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Country Report Switzerland

Institute of Multilingualism

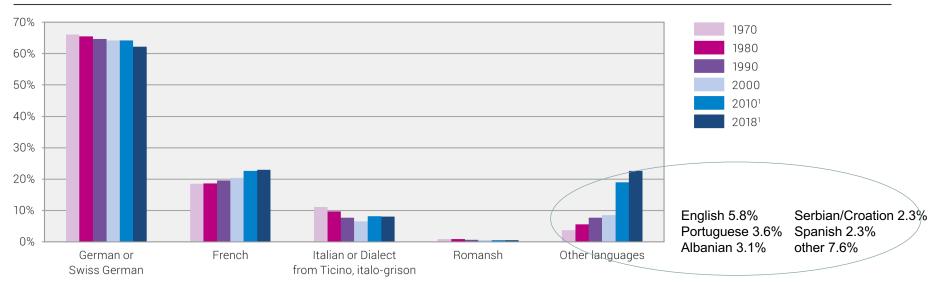
University of Fribourg & University of Teacher Education Fribourg

Susanne Obermayer, administrative director



Languages in CH

Main languages of the permanent resident population, 1970–2018



¹ Persons interviewed could indicate more than one main language. The confidence interval is in all cases less than +/– 0.2%.

Sources: FSO – Federal Population Census (FPC) 1970–2000; Structural Survey 2010–2018

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4 national languages



Currently 62% German speaking, including Swiss German

23% French speaking

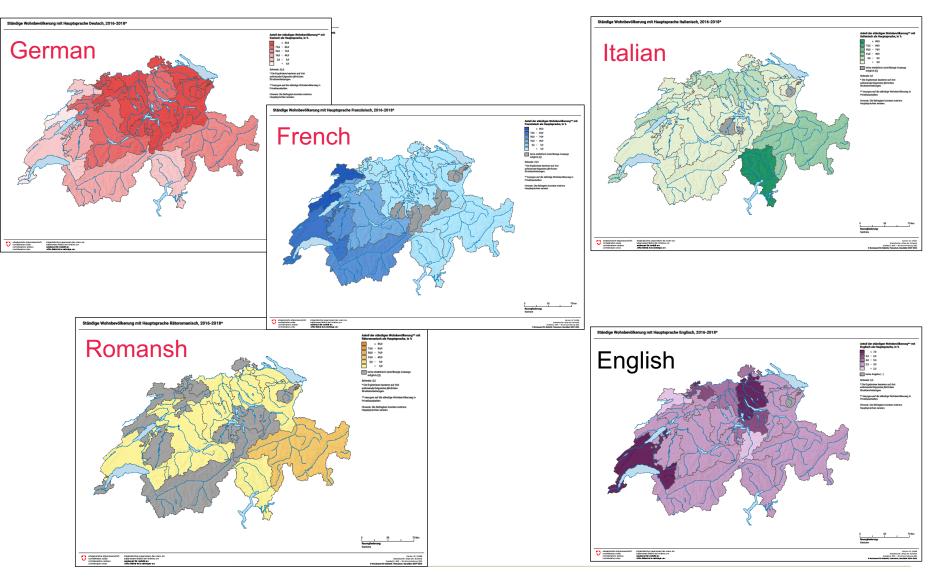
8% Italian speaking

0.5 % Romansch speaking

Sharp increase of non-national languages because as of 2010, it is possible to indicate several languages as "main languages". => 23% in 2018



