



The plurilingualism in the construction of the teaching professional identity: a resource or a hindrance?

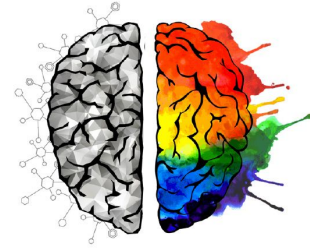


José Aguilar, Alice Burrows, Marion Botella



Theoretical framework

- Interpretative logics:
 - Cognitive and emotional resources (Damasio, 2006)
 - “[the] ability to infer mental states to oneself and others” (Desgranges et al., 2012), “self” and “ToM” (Eustache & Piolino, 2009)
 - Categorization, subjectivity, projection (Edwards, 1999; Goria, 2020)
- AL:
 - “plurilingual dimension” and plurilingual behaviors (Blanchet & Chardenet, 2011; Narcy-Combes et al., 2019; Cavalli, Coste, Crişan et Van de Ven, 2009)
 - Didactic interaction (Cicurel, 2011) constructed, in part, through interpersonal links (Henry & Thorsen, 2018), thus involving projection phenomena.

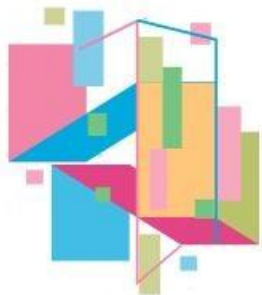


“je ne peux pas dérouler cette partie heu: très très à la française comme les natifs”





Device and object of the project: ÉmoInPro



ÉmoInPro

Émotions Introspection Projection

Does the plurilingualism of novice teachers influence their interpretations of didactic interactions?



ÉmolnPro: participants

Participant	Age	Gender	Country of birth	Linguistic repertoire	Experience
P1	26	M	France	4 languages (among which French)	French as a L2, 1 year as a language assistant (university context)
P2	27	F	France	?	Non
P3	26	F	France	3 languages (among which French)	French as a L2, Arab for children, roundabout 2 years
P4	51	F	France	4 languages (among which French)	> 10 years as a language teacher in entreprises, non linguistic contents
P5	27	F	China	≥ 2 languages (among which French)	Non
P6	25	F	China	≥ 2 languages (among which French)	Non



Co-constructed analysis methodology





Co-constructed analysis methodology





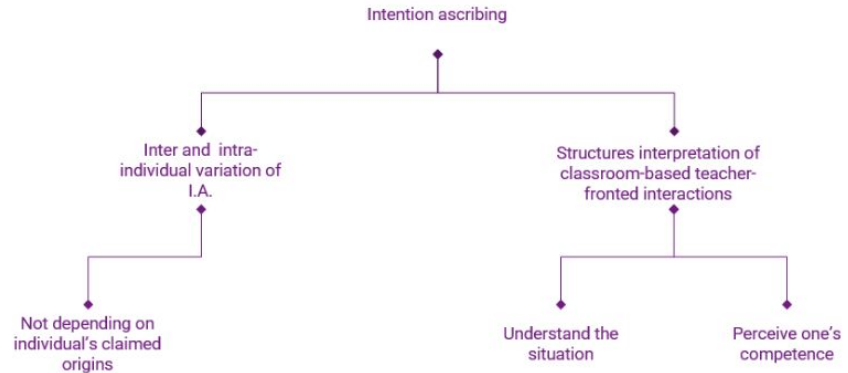
The interpretation of didactic interactions

Laughter? Three interpretations...

P.6: "She also laughs to, um, hide her::
embarrassment: her embarrassment."

P.2: "There is, um, there is a satisfaction + well,
there is, um, there is a true satisfaction in seeing,
um, this {teacher's} way of speaking, her way of
moving, um? (.) also her way of <managing
laughter>?"

P.1: "I'm not sure if the teacher is actually that
relaxed."





