

# Research project - Integrated language didactics in English and German textbooks, teachers' discourse and practices in the field?

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According to the *Plan d'études romand* (PER, 2024), primary school pupils learn two foreign languages in addition to French (L1), the language of schooling: these are German (L2), then English (L3). Language teaching is therefore part of an integrated language didactics approach where links are made between the languages taught at school, and more generally; this contributes to the development of the students' plurilingual repertoire (ibid.). The students' heritage languages (HL) are also included. Such a repertoire allows an opening towards an understanding of the world or makes it possible to be operational in society in terms of communication and living together (Candelier & Valentin, 2023).

Firstly, based on the official requirements in French-speaking Switzerland, our project aims to examine the English and German textbooks (*MORE! 7<sup>e</sup>-8<sup>e</sup>*, *Der Grüne Max* and *Junior*) used in primary schools (students aged 8-12), more specifically their plurilingual activities, that is, the activities that aim to help the student “establish links between the language they are learning and other languages already learnt or in the process of being learnt (including the language of schooling), and more widely with all of the languages included in their linguistic repertoire which is being built” (Candelier & Valentin, 2023, p. 7). We will focus on the trio of languages taught in schools (L1, L2, L3) in order to understand how integrated language didactics is manifested in the textbooks.

In addition, we will analyse teachers' discourse in regard to their plurilingual practices, collected during semi-structured interviews. Our methodological approach is based on the plurilingual activities analysis grid by Peyer, Barras, Lüthi and Kofler (2019) consisting of language awareness, intercultural aspects, and communication and learning strategies. For the teachers' discourse, thematic analysis (Nowell, Norris, White & Moules, 2017) will be conducted. Two research questions guide us: How does integrated language didactics play out in school textbooks and the teachers' discourse? What teaching and learning objects in the field of plurilingualism are proposed?

Thirdly, we will focus on the actual practices in the field in German (L2) and English (L3) lessons. Using videos and transcriptions, we will analyse the interactions between teachers and students in class in order to understand the teaching objects involved, their transformations and the favoured modes of interlinguistic links (Jacquin, 2015).

At the theoretical level, we draw on the didactic economy of Wokusch (2008), definitions of integrated language didactics (Candelier & Valentin, 2023; Candelier & Manno, 2023), as well as

on the theory of didactic transposition, teaching-learning and teaching objects (Schneuwly & Dolz, 2009). We will offer a review of the literature on plurilingualism in school textbooks and complementary resources, teachers' discourse on interlinguistic comparisons, and integrated didactics in Switzerland in the field. This will be followed by data analysis, from which we will offer reflections on systems for training future teachers in plurilingualism.

## Publications

Pogranova, S. & Waltermann, E. (2024). *De l'intention à l'outil : Le plurilinguisme dans les manuels d'enseignement de langues étrangères en Suisse romande*. In Y. Buyck, M. Sudriès, F. Ligozat and C. Marlot (Eds.). *Les didactiques face à l'évolution des curriculums. Savoir(s) et pratiques pour entrer dans la complexité du monde*. Proceedings of the 6th ARCD international conference (vol. 5, pp. 123-133). University of Geneva. Available at <https://archive-ouverte.unige.ch/unige:174755>

Waltermann, E. & Pogranova, S. (forthcoming). Modèles du plurilinguisme et leurs déclinaisons dans les manuels d'enseignement de langues étrangères en Suisse romande. In Fadi, J. (Ed.), *Transmission de modèles et d'idéaux à travers le manuel scolaire*. Archives contemporaines.

## Participation in scientific conferences

**Pupils' heritage languages: what place for them in foreign language textbooks and in the discourse of teacher trainers?** Paper at the international CCERBAL conference: *Le bilinguisme et multilinguisme: perspectives et contextes divers*, Centre canadien d'études et de recherche sur le bilinguisme et aménagement linguistique (CCERBAL), Institut des langues officielles et du bilinguisme (ILOB), University of Ottawa, Canada, 8-10 May 2025 (online).

**Integrated approach to languages in English textbooks MORE! in French-speaking Switzerland?** Paper as part of IATEFL International Conferences, Edinburgh, UK, 8-11 April 2025.

**Ausbildung von Lehrkräften in integrierter Sprachdidaktik anhand von mehrsprachigen Aktivitäten in Englishlehrbüchern**, Mehrsprachigkeit im Fremdsprachenunterricht : Unterrichtskonzepte, Methoden und Materialien, Tagung an der Universität Innsbruck, organisiert von Eva Maria Hirzinger-Unterrainer, Carmen Konzett-Firth, Sira Weber, Belgin Amann, Astrid Daucher, Linda Grimm-Pfefferli, Barbara Hinger, Tobias Hordan, Steffi Morkötter, Christiane Neveling, Julia von Rosen, Anna Schröder-Sura, Jana Tichauer, Odile Vandermeersch, 16-17.1 2025.

**Former les enseignants à la didactique intégrée des langues (DIL) à partir des manuels d'anglais et le discours des formateurs de terrain?** Paper at the symposium *La formation des enseignants au plurilinguisme: enjeux, défis et perspectives dans divers contextes éducatifs* as part of the Congrès international sur la formation et la profession enseignante (CRIFPE), Geneva 2-3 December 2024.

**Integrated language didactics in English textbooks? Implications for the Didactics of English and the initial training of primary school teachers in French-speaking Switzerland.** Paper. *Didactique de l'anglais langue étrangère en contexte éducatif: enjeux et spécificités*, conference organised by Association pour la Recherche en Didactique et en Acquisition de l'anglais (ARDA), 26-28 June 2024, Paris.

**Integrated approach to languages in English textbooks? Implications for English didactics and the teacher training courses in the French-speaking part of Switzerland.** Plenary conference as part of the cycle of conferences organised by the Commission DIL/IDAL-EDiLiC, 21 March 2024 (online).