Languages in CH - 2



18.11.2020 - INNLAC annual meeting



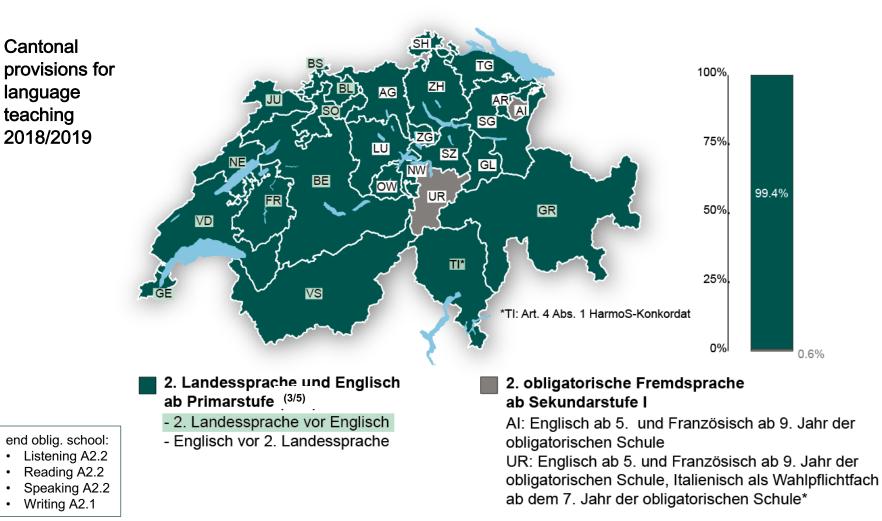


- 4 national languages + => national cohesion
- Obligatory school:
 - when start teaching which language
 - what level to attain?
 - Immersion programmes, language exchanges, mobility...
 - Teacher competences
- Attractiveness of English
- Heritage languages
- Adults:
 - "Among persons aged 25 or over, one in five learns a second language. English is the most frequently learned language in all language regions (among all apprentices, 35% specify this language), far ahead of French (15%), German (13%) and Italian (11%)." (BFS)



٠

Language learning at school





Measures for fostering language learning

Aim: 1 exchange during obligatory school

- Federal priority: exchanges
 - National agency Movetia <u>www.movetia.ch</u>
- Federal priority: supporting Italian & Romansch
 - Cantonal measures
 - Diaspora
 - Heritage languages
 - Early childhood intervention

- Optional subject 3rd national language
- Financial support for promoting Italian & Romansh outside traditional territory
- Support for general conditions & action $_{\scriptsize \bullet}$ plan under preparation
- National strategy under preparation

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Research at the Institute of Multilingualism Fribourg

- Language aptitude ٠
- Literacy development for (adult) migrants ٠
- Language of origin & language at school ٠
- Immersion and content-oriented language teaching ٠
- Language exchange at obligatory school ٠
- Language statistics

Soon to start (2021):

- Individual and societal advantages of multilingualism
- Multilingualism in a crisis situation ٠
- Assessing speaking skills ٠
- Building foreign language vocabulary in vocational training ٠ programmes







Ressources

www.cedile.ch => blog



Enseigner le français dans un monde virtuel |Interview avec Rachel Koller, enseignante diplômée au degré secondaire l



D'une publication, 4 langues... et plein d'encarts didactiques per l'italiano!



Comment le confinement a remis le rôle des enseignant-es de langues étrangères au goût du jour



Un inventaire de l'enseignement bilingue dans le canton de Berne



Leitfaden in Bearbeitung für die Nutzung digitaler Ressourcen im Fremdsprachenunterricht



Enseigner les langues sans pouvoir lire sur les visages | interview de Céline Curty, enseignante primaire dans le canton de Fribourg



Oser se lancer: enseigner dans la langue de l'autre | Aperçu des stages L2 à la HEP|PH FR [podcast n*4]



Diving into second language learning and teaching with Rosamond Mitchell [podcast n°3]

Ressources - 2

Web Guide

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Web guide

Intercultural cities programme

The Intercultural cities programme (ICC) supports cities in reviewing their policies through an intercultural lens and developing comprehensive intercultural strategies to help them manage diversity positively and realise the diversity advantage. (more...)