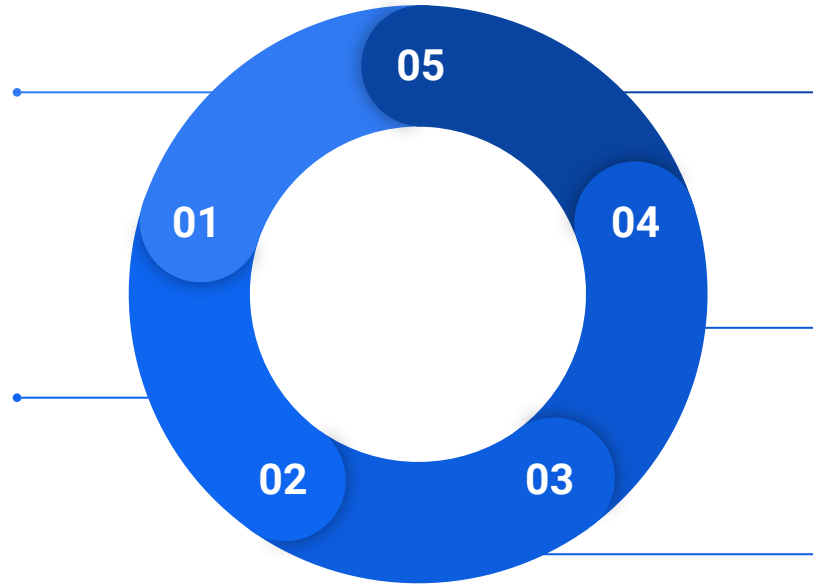
What categories for the interpretation of didactic interactions?

Negative emotions related to teaching practice (L1 non-FR)

Lack of self-confidence, nervousness before and during the class interaction:
Nervous, confidence, oral

The teacher facing the learners (L1 FR)

The classroom entity, facing the group, and the encounter (being with):
Communicate, create, learners, clear



Positive emotions (L1 FR)

Virtuous circle:
preparation → letting go → joy
Joyful, trying, preparation, letting go

Activity description (L1 FR)

Participatory teaching
Group, activity, game, animate

Course content (L1 non-FR)

Transmissive teaching
Vocabulary, grammar, word, sentence



How do L1NF project themselves in class? (Class 1)

The non-French L1 participants in the project have a greater tendency to experience negative emotions in their first experience.

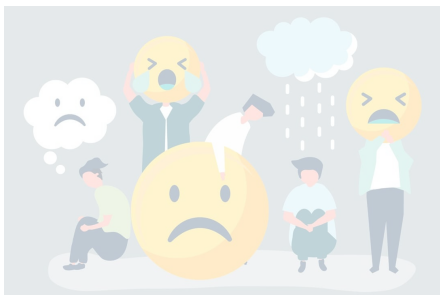


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1	19	34	55.88	40.88	ver	donner
2	11	17	64.71	28.93	ver	préparer
3	5	5	100.0	24.73	adv	seulement
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5	5	5	100.0	24.73	adj	nerveux
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7	10	16	62.5	24.68	ver	demander
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10	4	4	100.0	19.71	adv	directement
11	3	3	100.0	14.74	nom	type
12	9	18	50.0	14.69	nom	fois
13	6	10	60.0	13.49	adj	deuxième
14	4	6	66.67	10.65	nom	réaction
15	4	6	66.67	10.65	nom	déroulement
16	8	18	44.44	10.15	adj	premier
17	11	29	37.93	9.89	adv	plutôt
18	3	4	75.0	9.62	adj	dernier
19	7	16	43.75	8.51	nom	chinois
20	12	35	34.29	8.32	ver	passer
21	8	21	38.1	7.07	nom	question
22	3	5	60.0	6.63	nom	oral
23	3	5	60.0	6.63	ver	répondre
24	20	75	26.67	6.53	ver	penser
25	5	11	45.45	6.51	nom	interaction
26	2	3	66.67	5.27	nom	mémoire
27	2	3	66.67	5.27	ver	dérouler
28	2	3	66.67	5.27	adj	pédagogique
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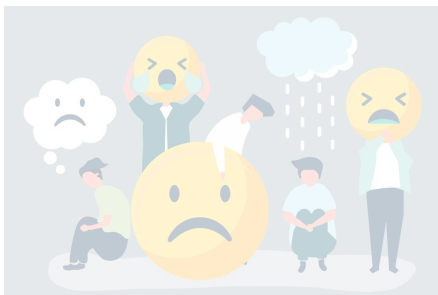


