

## CONCLUSION

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The studies in this volume have discussed and presented new developments in the fields of multilingualism in Switzerland, English as a *lingua franca* and an international language in Switzerland, as well as English in education. The specific situation of Switzerland as a multilingual country, which itself has majority and minority languages with unequal degrees of representation, has been taken into account. It has also been shown that the status of English in Switzerland cannot be separated from the international importance of the English language and that both its international economic importance as well as positive attitudes towards English determine its use in Switzerland. This situation supports Mair's (2002) assessment that the continued international spread of English is both a grassroots movement and driven by economic concerns.

Investigating multilingual Switzerland, Rahaël Berthele's contribution has highlighted shortcomings of language planning in Switzerland concerning linguistic minorities. While he finds highest rates of monolingualism at middle-tier social levels, he stresses the presence of a high multilingual competence plus English at the highest socio-economic level, contrasted with competences in one local plus a non-national language at low socio-economic levels. These linguistic minorities speaking non-national languages are not provided for in language planning. George Lüdi's contribution shows that even though the strongest of the non-national languages, English, fills a key position in intranational as well as in extranational communication in Switzerland, it is still very far from being used to the exclusion of the national languages, even in contexts in which it is generally considered to be very strong. Where national languages are used in such a multilingual context, they add an extra layer of meaning. These contributions show that we have to continue to pay attention to the question

of how non-territorial languages are used in Switzerland, in which domains increased support for the national languages must be given, and what this support should consist of.

This debate will need to address, on a larger scale than has been done so far, which languages should be taught in school and at what point and in which manner. Simone E. Pfenninger's study (in this volume) shows that, contrary to widespread belief, it need not necessarily be harmful to the pupils' English competence if teaching of English were carried out not as early as possible. Later onset learners catch up in many respects and other factors, particularly immersion classes and high motivation levels, lead to significantly better learning outcomes. That attitudes towards the English language are indeed favourable amongst school students is also shown in Mathieu Deboffe's study, which finds that the use of English-derived loan words is high in the language of Lausanne high school students. And indeed this is equally true amongst their counterparts in Amiens in France, which again underlines that the attraction of English is an international phenomenon. Such positive attitudes towards English will contribute to the frequently expressed demands for more English teaching by pupils and their parents (e.g. Coray 2001), as will the perception that English is an economically valuable language (e.g. Grin 2001). The understanding that both these factors do indeed impact on students' motivation is supported by Adriano Aloise's contribution, which finds that Lausanne middle- and high school students are motivated both intrinsically and instrumentally.

The outcomes of positive attitudes towards English in Switzerland have been modelled by Agnieszka Stepkowska (this volume) in order to account for the increasing use of English in Switzerland and to relate these to larger patterns of globalization of the English language. Relating to globalization of English, Mercedes Durham's contribution thematizes the disparity between *lingua franca* use of English and its foreign language status. The extent to which speakers of English have contact with the English language will determine the speakers' fluency and the extent to which they can abstract linguistic features of English so as to increase their sociolinguistic competence and to make their own language more or less similar to the varieties used with or by native speakers. Working from an *integrational linguistics* perspective, Adrian Pablé by contrast urges us to select broad and varied approaches to our study and teaching of English and to consider integrational semiological approaches.

Concerning multilingualism in Switzerland in general, a solid basis of studies exists, and changes can be tracked on the basis of census data (e.g. Lüdi and Werlen 2005, Werlen, Rosenberger and Baumgartner 2011). What we are less well provided with are recent studies on the use of English and on attitudes towards this language, also in relation to the national

languages which are based on large scale data from different linguistic regions of Switzerland. Results of the project at the universities of Basel, Berne and Fribourg, which led to the publications of Rosenberger (2009), Dröschel (2011) and Durham's (2014) monographs, are based on data collected in the early years of the 2000ies from a specific segment of society and focus more on linguistic performance than on language attitudes. Stepkowska's (2013) study offers such a recent survey of attitudes and use based on information from the canton of Zurich, while Heinzmann (2013) investigates young learners in Fribourg.

Similar new, large-scale studies based on all the linguistic regions of Switzerland are a further desiderate, and so are further studies that relate language attitudes to language use and to performance. It is to be hoped that pertinent projects may be drawn up in the near future to address the above mentioned issues, as well as questions on the status and the use of English in Switzerland, and that once such projects are drawn up, funding for these may also be secured. After all, investigation of these issues are of key importance for Switzerland, both in terms of national identity and cohesion and in terms of international chances and opportunities, including professional opportunities, for future generation of Swiss citizens. This holds for concerns of language planning as well as for the important work on teaching related issues. These topics are particularly relevant for Switzerland with its high levels of globalisation and its strong dependence on international markets because the Swiss economy is knowledge based, rather than on exploitation of national resources. Creating and monitoring efficient language teaching, language planning and sociolinguistic evaluations is therefore of prime importance for the community.

In addition, further coordination of existing research at the Swiss universities would be desirable, both to host databases and to facilitate larger-scale projects. Work on multilinguality and on the use of English in Switzerland is a relevant field for all researchers, and it is also a topic that is attractive for research by postgraduate students. Though a body of such work exists at all Swiss universities, problems frequently arise when coalescing these research results. As also thematized by Murray (2001), a problem concerning student research at the University of Berne was in the fact that different research settings and methodologies as well as differing research foci impaired comparability of the data. Naturally, particularly where postgraduate research is concerned, teachers want their students to train the creation of valid research setups and questionnaire studies rather than to simply offer their students ready-made setups. In order to tap into research resources and obtain comparable results throughout the country it would nevertheless offer interesting possibilities if sample research settings with prepared questionnaires could be devised for the use, be it by teachers or by

(post-graduate) students, at Swiss universities in different linguistic regions in order to create data bases of comparable research results on topics concerning English language use and attitudes in Switzerland. This dynamic field will continue to demand researchers' attention and if different angles can be covered and combined, researchers, language practitioners, language users and language planning can benefit.

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