Details 🕨

Web guide

Ueberwasser, Simone; Ruef, Beni; Stark, Elisabeth:

The Swiss SMS Corpus

The Swiss SMS corpus is one of the results of a project funded by the Swiss National Science Foundation between 2011 and 2014. Other results of the project are six dissertations as well as an abundance of student papers and publications. The Swiss SMS corpus consists of 25'947 SMS (~650'000 tokens), which were sent in by the Swiss public in 2009/2010. Of all SMS, 41% are in Swiss German (dialect), 28% in non-dialectal German, 18% in French, 6% in Italian, and 4% in Romansh.

Online bibliography

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Linguistics (43)	Details ► show collection ►	Sociolinguistics (326)
German (40)		French (319)
Bilingualism (35) Language(s)	Bibliography	Swiss German (276)
English (216)	Barras, Malgorzata; Davallou, Fabienne; Lenz, Peter:	Schools (271)
German (216)	"Guten Tag, ich möchte gerne etwas gegen Kopfschmerzen." Deutsch lernen mit	Multilingual education
French (178)	Alltagsdialogen	Language(s)
Italian (92)	In: Babylonia, No. 1/2017	German (1482)
Romansh (32)	Beaucoup de migrants adultes, dont de nombreux réfugiés, suivant des cours de langue à exigence de base	English (1047)
Spanish (7)	n'ont que peu ou aucune expérience de l'apprentissage scolaire (d'une langue étrangère). Ceci pose de	
Norwegian (2)	grandes difficultés aux enseignants et apprenants. Dans le cadre du Centre scientifique de compétences sur	French (882)
<u>Danish (1)</u>	le plurilinguisme, un projet a analysé l'impact sur l'enseignement et l'apprentissage d'un cours contenant	Italian (337)
Geographic Cover	moins de phases d'apprentissage explicites (et en partic	Romansh (110)
Switzerland (77)		Spanish (16)
Europe (56)	Details 🕨	Catalan (3)
		Portuguese (2)
	Bibliography	Geographic Cove
	Schiffmann, Verena:	Switzerland (109)
	Alphabetisiert?! Plädoyer für mehr Sensibilisierung von Kursleitenden und Beratenden	German-speaking Swi
	für den Schriftspracherwerb, teilnehmergerechtere Kursformate und mehr	Graubünden (24)

www.centre-multilingualism.ch



=> Documentation Centre => Web Portal

Leseförderung in DaZ-Kursen

- (40)

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Research reports

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DE GENÈVE

Pädagogische Hochschule Thurgau.



Frühe Sprachbildung in sprachlich heterogenen Spielgruppen

Éducation linguistique précoce dans des groupes de jeu linguistiquement hétérogènes

Preschool language education in linguistically heterogeneous playgroups

Dieter Isler, Sibylle Künzli, Achim Brosziewski, Katharina Kirchhofer, Claudia Neugebauer, Betül Dursun, Judith Maier & Claudia Hefti Immersion et enseignement de la langue orienté vers le contenu: continuités, ruptures, défis

Immersion und inhaltsorientierter Fremdsprachenunterricht: Kontinuitäten, Brüche, Herausforderungen

Immersione e insegnamento della lingua orientato al contenuto: continuità, rotture, sfide

Immersion and content-oriented language teaching: continuities, breaks, challenges

Laurent Gajo, Gabriela Steffen, Ivana Vuksanović & Audrey Freytag Lauer

2020 Rapport du Centre scientifique de compétence sur le plurilinguisme Bericht des Wissenschaftlichen Kompetenzzentrums für Mehrsprachigkeit Rapporto del Centro scientifico di competenza per il plurilinguismo Report of the Research Centre on Multilingualism CSP Centre scientific de sumpétenza per la pluritinguitad Coprixium Socialà Formation Bildung Migration Furnazion desilistanti CSP Centre scientifico di competenza per il pluritinguitano Scuola Arbeit Politique Communitad School Travail Ecole Community CSP Centre scientifico da compétence sur la pluritinguitano Migracione Furnazion Gociatad Cognition Society Scola Migration FKP Missenschaftliches Kompetenzzentrum für Mehrsprenchigkait Scolats Cognition Schule Communati Kognition Rich Research Centre on Mutilitigualiam Formazione Lavoro Politics Communità Vice Politic Lavor Politics Commando Rich Cognition Rich Research Centre on Mutilitigualiam Formazione Lavoro Politics Communità Vice Politic Lavor Politics Commando and Cognition

