

# *Language teaching issues in Switzerland*

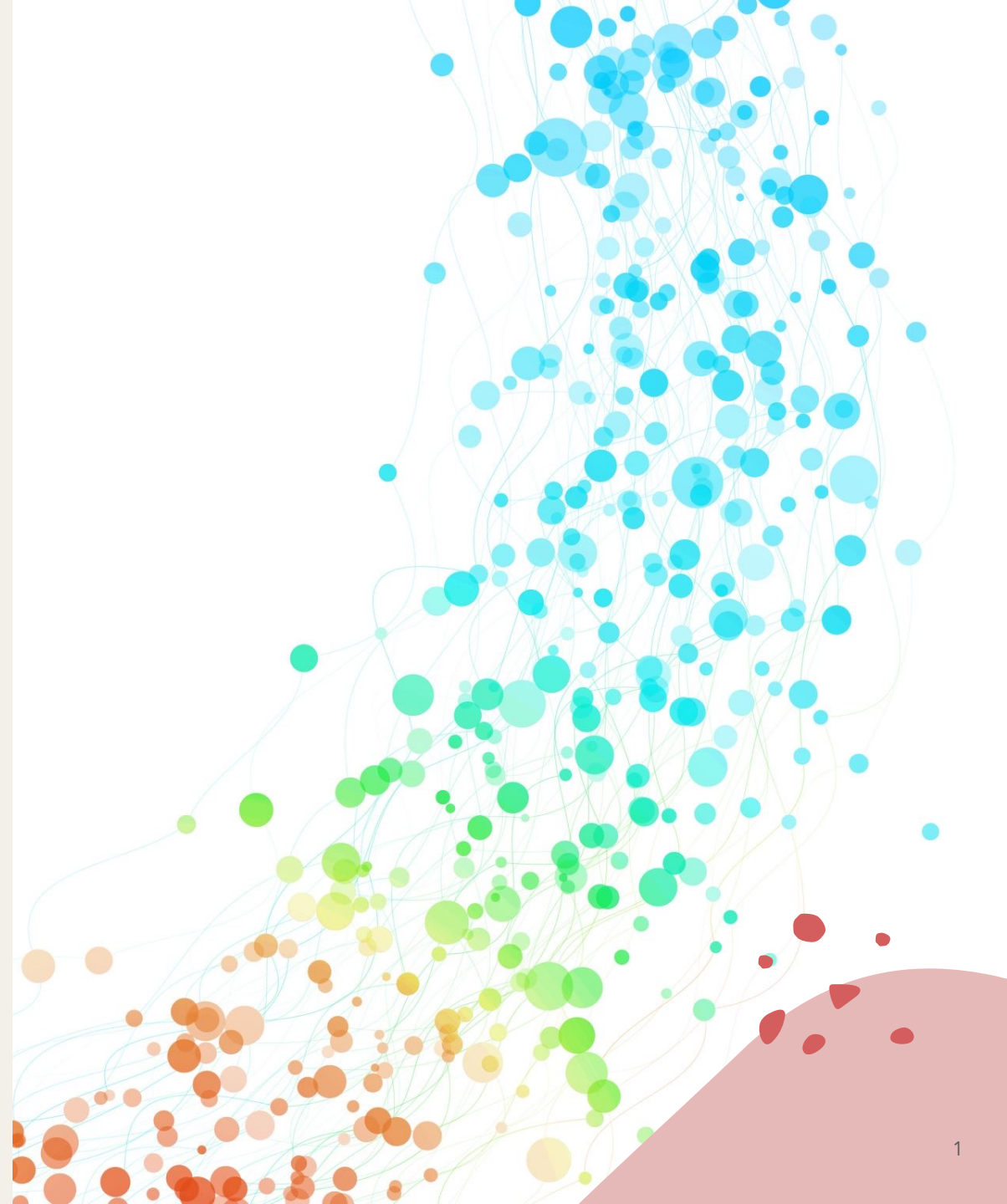
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Country report 2023

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# *Language teaching in Switzerland – overview*



# *Becoming a teacher*

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**“The training of teaching staff for primary school level (including kindergarten or a first learning cycle), lower secondary level, Baccalaureate schools, upper secondary specialised schools and teaching professions in the field of special needs education is provided by universities - mostly universities of teacher education.”**

Source: <https://www.edk.ch/en/education-system-ch/post-compulsory/tertiary/teacher-education>

# *Developing language teaching*

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The milestones of the strategy for the development of language teaching (EDK 2004, 2013) are...

