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ENHANCING WRITING SKILLS VIA THE CLIL APPROACH

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ABOUT ARTICLE

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Abstract: This article explores the effectiveness of the Content and Language Integrated Learning (CLIL) approach in enhancing students' writing skills. CLIL combines subject content with language learning, creating a meaningful and context-based environment for developing linguistic competence. The study analyzes how integrating writing tasks into subject-based instruction improves learners' ability to express ideas clearly, organize texts logically, and use appropriate vocabulary and grammar. Various teaching strategies, including scaffolding, collaborative writing, and task-based activities, are discussed as essential components of successful CLIL implementation. The findings suggest that CLIL not only strengthens writing proficiency but also promotes critical thinking, learner autonomy, and motivation. The article concludes with practical recommendations for educators seeking to incorporate CLIL into their writing instruction.

Introduction. In recent years, the integration of language and content learning has attracted growing attention in modern educational practice, particularly through the Content and Language Integrated Learning (CLIL) approach. As education systems increasingly emphasize both subject mastery and communicative competence, CLIL has emerged as an effective pedagogical model that addresses these dual objectives simultaneously. By combining

language instruction with subject content, CLIL creates meaningful learning contexts in which students acquire knowledge and develop language skills in a natural and purposeful way. This approach is especially relevant in multilingual and globalized educational environments, where the ability to use a foreign language for academic purposes is essential.

Among the four main language skills, writing is often regarded as one of the most complex and demanding for learners.[1] It requires not only a solid command of vocabulary and grammar but also higher-order thinking skills such as analysis, organization, and synthesis of information. Many students struggle with writing due to limited language exposure, lack of motivation, or insufficient opportunities to practice in meaningful contexts. Traditional approaches to teaching writing frequently focus on isolated language exercises, which may not adequately prepare learners for real-life communication or academic tasks.

The CLIL approach offers a promising solution to these challenges by embedding writing activities within subject-based learning. In a CLIL classroom, students engage in tasks such as writing reports, summaries, essays, or project descriptions related to specific disciplines, including science, history, or geography. This integration encourages learners to use language as a tool for constructing and communicating knowledge, rather than as an end in itself. As a result, writing becomes more purposeful, engaging, and cognitively stimulating.

Furthermore, CLIL promotes the use of effective instructional strategies that support writing development. These include scaffolding techniques, such as providing models, guided practice, and structured frameworks, which help learners gradually build their confidence and independence. Collaborative learning is also a key feature of CLIL, allowing students to exchange ideas, provide feedback, and co-construct written texts. Task-based activities further enhance engagement by encouraging learners to complete meaningful assignments that reflect real-world communication.

Another significant advantage of CLIL is its positive impact on learners' motivation and autonomy. When students see the practical relevance of writing tasks and understand their connection to subject content, they are more likely to take an active role in their learning process. In addition, CLIL fosters critical thinking skills, as students are required to analyze information, evaluate sources, and present their ideas clearly and logically in written form.

This article aims to explore the role of the CLIL approach in enhancing students' writing skills and to examine its pedagogical benefits in contemporary education. It also seeks to provide practical recommendations for educators on how to effectively integrate CLIL strategies into writing instruction. By highlighting both theoretical perspectives and classroom

practices, the study contributes to a deeper understanding of how language and content integration can support the development of effective writing competence.

Literature review. Nowadays, the integration of internationally tested and advanced approaches into the national education system has been yielding positive results in helping learners acquire modern knowledge, skills, and competencies. Regardless of the method or teaching methodology employed by a teacher, the primary focus should be placed on improving the quality of education and achieving clearly defined learning outcomes [2].

In this regard, CLIL – Content and Language Integrated Learning technology plays a particularly important role in enriching educational content, teaching a foreign language in a practical context, and improving the writing skills of students majoring in law in the English language.

Currently, a number of researchers have conducted studies on the importance of CLIL technology in language teaching and learning and have presented their views and findings in their scholarly works. Among Uzbek researchers, M. Qurbonova and A. Ahmadjonov have contributed to this field, while researchers from the CIS countries include E. Tokareva and E. Vyushkina. Among international scholars, D. Marsh, D. Coyle, P. Harrop, D. Mehisto, and others have extensively investigated various aspects of CLIL technology.