Langue d'origine et langue de scolarisation: dans quelle mesure les compétences en littéracie sont-elles transférables? ^{Une synthèse}

Língua de origem e língua de escolarização: será que competências de literacia são transferíveis? Resumo

Lingue d'origine e lingue di scolarizzazione: in che misura le competenze di literacy sono trasferibili? Sintesi

Herkunftssprache und Schulsprache: sind Literalitätskompetenzen übertragbar? Das Wichtigste in Kürze

Heritage language and school language: are literacy skills transferable? Summary

Amelia Lambelet, Raphael Berthele, Jan Vanhove, Magalie Desgrippes, Carlos Pestana, Fabricio Decandio

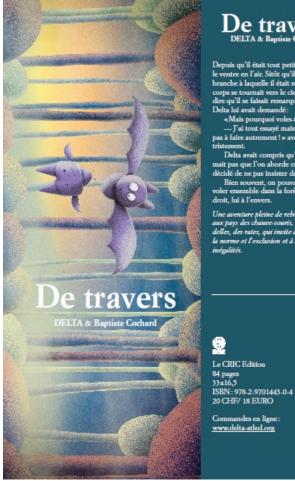
CIP Contra activitie de competence per la plorfinguiste Operator Social Formation Elitary Magnation Forma OIP Gentre estentifico el competence per la plorfinguistera Social Arbeit Polityka Communitati Oricol Travell CIP Contra estentificante a competence ació y aj displaciona (Fuenciana Tatelana Castinia Tatelana CIP Contra estentificante Anapostezzaenten da Managonaligiani Sociale Cognisione Migracian Sociale Constituinte Arbeita para displaciona (Fuenciana) POM Research della este en Malignazzaenten da Lavoro Polito Consultà Maria Midia Lavoro Polito Tomania

CBP Centre selentific de competenza per la purilleguitat Cognitiun Bodréh Formation Bidung Migration Furmulum Gess CBP Centre selentifice di competenza per il purilleguitano Scuola Arbeit Politique Communitat School Traval Ecole Cen CSP Centre selentificave de competenzentrum firi Mehraprachigate Societti Cogniticon Society Scola M KPM Missenschaftliches Kompetenzentrum firi Mehraprachigate Societti Cogniticon Migratun Schwie Communitation General RCM Reservice Centre en Multificauiliam Formation Lunoro Politica Comunità Work Politi. Luar Politica Formation General



Diversity – exclusion

www.delta-atled.org - a childrens' book



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De travers DELTA & Baptiste Cochard

Depuis qu'il était tout petit, Hypsi volait le ventre en l'air. Sitôt qu'il quittait la branche à laquelle il était suspendu, son corps se tournait vers le ciel. Autant dire qu'il se faisait remarquer. Une fois Delta lui avait demandé:

«Mais pourquoi voles-tu de travers? — J'ai tout essayé mais je n'arrive pas à faire autrement !» avait-il répondu ristement.

Delta avait compris qu'Hypsi n'aimait pas que l'on aborde ce sujet et avait décidé de ne pas insister davantage.

Bien souvent, on pouvait les voir voler ensemble dans la forêt, elle à l'endroit, lui à l'envers.

Une aventure pleine de rebondissements aux pays des chauve-souris, des birondelles, des rates, qui invite à réfléchir sur la norme et l'exclusion et à agir sur les inégalités.

9



Extraits











Leseprobe













Estratti









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Thank you for your attention!

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