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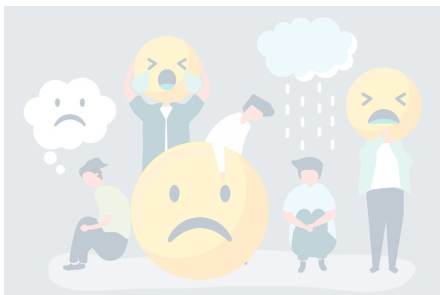


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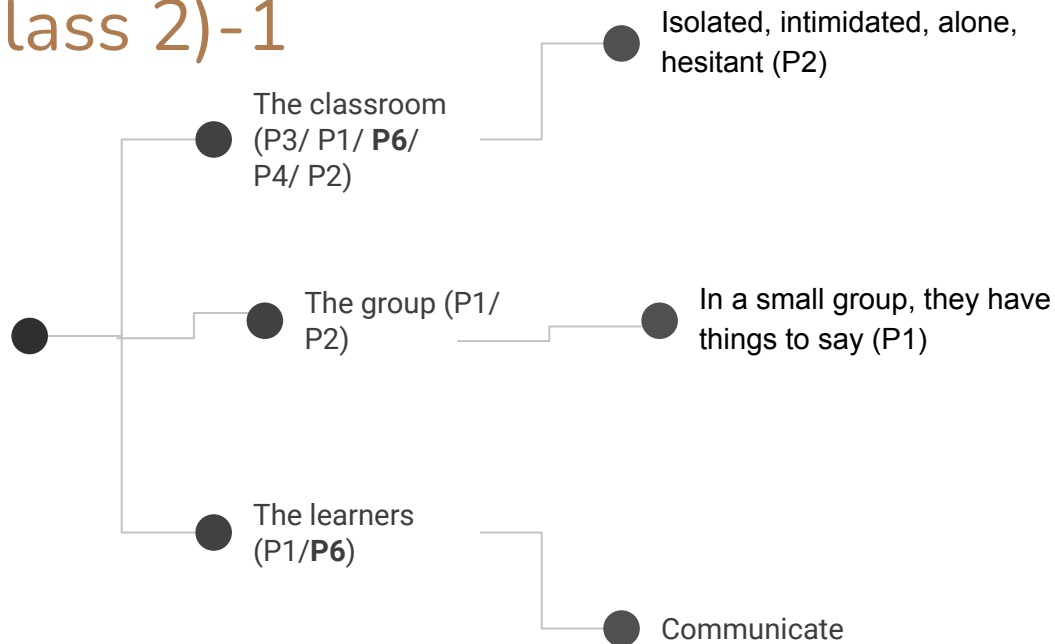


