

ATTITUDES				
Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
	<p>A. (A-1 to A-6) °Attention / Sensitivity / Curiosity [interest] / Positive acceptance / Openness / Respect / Valorization° with respect to languages, cultures and the diversity of languages and cultures</p>			
	<p>B. (A-7 to A-8) °Disposition / Motivation / Will / Desire° to engage in activity related to °languages / cultures° and to the diversity of languages and cultures</p>			
	<p>C. (A-9 to A-12) Attitudes / stances of : questioning – distanciation – decentration – relativisation</p>			
	<p>D. (A-13 to A-15) Readiness to adapt / Self-confidence / Sense of familiarity</p>			
	<p>E. (A-16) Identity</p>			
	<p>F. (A17 to A19) Attitudes to learning</p>			



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

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
<p>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]</p>				
<p>A-1.1 ++ Attention °to language (to semiotic manifestations) / to cultures / to persons° in general</p>				
	<p>A-1.1.1 +</p> <p>A-1.1.2 +</p> <p>A-1.1.3 ++</p>			
<p>A-2 ++ Sensitivity °° to the existence of other °languages / cultures / persons° // to the existence of °linguistic / cultural / human° diversity° °°</p>				
<p>A-2.1 ++ Sensitivity towards one's own °language / culture° and other °languages / cultures°</p>				
<p>A-2.2 ++ Sensitivity to °linguistic / cultural° differences</p>				
	<p>A-2.2.1.1 ++</p>	<p>A-2.2.3 ++</p>	<p>A-2.2.1. ++</p> <p>A-2.2.2. ++</p>	
<p>A-2.3 ++ Sensitivity to °linguistic / cultural° similarities</p>				
<p>A-2.4 ++ Being sensitive both to differences and to similarities between different °languages / cultures°</p>				
			<p>A-2.4.1 ++</p>	
<p>A-2.5 ++ Sensitivity to plurilingualism and to pluriculturalism in the immediate or remote environment</p>				
	<p>A-2.5.2 ++</p> <p>A-2.5.2.1 ++</p>		<p>A-2.5.1 +</p>	
<p>A-2.6 ++ Sensitivity to the relativity of °linguistic / cultural° customs</p>				



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

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
<p>A-3 +++ <u>Curiosity about / Interest in</u> °° "foreign" °languages / cultures / persons° // pluricultural contexts // the °linguistic / cultural / human° diversity of the environment // °linguistic / cultural / human° diversity in general [as such]°°</p>				
<p>A-3.1 ++ Curiosity about a °multilingual / multicultural° environment</p>				
<p>A-3.2 +++ Curiosity about discovering how (one's own / other) °language(s) / culture(s)° work(s)</p>				
<p>A-3.2.1. +++</p>				
<p>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°</p>				
<p>A-3.4 + Interest in understanding what happens in intercultural / plurilingual interactions</p>				
<p>A-4. <u>Positive acceptance °°of °linguistic / cultural° diversity / of what is different°°</u></p>				
<p>A-4.1 Mastery of one's °resistances / reticence° towards what is °linguistically / culturally° different</p>				



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

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
				<p>A-4.7 ++ Reacting without an a priori negative slant to "mixed" cultural practices (integrating elements from several cultures: musical, culinary, religious, etc.)</p> <p>A-4.8 +++ Accepting the spread and the complexity of "linguistic / cultural" differences (and, consequently, the fact that one cannot know everything)</p> <p>A-4.8.1 ++</p>
<p>A-5. <u>Openness °to the diversity °of languages / people / cultures° of the world / to diversity as such [to difference itself] [to alterity]°</u></p>				
				<p>A-5.1 ++ Empathy [Openness] to alterity</p> <p>A-5.2 ++ Openness to allophonic speakers (and their languages)</p> <p>A-5.3 ++ Openness to "languages / cultures"</p> <p>A-5.3.2 +</p> <p>A-5.3.1 ++</p> <p>A-5.3.3 ++</p> <p>A-5.3.3.1 ++</p>
<p>A-6. <u>°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]</u></p>				
				<p>A-6.1 ++ Respect for differences and diversity (in a plurilingual and pluricultural environment)</p> <p>A-6.2 + Valuing [appreciating] "linguistic / cultural" contacts</p> <p>A-6.2.1 ++</p>



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

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
A-7. Disposition / motivation with respect to °linguistic / cultural° diversity / plurality°				



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

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
<p>A-8. °A wish / will° °to be involved / to act° °in connection with linguistic or cultural diversity / plurality // in a plurilingual or pluricultural environment°</p>				
			<p>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)</p>	
			<p>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</p>	
			<p>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)</p>	
			<p>A-8.4 + A will to construct a language culture solidly based on °tested° knowledge of languages and language</p>	
			<p>A-8.4.1 +</p> <p>A-8.4.2 ++</p>	
		<p>A-8.5 ++ A wish to discover °other languages / other cultures / other peoples°</p>		
		<p>A-8.5.1 +</p>		