CLIL technology began to develop actively in Europe in the 1960s. Although the acronym was proposed and introduced by Finnish scholar David Marsh in 1994, the roots of this approach can be traced back to the Akkadians, who used bilingual education practices approximately 5,000 years ago [3].

When discussing CLIL methodology, J. Wiseman defines this technology as follows: “students learn both the subject and a second language at the same time.” According to this perspective, effective education requires language and content to be taught together [4].

In her research, M. Qurbonova defines CLIL as a technology designed to achieve the dual objectives of simultaneously mastering a planned subject through both a foreign language and the learner’s native language. The author emphasizes that CLIL contributes to the simultaneous development of knowledge in two languages (the native language and the foreign language), the development of communicative skills, and an increase in learners’ motivation to study.

D. Coyle, P. Hood, and D. Marsh, who have extensively investigated this issue at the international level, characterize CLIL as a model of “accessing content through language” [5]. This perspective is consistent with M. Qurbonova’s idea of integrating English into subjects such as mathematics, natural sciences, and reading literacy.

Furthermore, D. Marsh refers to CLIL as an “umbrella term” and defines it as a system encompassing didactics, teaching strategies, and language policy [6]. This perspective supports M. Qurbonova’s conceptualization of CLIL as a “technology.” In addition, A. Ahmadjonov, a lecturer at Kokand State University, and N. Kayumov, a professor at the University of Information Technologies and Management, have also applied CLIL as a pedagogical technology in their research studies.

Thus, CLIL can be regarded as both an approach and a technology. It combines several methods, techniques, and strategies in an integrated manner. Its primary purpose is to provide meaningful subject knowledge while simultaneously teaching a foreign language in a natural and contextualized environment. However, E. G. Vyushkina, one of the prominent scholars in this field, suggests that it is more appropriate to refer to CLIL not as a specific method, but rather as an approach [7]. Within the framework of our research, however, it is considered appropriate to use CLIL as a technology, since the development of writing skills during our experimental study is systematically organized on the basis of CLIL technology in English language classes, and its effectiveness is demonstrated through practical implementation.

According to D. Mehisto and other scholars, the effectiveness of CLIL is demonstrated not only through language-related learning outcomes but also through the development of 21st-century skills, such as critical thinking, collaborative work, and intercultural competence [8].

CLIL is considered one of the modern and innovative technologies for foreign language teaching. This pedagogical technology is aimed at developing students’ language competencies while simultaneously fostering knowledge and understanding related to a particular subject area.

“An important aspect of CLIL is that it integrates language and subject education. Within CLIL-based instruction, students do not merely learn a foreign language; rather, they use that language to study content-rich and authentic subject materials. Therefore, teachers who implement CLIL do not rely solely on language teaching techniques but also make use of didactic tools commonly employed in subject-specific instruction. For example, such techniques may include analyzing tables, diagrams, and maps, as well as studying authentic sources” [9]. This, in turn, requires an English language teacher to possess relevant knowledge from other subject areas as well.

Martínez Agudo, investigated the impact of CLIL on the linguistic competence of primary and secondary school students. A comparison between students who participated in CLIL

programmes and those who followed non-CLIL instruction revealed that the CLIL group demonstrated significantly better outcomes by the end of secondary education[10].

Similarly, Contera, C. examined the use of teaching strategies associated with the CLIL approach in a university-level Legal English course in Spain [11]. The study involved 88 students and explored their perceptions of the methodology. Although the students initially expressed negative attitudes toward the course, their understanding and acceptance of the methodology improved during the second phase. By the end of the course, they evaluated the content and teaching approach positively.

In another study, Hughes, S. P. and Madrid, D. explored the influence of CLIL instruction on students' content knowledge in monolingual educational contexts. Their research compared academic outcomes among 93 primary school students from public, charter (semi-private), and private schools, as well as 139 secondary school students from public and charter schools. The findings contributed to a broader understanding of the effectiveness of CLIL in developing subject-specific knowledge alongside language learning[12].

"The four key components of CLIL technology—Content, Cognition, Communication, and Culture—operate in harmony with one another, making it a multidimensional and effective educational strategy. Through this technology, students not only acquire a foreign language proficiently but also have the opportunity to develop a deeper understanding of subject-specific knowledge and enhance their intercultural awareness" [13].

