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IMPROVING THE WRITTEN COMMUNICATION SKILLS OF NON-PHILOLOGY STUDENTS BASED ON THE CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) APPROACH

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Abstract: The development of written communication skills is an important component of professional and academic training for non-philology students. In higher education, students are increasingly expected to communicate effectively in English while studying subjects related to their professional fields. However, traditional foreign-language instruction often separates language learning from disciplinary knowledge, which may limit students' ability to apply English in meaningful academic and professional contexts. This article examines the potential of the Content and Language Integrated Learning (CLIL) approach for improving the written communication skills of non-philology students. CLIL integrates subject content with language instruction and creates opportunities for students to acquire language through meaningful academic tasks. Particular attention is given to academic vocabulary, sentence construction, coherence, cohesion, paragraph organization, genre awareness, and critical thinking. The article argues that CLIL-based writing activities can increase students' motivation, expand their professional vocabulary, and improve their ability to produce logically structured and contextually appropriate written texts. The study also considers practical strategies such as content-based writing tasks, scaffolding, collaborative writing, peer feedback, genre-based instruction, and formative assessment. The findings suggest that systematic implementation of CLIL can contribute significantly to the development of written communication skills among non-philology students and better prepare them for academic and professional communication.

Keywords: Content and Language Integrated Learning, CLIL, written communication, non-philology students, academic writing, language learning, professional English, writing skills, higher education, content-based instruction.

In contemporary higher education, effective written communication has become an essential competence for students regardless of their academic specialization. Students of economics, engineering, medicine, information technology, business, agriculture, and other non-philological disciplines are increasingly required to read professional literature, prepare reports, write academic assignments, communicate through electronic correspondence, and present research findings in English. Therefore, foreign-language education for non-philology students should not be limited to the development of general grammatical and lexical knowledge. It should also prepare learners to use English effectively within their professional and academic fields. Despite the growing importance of English for professional communication, many non-philology students experience difficulties in written communication. These difficulties may include limited professional vocabulary, grammatical errors, weak paragraph organization, insufficient coherence and cohesion, inappropriate use of academic style, and difficulties in expressing complex ideas in written form. One possible reason is the traditional separation between language instruction and students' professional subjects. When language is taught independently of meaningful disciplinary content, students may have limited

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opportunities to apply linguistic knowledge to authentic professional situations. Content and Language Integrated Learning (CLIL) offers a promising approach to addressing this problem. CLIL was defined by Coyle, Hood, and Marsh as an educational approach in which an additional language is used for learning and teaching both content and language [1]. Rather than treating language as an isolated subject, CLIL integrates linguistic development with meaningful disciplinary knowledge. This integration provides students with opportunities to use English for authentic academic purposes.

For non-philology students, CLIL can create a direct connection between English and their future professions. For example, engineering students can write technical descriptions, economics students can analyze financial data, and medical students can prepare case reports in English. Such activities provide a meaningful context for developing written communication. The purpose of this article is to examine how the CLIL approach can contribute to improving the written communication skills of non-philology students and to identify effective pedagogical strategies for integrating CLIL into higher education language instruction.

Theoretical foundations of CLIL and written communication

CLIL is based on the integration of content and language rather than teaching these two components separately. Coyle, Hood, and Marsh identify four interconnected dimensions of CLIL, commonly referred to as the 4Cs: content, communication, cognition, and culture [1]. These dimensions provide a framework through which students develop subject knowledge while simultaneously improving their ability to communicate in another language. The connection between CLIL and writing is particularly significant because writing requires students to combine linguistic knowledge, subject knowledge, organization, and critical thinking. When students write about professional topics, they are required not only to use correct grammar but also to understand concepts, select appropriate terminology, organize information logically, and communicate their ideas clearly. Dalton-Puffer argues that CLIL creates opportunities for meaningful language use because students communicate about subject-related concepts rather than completing language exercises that are disconnected from their academic interests [2]. This characteristic makes CLIL especially appropriate for non-philology students, whose primary motivation for learning English is often related to their future professional needs.

