



# Italian in the Foreign Language CLIL classroom in the Canton of Uri, Switzerland

## Curriculum scenario for CLIL in the language classroom

### Why is this scenario interesting?

- The scenario illustrates how a CLIL LOTE curriculum can be supported by teaching materials.
- The scenario focusses on spiral progression in the CLIL LOTE classroom in primary education (ISCED1)
- The scenario includes plurilingual education in the CLIL classroom: an [integrated didactic approach](#), bridging between the languages taught within the school curriculum, [intercomprehension](#) and a focus on home languages

### Short description:

This scenario reflects a CLIL LOTE interdisciplinary and intercultural curriculum/teaching material for Italian as a foreign language in the primary schools of the Canton of Uri, Switzerland.

Uri is one of the 21 German speaking Cantons of Switzerland. The 21 cantons share the same curriculum "[Lehrplan 21](#)".

The aims of the curriculum "[Lehrplan 21](#)" regarding the foreign languages comprehend specific communicative goals in the four main linguistic abilities, transversal competencies and also goals with focus on Language and Cultural Awareness. The curriculum presents a brief indication also for bilingual or immersive scenarios (sequences). Nonetheless there are no set goals on language and culture/content for immersive teaching/CLIL; it is left to teachers to take methodological decisions considering their knowledge, competences and resources.

### Implementation:

In this setting, three institutions developed a CLIL LOTE interdisciplinary and intercultural concept and the teaching material "[A spasso con noi](#)". The teaching material is used since 2020 and the authors regularly meet the teachers in class and in teacher training class in order to prepare a real curriculum way up middle school.

- The first foreign language in Canton Uri, is English, starting in 3<sup>rd</sup> grade of primary school,
- The second foreign language, offered as an compulsory-optional course, is Italian in the 5<sup>th</sup> and 6<sup>th</sup> grade
- The third foreign language is French, starting at the 7<sup>th</sup> grade.

In the project “A spasso con noi”, we developed the CLIL material trying to represent also a bridge between German, English and French and to heritage languages. The aims of language and content learning in the material as well as approaches/methods are described in the columns.

### How does the scenario support transitions?

The scenario establishes:

- vertical coherence designing progression in the CLIL classroom in primary education and horizontal coherence through its focus on home languages, intercomprehension and integrated didactic approaches.

	Aims of language learning	Aims of content learning	Approaches/methods
<b>Primary (ISCED 1)</b>	<ul style="list-style-type: none"> <li>● General A1 and A2 level</li> <li>● Plurilingual language learning strategies; intercomprehension</li> <li>● Focus on BICS and CALP</li> <li>● Differentiated aims and tasks for pupils with different language competence levels (pupils with Italian as a family or heritage language, pupils with some knowledge of Italian, beginners)</li> <li>● Plurilingual language learning strategies;</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge of geography of the Italian speaking canton and regions of Switzerland and interesting activities for 11-12 year old teenagers in these regions (every unit has a 1-2 minutes video with 5 Italian speaking kids who “travel” and introduce places, activities, events, etc.).</li> <li>● Cultural awareness of similarities and differences among the teenagers.</li> <li>● Multiculturalism in scholastic and non scholastic contexts.</li> <li>● Nature, society and history. Media and arts education.</li> </ul>	<ul style="list-style-type: none"> <li>● Focus on transversal competencies</li> <li>● Spiral progression</li> <li>● Content related language learning in spiral progression with focus on contents such as: <ul style="list-style-type: none"> <li>○ Nature,</li> <li>○ Seasons,</li> <li>○ Underground gems,</li> <li>○ Sports,</li> <li>○ Castles,</li> <li>○ Prehistoric traces,</li> <li>○ Movies,</li> <li>○ Theatre</li> </ul> </li> </ul>

**Short description how the curriculum scenario establishes links between CLIL and plurilingual education:**

The scenario includes an integrated didactic approach in the CLIL classroom, ‘helping learners to establish links between [...] languages, which are taught within the school curriculum’, intercomprehension and a focus on home languages.

**Suggestions for further development:**

Even though several teachers contributed to “A spasso con noi”, plurilingual learning strategies, transversal competencies and CLIL approach are quite new concepts for teachers, some teachers still stick to traditional teaching. That is why teacher training is essential.

**References:**

Canton Uri (LP21) curriculum for languages: <https://ur.lehrplan.ch/index.php?code=e|1|1>

A spasso con noi website (parts under revision): <https://aspasso.ch/>

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