

Principles of an accessible Bilingual/ CLIL model of pedagogy

BOUNDARIES
INTENTION
LANGUAGES
INTEGRATION
KNOWLEDGE
GRAMMAR
VISUALS
ACCESSIBLE TO ALL
LEXIS

- 1 Clear Boundaries between use of L1 And L2 (eg groupwork)
- 2 Intention of task and outcome transparent to learners
- 3 Balance of languages in task and use
- 4 Integration of all skills in tasks
- 5 Clear understanding of knowledge content required – teacher and learner
- 6 Prior awareness of grammar needs for unit/topic/lesson/text
- 7 Need for three times as many visuals
- 8 Tasks to be accessible to all inds of learners (learning styles)
- 9 Prior awareness of lexical needs for unit/topic/text