A-17.2 ++	According value to °linguistic knowledge / skills°, irrespective of the context in which they have been acquired {°within school / outside school°}
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A-17.3 +	Being ready to learn from one's errors
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A-17.4 +	Having confidence °in one's own abilities at language learning / in one's abilities to extend one's own linguistic competences°
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A-18 ++	A motivation to learn languages (/of schooling / family / foreign / regional ...) <C, G>
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A-18.1 ++	A positive attitude towards the learning of languages (and the speakers who speak them)
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A-18.1.1 +	Interest in the learning of °language / languages° of schooling <especially for allophone learners>
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A-18.1.2 +	A wish to perfect one's mastery of °the maternal language / the language of schooling°
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A-18.1.3 ++	A desire to learn other languages
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A-18.1.4 ++	An interest in the learning of languages other than those for which teaching is actually available
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A-18.1.5 ++	An interest in the learning of languages less or little taught in formal schooling
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A-18.2 ++	An interest for °more conscious / more programmed° linguistic learning
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A-18.3 +	Being disposed to follow up the linguistic learning started within a formal teaching context in an autonomous fashion
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A-18.4 +	Disposition to learn languages throughout one's life
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A-19 ++	Attitudes aiming to construct pertinent and informed representations for learning <A, C>
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A-19.1 +++	Disposition to modify one's own °knowledge / representations° of the learning of languages when these appear to be unfavourable to learning (negative prejudice)
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A-19.2 +	Interest °in learning techniques / in one's own learning style°
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A-19.2.1 ++	Self-questioning on °adapted / specific° comprehension strategies used when faced with an unknown °language / code°.
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