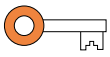
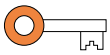
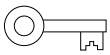
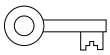
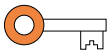
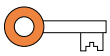
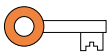
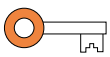
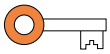
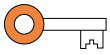
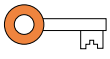
3.2 Attitudes

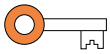
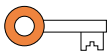
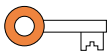
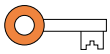
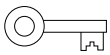
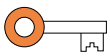
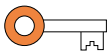
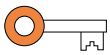
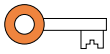
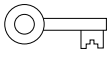
Resorting to pluralistic approaches is **NECESSARY** to develop the resource.

Resorting to pluralistic approaches is **IMPORTANT** to develop the resource.

Resorting to pluralistic approaches is **USEFUL** to develop the resource.

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

A 1	**Attention to "foreign" °languages / cultures / persons° to °linguistic / cultural / human° diversity in the environment to language in general to °linguistic / cultural / human° diversity in general [as such]**	
A 1.1	**Attention °to language (to semiotic manifestations) / to cultures / to persons° in general**	
A 1.1.1	Attention to verbal and non-verbal signs of communication	
A 1.1.2	°Considering / apprehending° °linguistic / cultural° phenomena as an object of °observation / reflection°	
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° // to the existence of °linguistic / cultural / human° diversity°°**	
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, graphics, 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°	
A 2.2.3	Being aware of traces of otherness in °a language (for example of loan words) / a culture°	

A 2.3	**Sensitivity to °linguistic / cultural° similarities**	
A 2.4	**Being sensitive <both> to differences and to similarities between different °languages / cultures°**	
A 2.4.1	Being sensitive <both> of the great diversity of manners of greeting, of initiating communication, of expressing temporality, of eating, of playing, etc., and of the similarity of universal needs to which these manners relate	
A 2.5	**Sensitivity to plurilingualism and to pluriculturalism in the immediate or remote environment**	
A 2.5.1	Being sensitive to [aware of[37]] the °linguistic / cultural° diversity of society	
A 2.5.2	Being sensitive to [aware of] the °linguistic / cultural° diversity of the classroom	
A 2.5.2.1	Being sensitive to the diversity of °languages / cultures° present in the classroom (when these are set side by side with one's own °linguistic / cultural° °practices / knowledge°)	
A 2.6	**Sensitivity to the relativity of °linguistic / cultural° uses**	
A 3	**Curiosity about / Interest in °°"foreign" °languages / cultures / persons° // pluricultural contexts // the °linguistic / cultural / human° diversity of the environment // °linguistic / cultural / human° diversity in general [as such]°°**	
A 3.1	**Curiosity about a °multilingual / multicultural° environment**	
A 3.2	**Curiosity about discovering how (one's own / other) °language(s) / culture(s)° work(s)**	
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°	
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°**	
A 3.4	**Interest in understanding what happens in intercultural / plurilingual interactions**	
A 4	**Positive acceptance °°of °linguistic / cultural° diversity / of others / of what is different°°**	

37 For "*being aware of*" (in French "*avoir conscience*"), cf. 4.1.2.1.

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 / culture°**
A 4.3.1	Accepting the existence of °sounds <phonemes> / prosodic and accented 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° (the expression of the implicit through language, the meaning of behaviours, etc.)**
A 4.5	**Acceptance [Recognition[38]] 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 a priori 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 a priori 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)**

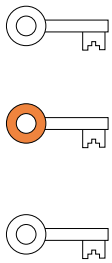
38 For "*recognise*" (in French "*reconnaître*"), cf. 4.1.2.1.