Allowing the relationship to develop? (Class 2)-1

Being in front of

VS

Being with



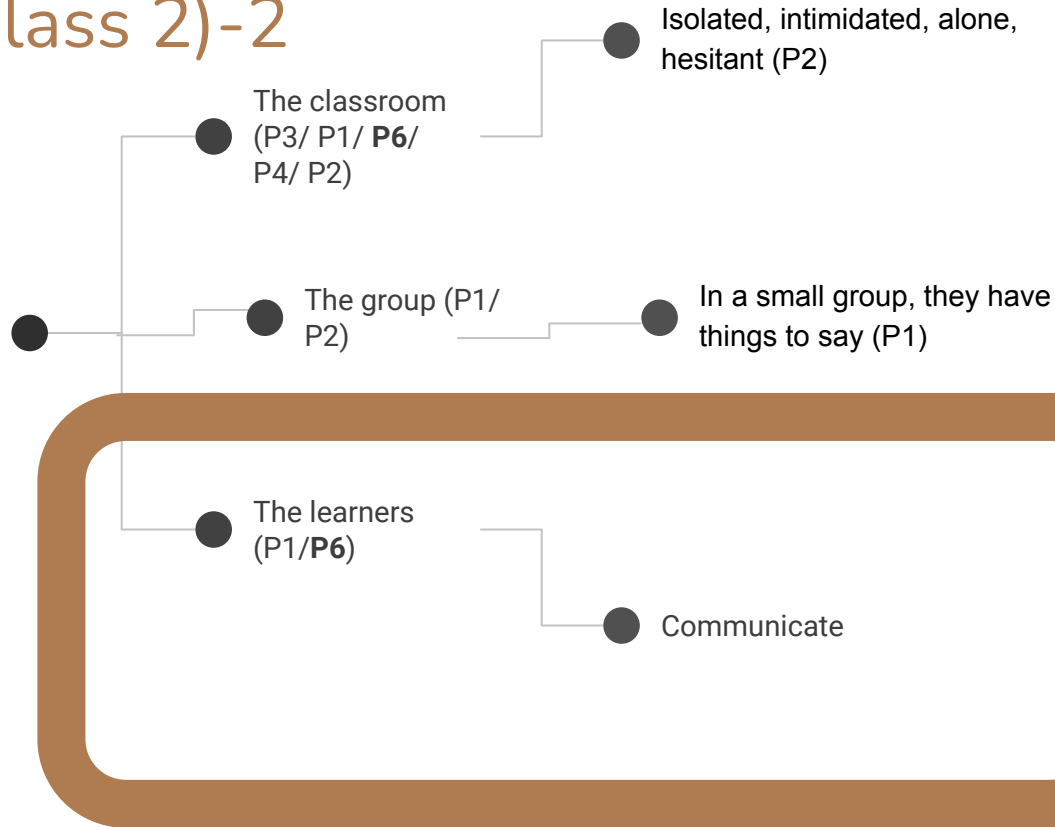


Allowing the relationship to develop? (Class 2)-2

Being in front of

VS

Being with





Allowing the relationship to develop? (Class 2)-3

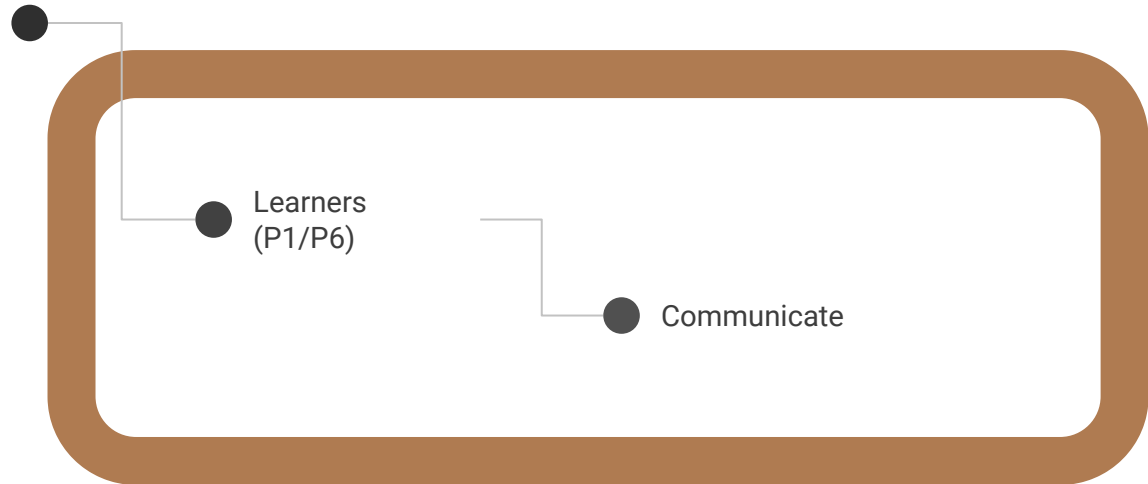
L1 FR (P1): building connections/relationships in didactic interactions

L1 non FR (P6): communicating outside of didactic interactions

Being in front of

VS

Being with





Allowing the relationship to develop? (Class 2)-4/1

Teacher:

What
perception
of social
expectations
? (P1) - L1 FR
EXP

classe
apprenants **sentir**
Enseignant
créer
lien **groupe**



Allowing the relationship to develop? (Class 2)-4/2

Teacher:

What
perception
of social
expectations
? (P6) - L1
NON FR- SS
EXP

créer savoir
Enseignant
activité
connaissance
aimer style
groupe



Allowing the relationship to develop? (Class 2)-4/3

Teacher:

What
perception
of social
expectations
? (P2) - L1
FR- SS EXP

classe
clair situation
Enseignant
groupe



Allowing the relationship to develop? (Class 2)-4/4



Authorized to interpret the didactic interaction based on what they feel

Not allowed to interpret the didactic interaction based on what they feel

classe
clair
Enseignant
situation
groupe

apprenants
classe
sentir
Enseignant
lien
groupe

créer
savoir
Enseignant
activité
connaissance
aimer
style
groupe

P2

P1

P6

L1 FR

L1 non FR



Preparation allows for letting go (Classes 3, 4 & 5) 1/5

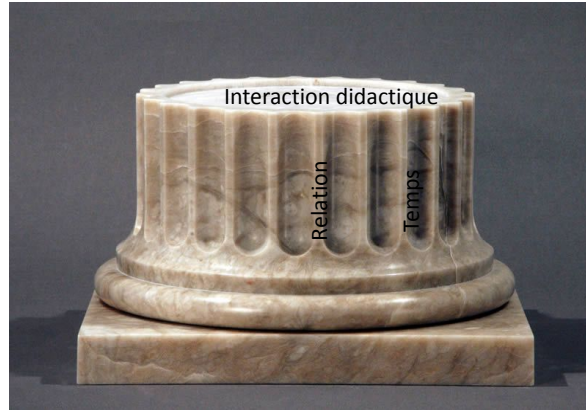




Preparation allows for letting go (Classes 3, 4 & 5) 2/5

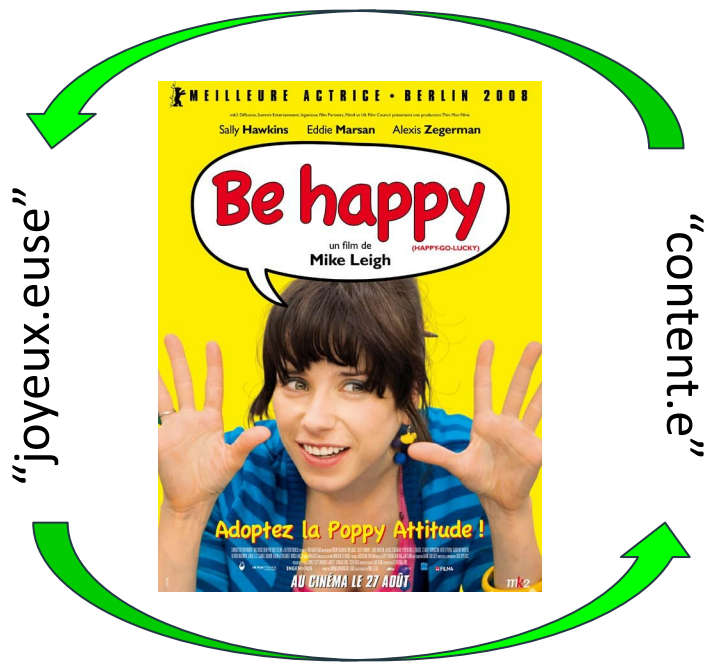


Preparation



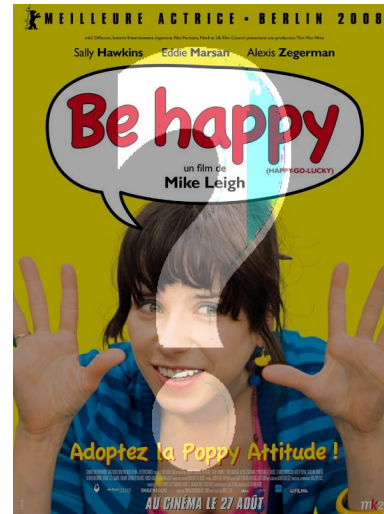


Preparation allows for letting go (Classes 3, 4 & 5) 3/5





Preparation allows for letting go (Classes 3, 4 & 5) 4/5





Preparation allows for letting go (Classes 3, 4 & 5) 5/5





Conclusions: Is multilingualism an aid or a hindrance?

Teaching a language as a non-native speaker in a monolingual context.

The relationship with learners

The emotions experienced in the language class

The rapport with one's legitimacy in didactic creation

A common language to mobilize

A model of linguistic and didactic norms

Interactions experienced as 'traps



What work perspectives?

Research questions

Does this difference between L1FR and L1 non-FR continue in teachers' careers?

Is it exacerbated by an ideological monolingual context for intervention?

Does this difference reflect the didactic ideologies that persist in initial training?

Training inquiries

Should this difference be the subject of specific support?

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