Methods. We identified the following effective teaching methods and techniques aimed at developing legal writing skills in English based on CLIL technology:

- TBLT (Task-Based Language Teaching) – task-based language teaching;
- Genre-Based Writing – instruction based on legal writing genres;
- Scaffolding – step-by-step instructional support;
- Modelling – teaching writing through model texts and examples;
- Guided Writing – guided writing;
- Think–Pair–Share – exchanging and developing ideas in pairs;
- Graphic Organizers – working with graphic organizers and visual structures;
- Tandem Learning – learning through pair work;
- Collaborative Writing – group-based writing; and others.

These methods and techniques, when implemented within the framework of CLIL technology, need to be adapted and structured according to the specific requirements of legal English and legal writing. Therefore, below, we provide detailed explanations and practical examples of each method and technique.

Figure-1

Content of Methods and Techniques Based on CLIL Technology

Method / Technique	Definition	Significance	Benefits for Legal Writing
TBLT (Task-Based Language Teaching)	Language learning is organized around tasks.	Language is taught in a practical way through writing tasks based on real-life legal situations.	Effective for writing IRAC analyses, case analyses, and legal statements.
Genre-Based Writing	Focuses on teaching specific writing genres.	The specific structure of each type of legal writing is taught.	Useful for developing skills in writing case summaries, legal memoranda, legal opinions, and contract drafting.
Scaffolding	Learners gradually move toward more complex tasks with step-by-step support.	Helps learners gradually develop the ability to perform complex writing tasks.	Useful for learning the components of the IRAC model step by step.
Modelling	Writing is taught through the use of model texts and examples.	Provides learners with relevant writing models and enables them to learn from these examples.	Helps explain how contract clauses, legal analyses, and legal statements should be written.
Guided Writing	Writing is taught through guiding questions, prompts, or models.	Guides students toward independent writing by providing a clear structure.	Provides structural support when writing legal briefs or contract clauses.
Think–Pair–Share	Students first think individually, then exchange ideas in pairs, and finally discuss them with the whole group.	Enriches writing by helping learners generate, exchange, and discuss ideas.	Encourages students to develop arguments and counterarguments before producing analytical legal writing.
Graphic Organizers	Students are taught to organize their ideas using mind maps, Venn diagrams, flowcharts, and other visual tools.	Helps learners develop the structure of a text in a visual form.	Encourages planning the structure of an essay before writing and comparing laws or legal concepts systematically.
Collaborative Writing	Students work in groups to write,	Develops analytical thinking and	Helps students collaboratively improve

	provide feedback, and revise texts.	improves the quality of writing through collaborative work.	written case analyses and legal articles.

The use of these tools ensures the structural coherence and integrity of legal writing. During the process of planning their written work, students organize key ideas in a logical sequence and clearly establish cause-and-effect relationships between arguments and conclusions. As a result, written legal texts become coherent, well-substantiated, and consistent with academic requirements[14].

In conclusion, the use of methods such as Modelling, Guided Writing, Collaborative Writing, Think–Pair–Share, and Graphic Organizers within the framework of CLIL technology is pedagogically and scientifically well-founded for teaching writing to students majoring in Jurisprudence. These methods effectively contribute to the development of students' legal reasoning, analytical thinking, and professional written communication competencies.

Results and discussion. As discussed in the preceding paragraphs, CLIL technology is currently recognized as one of the most effective and advanced pedagogical technologies for integrating language learning with professional education. This technology enables students, particularly those majoring in Jurisprudence, to acquire a foreign language—most commonly English—alongside the content of the subject being studied (e.g., law, biology, economics, history, and other disciplines) through a contextualized approach based on content-rich, real-life, and authentic situations.

In traditional language teaching methods, a language is often taught as an isolated subject and for general purposes. In contrast, through CLIL technology, students acquire a foreign language by directly integrating it with professional content. This makes the language learning process more natural and less artificial, enabling students to develop their language skills through authentic tasks, problems, and activities within their field of specialization. This approach is particularly important in higher education, especially when specialized subjects, including law, are taught in English.

In the field of law, working with legal texts in English, international legal instruments, conventions, court decisions, and other normative documents is of particular importance. Students need to be able to work effectively with such documents, interpret and analyze them, and express their ideas in written form in a clear, concise, and legally well-founded manner. From this perspective, CLIL technology develops not only the professional knowledge of law

students but also their ability to think in English, understand legal content, and express it effectively in written form. The technology developed to address this specific need is aimed at gradually developing the English writing skills of students majoring in Jurisprudence.