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

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
				<p>A-8.6 + A will / A wish° °to be involved in communication with persons from different cultures / to come into contact with others°</p> <p>A-8.6.1 +</p> <p>A-8.6.2 +</p> <p>A-8.6.3.1 ++</p> <p>A-8.6.3.2 +</p> <p>A-8.7 + A will [A commitment] to assume the °implications / consequences° of one's decisions and behaviours <ethical dimension, responsibility></p> <p>A-8.8 + A will to learn from others (°their language / their culture°)</p>



Section III. Attitudes / stances of : questioning - distancing - decentration - relativisation
(A-9 to A-12)

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
<p>A-9. °An attitude of critical questioning / a critical position° towards language / culture in general</p>				
<p>A-9.1 ++ A will to ask questions relative to °languages / cultures°</p>				
<p>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</p>				
		<p>A-9.2.1 ++</p> <p>A-9.2.2 ++</p>	<p>A-9.2.3 ++</p> <p>A-9.2.4 +</p>	<p>A-9.2.4.1 +</p>
			<p>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°</p>	
				<p>A-9.3.1 ++</p>
			<p>A-9.4 + A critical attitude to °one's own values [norms] / the values [norms] of others°</p>	
<p>A-10. A will to construct « informed » °knowledge / representations°</p>				
			<p>A-10.1 ++ A will to possess a °more considered / less normative° view of °linguistic / cultural ° phenomena (loans / linguistic or cultural mixes / etc.)</p>	
			<p>A-10.2 + A will °to take complexity into account / to avoid generalisations° about every object concerned in the field of languages and cultures</p>	
			<p>A-10.2.1 ++</p>	
			<p>A-10.3 A will to take a critical distance from conventional attitudes about / concerning cultural differences</p>	
			<p>A-10.4+ A will to °overcome barriers / to be open° in relation to °languages / cultures / communication° in general</p>	



Section III. Attitudes / stances of : questioning – distanciation – decentration – relativisation
(A-9 to A-12)

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
A-11. <u>A disposition / A will° to suspend °one's judgement / one's acquired representations / one's prejudices°</u>				
<div data-bbox="853 387 1324 526" style="border: 1px solid black; padding: 5px; background-color: #e0ffff;"> <p>A-11.1 +++ °°Being disposed to distance oneself from one's own °language / culture° // look at one's own language from the outside°°</p> </div> <div data-bbox="997 537 1316 660" style="border: 1px solid black; padding: 5px; background-color: #e0ffff;"> <p>A-11.2 ++ Disposition to suspend judgement about °one's own culture / other cultures°</p> </div> <div data-bbox="853 683 1316 817" style="border: 1px solid black; padding: 5px; background-color: #e0ffff;"> <p>A-11.3 ++ A will to combat (/deconstruct / overcome /) one's prejudices towards other °languages / cultures° and their °speakers / members°</p> </div> <div data-bbox="917 828 1109 873" style="border: 1px solid black; padding: 2px; background-color: #e0ffff;"> <p>A-11.3.1 ++</p> </div> <div data-bbox="1141 828 1324 873" style="border: 1px solid black; padding: 2px; background-color: #e0ffff;"> <p>A-11.3.2 ++</p> </div> <div data-bbox="997 884 1125 918" style="border: 1px solid black; padding: 2px; background-color: #e0ffff;"> <p>A-11.3.3 ++</p> </div> <div data-bbox="917 929 1061 963" style="border: 1px solid black; padding: 2px; background-color: #e0ffff;"> <p>A-11.3.4 ++</p> </div>				
A-12. <u>Disposition to starting a process of °linguistic / cultural° °decentration / relativisation°</u>				
<div data-bbox="997 1025 1324 1220" style="border: 1px solid black; padding: 5px; background-color: #e0ffff;"> <p>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</p> </div> <div data-bbox="997 1288 1324 1612" style="border: 1px solid black; padding: 5px; background-color: #e0ffff;"> <p>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°</p> </div> <div data-bbox="917 1612 1141 1657" style="border: 1px solid black; padding: 2px; background-color: #e0ffff;"> <p>A-12.2.1 +++</p> </div> <div data-bbox="933 1668 1141 1713" style="border: 1px solid black; padding: 2px; background-color: #e0ffff;"> <p>A-12.2.2 +</p> </div>				



Section III. Attitudes / stances of : questioning - distanciation - decentration - relativisation
(A-9 to A-12)

