THE STRUCTURAL COMPONENTS OF CONTENT AND LANGUAGE INTEGRATED LEARNING MATERIALS

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The presentation and organization of the Content and Language Integrated Learning materials have connected and referenced to the text structure. Structural components of the CLIL materials like presentation, flow of concepts, vocabulary integration, length and style of sentences are relevantly coupled with a type of learners’ information. The structural components of those learning tools facilitate learners determine vital data and build them cognizant regarding however different salient matter data or information relates to the crucial propositions within the learning tools. Likewise, the weather of CLIL materials like presentation, organization and text structure facilitate the learners develop and apply psychological feature patterns, rhetorical structures that they need non-heritable, initial via their oral language expertise and later via their reading engagement.

Many lecturers see CLIL as additional natural thanks to learn a language; once a subject is tutored therein that language there is a concrete reason to find out each at a similar time. And as students have a true context to find out the language in, they are typically additional motivated to try and do thus, as they will solely get the foremost of content if they perceive the language around it.

Moreover, being content targeted, CLIL classes add an extra dimension to the class and interact students, that is particularly advantageous in things wherever
students are half-hearted regarding learning a language.

CLIL also promotes a deeper level of assimilation – as students are repeatedly exposed to similar language and language functions and they need to produce and recall information in their second language.

As cited by Pelts (2014), the structural patterns of Content and Language Integrated Learning reading materials guide the children in recognizing and understanding the academic components of those materials involving linguistic applications. With the aid of these academic components, youngsters are trained to locate the information they need in order to successfully comprehend the contents of these materials employing the Content and Language Integrated Learning approach. Recognition and appreciation of linguistic applications in these materials aid the children in attaining effective understanding of the contexts and meanings incorporated in the learning tools.

References:

https://www.english.com/blog/content-and-language-integrated-learning/
https://www.google.com/search?q=cited+by+pelts+2014+about++THE+STRUCTURAL+ELEMENTS+OF+CONTENT+AND+LANGUAGE+INTEGRATED+LEARNING+MATERIALS&rlz=1C1AWFC_enPH857PH857&tbm=isch&source=iu&ictx=1&fir=1fViF_fTz3mOS