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 / to diversity as such [to difference itself] [to alterity]°°**
A 5.1	**Empathy [Openness] with / to °alterity[otherness]°**
A 5.2	**Openness to allophonic speakers (and their languages)**
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

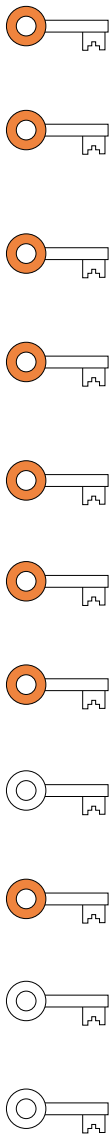
A 6	**°Respect / Regard°** **for °"foreign" / "different"° °languages / cultures / persons°** **for the °linguistic / cultural / human° diversity of the environment** **for °linguistic / cultural / human° diversity as such [in general]**
A 6.1	**Respect for differences and diversity (in a plurilingual 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**
A 6.4	**Considering all languages as equal in dignity**

A 6.5	**Having respect for human dignity and equality of human rights for everybody**
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°**
A 7.1	**Disposition to °plurilingual / pluricultural° socialisation**
A 7.2	**Readiness to engage in pluralistic (verbal / non-verbal) communication while following the conventions and rituals 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) with what 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 in °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 loss of individuality]
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°°**
A 8.1	**Determination 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	**Determination 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	**Determination to construct a language culture solidly based on "tested" knowledge of languages and language**
A 8.4.1	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	The 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 family history of persons one knows
A 8.6	**°The will / A wish° °to be involved in communication with persons from different cultures / to come into contact with others°**
A 8.6.1	The 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	The will to try to understand the differences °in behaviour / in values / in attitudes° of members of the receiving culture
A 8.6.3	The will to establish a relationship of equality in °plurilingual / pluricultural° interaction
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	**The will [commitment] to assume the °implications / consequences° of one's decisions and behaviours <ethical dimension, responsibility>**
A 8.8	**The will to learn from others (° their language/ their culture°)**

Section III. Attitudes / stances of: questioning – distancing – decentring – relativizing (A 9 to A 12)

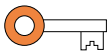
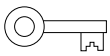
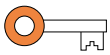
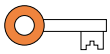
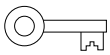
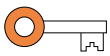
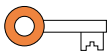
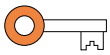
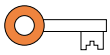
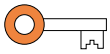
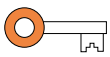
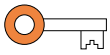
A 9	**°An attitude of critical questioning / a critical position° towards language / culture in general**
A 9.1	**A will to ask questions relative to °languages / cultures°**

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

A 10	**The will to construct "informed" °knowledge / representations°**

A 10.1	**The will to possess a °more considered / less normative° view of °linguistic / cultural° phenomena {loans / linguistic or cultural mixes / etc.}**	
A 10.2	**The will °to take complexity into account / to avoid generalisations°**	
A 10.2.1	The will to possess a differentiated view of different forms and types of plurilingualism	
A 10.3	**The will to take critical distance from conventional attitudes about / concerning cultural differences**	
A 10.4	**The will to °overcome barriers / to be open° in relation to °languages / cultures / communication° in general**	
A 11	**The disposition / the will° to suspend °one's judgement / one's acquired representations / one's prejudices°**	
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°**	
A 11.3	**The 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 / evolving / 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° °decentring / relativising°**	
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**	
A 12.2	**Accepting to suspend (even provisionally) or to question one's °(verbal or other) practices / behaviours / values …° and to adopt (even provisionally in a reversible manner) °behaviours / attitudes / values° other than those which have so far constituted one's linguistic and cultural "identity"**	

A 12.2.1	Being ready to decentre oneself relative to °the “mother” language and culture / the language and culture of the school°
A 12.2.2	Being ready to put oneself in the place of the other

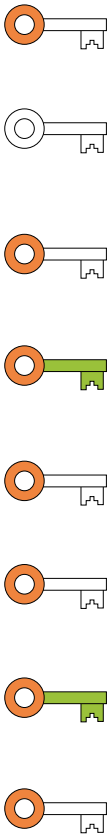
A 12.3	**Disposition to go beyond evidence developed in relation with the mother °language / culture° in order to comprehend °languages / cultures°, whichever these may be {better understanding the way they function}**