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
			<p data-bbox="853 459 1117 645">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)</p> <p data-bbox="989 795 1316 907">A-12.4 +++ Disposition to reflect upon the differences between "languages / cultures" and upon the relative nature of one's own "linguistic / cultural" system</p> <p data-bbox="949 974 1117 1041">A-12.4.1 ++</p>	



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

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
A-13. <u>"A will / disposition" to adapt oneself / Flexibility"</u>			<p>A will "to adapt / to be flexible in" one's own behaviour when A-13.1 ++ interacting with persons who are "linguistically / culturally" different from oneself</p>	
			<p>Being ready to go through the different stages of the process of A-13.2 + adaptation to another culture</p>	
			<p>A-13.2.1 +</p>	
			<p>A-13.2.2 ++</p>	
			<p>Flexibility in one's stance A-13.3 ++ (/behaviour / attitudes/) vis-à-vis foreign languages</p>	
			<p>A will to face different manners of "perception / expression / A-13.4 ++ behaviour"</p>	
			<p>A-13.5 + Tolerating ambiguity</p>	
			<p>A-14.1 ++ Feeling capable of facing "the complexity / the diversity" of "contexts / of speakers"</p>	
			<p>Being self-confident in a situation of communication ("expression / reception / interaction / mediation") A-14.2 +</p>	
A-14. <u>Having self-confidence / Feeling at ease</u>				



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

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
<p>A-15. <u>A feeling of familiarity</u></p>				<p>A-14.3 ++ Having confidence in one's own abilities in relation to languages (/their study / their use/)</p> <p>A-14.3.1 +++</p> <p>A-15.1 ++ A feeling of familiarity linked to "similarities / proximities" "between languages / between cultures"</p> <p>A-15.2 +++ Considering every "language / culture" as "something" accessible (some aspects of which are already known)</p> <p>A-15.2.1 ++</p>



Section V. Identity (A-16)

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
A-16. Assuming one's own (linguistic / cultural) identity				
			<p>Being sensitive °to the complexity / to the diversity° of the rapport which every person has with °language / languages / cultures°</p> <p>A-16.1 +</p>	
			<p>A-16.1.1 ++</p>	
		<p>Accepting a social identity in which °the language(s) one speaks / the culture(s) one ascribes to° occupy an (important) position</p> <p>A-16.2 ++</p>		
	<p>A-16.2.2 ++</p>	<p>A-16.2.1 +</p>	<p>A-16.2.3 ++</p>	
		<p>Considering one's own historical identity with °confidence / pride° but also while respecting other identities</p> <p>A-16.3 ++</p>		
			<p>A-16.3.1 ++</p>	
				<p>A-16.4 +</p> <p>Being attentive [vigilant] to the dangers of cultural °impoverishment / alienation° that contact with another / other (dominant) °language(s) / culture(s)° may bring about</p>
				<p>A-16.5 +</p> <p>Being attentive [vigilant] to the possibilities of cultural °openness / enrichment° that contact with another / other °language(s) / culture(s)° may bring about</p>



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

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
A-17. <u>Sensitivity to experience</u>				
		<p>A-17.1 ++ Being sensitive to "the extent / the value / the interest" of one's own "linguistic / cultural" competences</p>		
		<p>A-17.2 ++ According value to "linguistic knowledge / skills", irrespective of the context in which they have been acquired ("within school / outside school")</p>		
			<p>A-17.3 + Being ready to learn from one's errors</p>	
		<p>A-17.4 + Having confidence "in one's own abilities at language learning / in one's abilities to extend one's own linguistic competences"</p>		
A-18. <u>A motivation to learn languages (of schooling / family / foreign / regional ...)</u>				
	<p>A-18.1 ++ A positive attitude towards the learning of languages (and the speakers who speak them)</p>			
	<p>A-18.1.1 +</p>	<p>A-18.1.2 +</p> <p>A-18.1.3 ++</p> <p>A-18.1.4 ++</p>	<p>A-18.1.5 ++</p>	
			<p>A-18.2 ++ An interest for "more conscious / more programmed" linguistic learning</p>	
				<p>A-18.3 + Being disposed to follow up the linguistic learning started within a formal teaching context in an autonomous fashion</p>
				<p>A-18.4 + Disposition to learn languages throughout one's life</p>



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

Preprimary	Primary 1	Primary 2	Secondary 1	Secondary 2
<u>A-19. Attitudes aiming to construct pertinent and informed representations for learning.</u>				
<p data-bbox="917 387 1337 548">A-19.1 +++ Disposition to modify one's own "knowledge / representations" about the learning of languages when these appear to be unfavourable to learning (negative prejudice)</p> <p data-bbox="1011 566 1337 712">A-19.2 + Interest "in learning techniques / in one's own learning style"</p> <p data-bbox="1129 712 1310 801">A-19.2.1 ++</p>				