Through the methods and techniques based on CLIL, students acquire the following skills:

- to read and comprehend legal content in English and produce texts based on similar models;
- to analyze, substantiate, and express key ideas in written form;
- to use legal terms and expressions accurately and appropriately;
- to produce different genres of legal writing, such as legal essays, legal opinions, reports, and analytical articles;
- to formulate evidence-based arguments and draw logical conclusions;
- to draft written legal documents in accordance with international standards.

Furthermore, CLIL technology contributes not only to language learning but also to the development of students' critical thinking, communication skills, intercultural awareness, and independent learning skills oriented toward professional specialization. Writing activities conducted within the framework of CLIL are directly connected with real-life legal situations, which strengthens students' professional motivation and enhances their level of learning achievement.

Thus, within the framework of this research, the technology for developing the English writing skills of students majoring in Jurisprudence has been improved

The technology developed by us on the basis of the improved CLIL technology enables students in the field of law to develop their English writing skills not only from a linguistic perspective but also from a professional perspective. This, in turn, provides a solid foundation for their future ability to work effectively and confidently in an international legal environment.

According to the Cognitive Domain model developed by B. Bloom, CLIL writing activities actively promote higher-order thinking skills, including analysis, evaluation, and creation. D. Coyle also argues that "CLIL is not only a means of developing language proficiency but also a means of fostering critical and metacognitive thinking" [15].

Conclusion. Nowadays, it is evident that the process of developing the English writing skills of students majoring in Jurisprudence is not yet sufficiently well developed. Research findings indicate that existing textbooks and teaching materials do not pay sufficient attention to the core competencies of legal writing, particularly writing skills that meet international standards. This situation prevents students not only from effectively writing academic articles

but also from preparing clear, well-substantiated written documents in their future professional activities. Therefore, expanding tasks specifically focused on professional legal writing in English in new-generation textbooks remains an important and pressing issue.

Modern teaching methods, particularly CLIL (Content and Language Integrated Learning), TBLT (Task-Based Language Teaching), Genre-Based Instruction, and Scaffolding, provide effective opportunities for developing the English writing skills of students majoring in Jurisprudence. Through these methods, students acquire not only grammatical and general language knowledge but also practical competencies such as writing based on authentic legal situations, using legal terminology appropriately, and constructing evidence-based arguments. In particular, CLIL methodology enables students to learn both the subject content and the language simultaneously, providing opportunities to analyze legal texts, develop professional writing skills, and improve professional communication. The main advantage of these methods is that students develop theoretical knowledge, writing skills, and professional communication competencies simultaneously throughout the learning process.

The implementation of advanced pedagogical technologies in the process of teaching English writing encourages students to become more active, think independently, and develop analytical competencies. For example, through the TBLT method, students can complete written tasks based on real-life legal situations, while Genre-Based Instruction enables them to develop writing skills across various legal genres. Through Scaffolding, students gradually reach a level at which they can independently perform increasingly complex writing tasks. Such integrated approaches not only improve students' English proficiency but also strengthen their broader professional knowledge and competencies.

A writing methodology developed on the basis of CLIL technology plays an important role not only in foreign language learning but also in deepening students' professional knowledge. Through the - 4C principles—Content, Communication, Cognition, and Culture - students develop skills in working with authentic legal texts, expressing ideas using legal reasoning, and communicating within an international and intercultural context. Through CLIL-based writing tasks, students gradually develop critical and creative thinking, analytical skills, argumentation skills, and the ability to draw legally sound conclusions. This, in turn, strengthens their preparedness to work effectively and confidently in an international legal environment.

The CLIL-based technology developed for law students promotes a systematic and step-by-step approach to teaching different forms of legal writing, including memoranda, letters, contracts, and case analyses. The writing process is divided into three stages: pre-writing,

while-writing, and post-writing. At these stages, pedagogical tools such as a legal terminology bank and visual organizers are used to help students express their ideas independently and produce content-based legal texts. Assessment criteria, including self-assessment, peer review, and teacher feedback, support students in analyzing their writing, identifying and correcting errors, and continuously improving their writing performance.

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