A 12.4	**Disposition to reflect on the differences between °languages / cultures° and on the relative nature of one’s own °linguistic / cultural° system**
A 12.4.1	Readiness to distance oneself from formal similarities

Section IV. Readiness to adapt / Self-confidence / Sense of familiarity (A 13 to A 15)

A 13	**°° °The °will / disposition° to adapt / Flexibility°°**
A 13.1	**The will °to adapt / to be flexible in° one’s own behaviour when interacting with persons who are °linguistically / culturally° different from oneself**
A 13.2	**Being ready to go through the different stages of the process of adaptation to another culture**
A 13.2.1	The will to (try to) manage the °frustrations / emotions° created by one’s participation in another culture
A 13.2.2	The will to adapt one’s own behaviour to what one °knows / learns° about communication in the host culture
A 13.3	**Flexibility (/ in behaviour / in attitudes /) towards foreign languages**
A 13.4	**The will to cope with different manners of °perception / expression / behaviour°**
A 13.5	**Tolerating ambiguity**
A 14	**Having self-confidence / Feeling at ease**

A 14.1	**Feeling capable of coping with °complexity / diversity° of °contexts / speakers°**
A 14.2	**Being self-confident in a situation of communication (°expression / reception / interaction / mediation°)**
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**
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…}



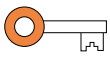
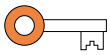
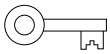
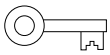
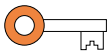
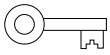
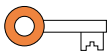
Section V. Identity (A 16)

A 16	**Assuming one's own (linguistic / cultural) identity**
A 16.1	**Being sensitive °to the complexity / to the diversity° of the relationship which every person has with °language(s) / cultures°**
A 16.1.1	Readiness to consider one's own relation to different °languages / cultures° in view of °their history / their actual situation in the world°
A 16.2	**Accepting a social identity in which °the language(s) one speaks / the culture(s) one affiliates to° occupy an important position**
A 16.2.1	Assuming oneself [seeing oneself] as a member of a °social / cultural / linguistic° (eventually plural) community
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° while respecting other identities**	
A 16.3.1	Self-esteem, irrespective of which °language(s) / culture(s)° {°minority / denigrated° °language / culture°} one belongs to	
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**	
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**	

Section VI. Attitudes to learning (A 17 to A 19)

A 17	**Sensitivity to experience**	
A 17.1	**Being sensitive to °the extent / the value / the interest° of one's own °linguistic / cultural° competences**	
A 17.2	**Assigning value to °linguistic knowledge / skills°, irrespective of the context in which they have been acquired {°within school / outside school°}**	
A 17.3	**Being ready to learn from one's errors**	
A 17.4	**Having confidence °in one's own abilities in language learning / in one's abilities to extend one's own linguistic competences°**	
A 18	**Motivation to learn languages (/ of schooling / family / foreign / regional /…)**	
A 18.1	**A positive attitude towards the learning of languages (and the speakers who speak them)**	
A 18.1.1	Interest in the learning of °language / languages° of schooling <especially for allophonic learners>	
A 18.1.2	A wish to perfect one's mastery of °the mother language / the language of schooling°	
A 18.1.3	A desire to learn other languages	
A 18.1.4	An interest in learning other languages than those for which teaching is actually taken up	

A 18.1.5	An interest in the learning of languages less or little taught in formal schooling	
A 18.2	**An interest in °more conscious / more programmed° language learning**	
A 18.3	**Being disposed to follow up autonomously language learning started in a formal teaching context**	
A 18.4	**Disposition to lifelong language learning**	
A 19	**Attitudes aiming to construct relevant and informed representations for learning**	
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)**	
A 19.2	**Interest °in learning techniques / in one's own learning style°**	
A 19.2.1	Self-questioning on °adapted / specific° comprehension strategies used when faced with an unknown °language / code°