*...improving language learning as a whole*

*...benefit better from the potential offered by previous language learning*

*...respect Switzerland's multilingualism*

*...remain competitive in the European context*

Source: [https://edudoc.ch/record/30008/files/Sprachen\\_d.pdf](https://edudoc.ch/record/30008/files/Sprachen_d.pdf),  
[https://edudoc.ch/record/109875/files/PB\\_sprachenstrategie\\_Sek2\\_d.pdf](https://edudoc.ch/record/109875/files/PB_sprachenstrategie_Sek2_d.pdf)

# *Implementing language teaching*

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The cantons are recommended to contribute to good teaching conditions by...

- ...ensuring equal opportunities and achievement of basic competences in the national languages
- ...supporting transitions between school levels (didactic and methodological continuity)
- ...ensure alignment of assessment with the objectives of foreign language teaching
- ...provide teaching materials aligned with the regional curricula, allow internal differentiation
- ...giving schools freedom in the organisation of teaching

Source: [https://edudoc.ch/record/128697/files/empfehlungen\\_sprachenunterricht\\_d.pdf](https://edudoc.ch/record/128697/files/empfehlungen_sprachenunterricht_d.pdf)



*Current issues in language teaching – teaching  
methods and approaches*

# *Immersion/CLIL*

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**"[...]l'enseignement bilingue permet de développer de bonnes compétences langagières [...] mais il est important de bien réfléchir à la manière d'enseigner et aux stratégies qui peuvent aider les élèves dans un environnement riche, à la fois sur le plan langagier et disciplinaire. "**

Translation: "Bilingual teaching helps to develop good language skills [...] but it is important to think carefully about how to teach and the strategies that can help pupils in a rich environment, both in terms of language and subject matter."

Source: <https://cedile.ch/les-strategies-dapprentissage-et-denseignement-dans-lenseignement-bilingue-au-colloque-de-l-apeps-2022-a-bellinzone-entretien/>



# *Heritage*

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**“Allerdings ist ein Einbezug der Herkunftssprachen nicht zwingend auch mit einer grösseren Wertschätzung dieser Sprachen seitens der Mitschüler:innen verbunden.”**

Translation: “However, the inclusion of the languages of origin is not necessarily associated with a greater appreciation of these languages on the part of the pupils.”

Source: <https://babylonia.online/index.php/babylonia/article/view/236/220>

# *Differentiation*

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**“Zweisprachige Schülerinnen und Schüler, die in der Deutschschweiz eingeschult werden und mit Französisch als Familiensprache aufwachsen, stellen einen Sonderfall von "Herkunftssprechende im Fremdsprachenunterricht"”**

Translation: “Bilingual pupils who start school in the German-speaking part of Switzerland and grow up with French as their family language are a special case of 'speakers of origin in foreign language teaching'.”

Source: <https://babylonia.online/index.php/babylonia/article/view/252/225>

# *Orality*

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**“[...] quel oral enseigner ? Comment l’enseigner ? Avec quelle(s) ressource(s) ?”**

Translation: “[...] What oral language should be taught? How should it be taught?  
What resources should be used?”

Source: <https://cedile.ch/enseignement-de-loral-et-materiel-authentique-en-fle-formation-continue-inscriptions/>, <https://centre-plurilinguisme.ch/fr/recherche/Dicoi>



*Current issues in language teaching – personal skills and further development*

# *Double profile*

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***How can research and language teaching practice remain in constant dialogue?***

An example: Pilot-project QUATTRO (PHGR, University of teacher education, Canton of Grisons), encourages the development of a «double competence profile» (collaborative development and testing of didactic models and materials in Italian as an L2 subject)

Source: <https://cedile.ch/how-many-roads-enseignant%c2%b7e%c2%b7s-de-langues-en-formation-et-en-action/>, <https://phgr.ch/it/sub/ricerca-e-sviluppo/plurilinguismo>

# *English*

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**“[...] tension that might arise in English lessons in a state school of a non-English speaking country, for example in Switzerland, when a teacher is confronted by an English-speaking child who corrects their English”**

Source: <https://www.zg.ch/behoerden/direktion-fur-bildung-und-kultur/phzg/ph-zug/medien-publikationen/weitere-publikationen/argumentarium-fremdsprachen/englisch-1/native-speakers/articles-native/native-speakers-in-efl-classroom-nadig-etas-july-22.pdf?searchterm=nadig>


# *Exchanges*

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**“Et enfin, existe-t-il des possibilités de valoriser l’engagement en faveur de la mobilité, puisque celui-ci implique un investissement important ? Par exemple, en déchargeant ces enseignant·e·s de leurs autres tâches quotidiennes ou en les rémunérant davantage ?”**

Translation: “And finally, are there ways of rewarding the commitment to mobility, since it involves a major investment? For example, by relieving these teachers of their other day-to-day tasks or by paying them more?”

Source: <https://cedile.ch/mobilite-a-travers-les-regions-linguistiques-en-suisse-un-compte-rendu-des-rencontres-2023-echanges/>



*Thank you for your attention!*

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