Professional vocabulary development

One of the main advantages of CLIL for written communication is the development of specialized vocabulary. Non-philology students frequently know general English words but may have difficulty using terminology related to their professional fields. CLIL provides repeated exposure to discipline-specific vocabulary within meaningful contexts. For example, students of computer science can work with terms such as “algorithm,” “database,” “programming language,” and “artificial intelligence.” Rather than simply memorizing these terms, students can use them to write definitions, explanations, comparisons, and analytical paragraphs. This contextualized vocabulary learning can increase both lexical knowledge and the ability to apply terminology appropriately. Nation emphasizes that vocabulary development is closely related to effective language use and that learners need repeated exposure and opportunities for meaningful production [3]. CLIL therefore creates an environment in which professional vocabulary can be encountered, practiced, and actively used in writing.

Development of academic writing skills

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CLIL can also support the development of academic writing skills. Non-philology students need to understand how academic texts are structured and how ideas are logically presented. CLIL tasks can be designed around different academic genres, including summaries, reports, essays, descriptions, comparisons, case studies, and research proposals. For instance, students may first read a professional text and identify its main argument, supporting evidence, terminology, and organizational structure. They can then use this model to produce their own text. Such activities develop genre awareness and help students understand that effective writing involves more than grammatical accuracy. Hyland emphasizes that academic writing is closely connected to disciplinary communities and that students need to understand the conventions through which knowledge is communicated within particular fields [4]. CLIL supports this principle by exposing students to the genres and communication practices of their own disciplines.

An important feature of effective CLIL instruction is scaffolding. Non-philology students may have difficulties when they are expected to understand complex professional content and express it in a foreign language simultaneously. Teachers can therefore provide temporary support that enables students to complete tasks that would otherwise be too difficult. Scaffolding can include vocabulary lists, writing templates, sentence starters, graphic organizers, model texts, guiding questions, and step-by-step writing instructions. For example, before asking students to write a professional report, a teacher can provide a model report and identify its introduction, methodology, results, and conclusion. Coyle et al. emphasize the importance of supporting learners as they develop both conceptual understanding and language competence . In writing instruction, scaffolding can gradually be reduced as students become more confident and independent.

Collaborative and peer-based writing

Collaborative writing is another useful strategy within CLIL. Students can work in pairs or small groups to analyze professional texts, develop ideas, prepare outlines, and produce written assignments. Collaboration encourages students to discuss subject concepts and negotiate the meaning of language before producing a final text. Peer feedback is particularly valuable because students learn to evaluate writing according to specific criteria. They can check whether a text has a clear introduction, logical organization, appropriate vocabulary, grammatical accuracy, and a strong conclusion. Hyland notes that interaction and feedback can play an important role in developing effective academic writing practices . Peer review can also increase learner autonomy. Instead of relying exclusively on the teacher, students gradually become capable of identifying and correcting weaknesses in their own writing. The effectiveness of CLIL depends significantly on the quality of tasks provided to students. Writing activities should be related to students' academic disciplines and should require genuine communication. Examples include writing laboratory reports for science students, business proposals for economics students, technical instructions for engineering students, case reports for medical students, and project descriptions for information technology students. Such activities provide students with opportunities to use English as a tool for achieving a specific academic or professional purpose. This is consistent with the CLIL principle that language should function as a means of learning and communicating content rather than merely being the object of study . Improving the written communication skills of non-philology students is an important objective of contemporary higher education. Students preparing for careers in engineering, economics, medicine, information technology, business, and other professional fields need more than general knowledge of English. They need to be able to use English as a practical instrument for communicating professional

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knowledge, analyzing information, writing reports, presenting arguments, and participating in international academic and professional environments. The Content and Language Integrated Learning approach offers significant opportunities for achieving this objective. By combining subject content with language development, CLIL creates authentic contexts in which students can use English for meaningful academic and professional purposes. Instead of learning vocabulary and grammar independently of their future careers, students acquire language through activities connected with their areas of specialization. The analysis demonstrates that several CLIL strategies can contribute directly to the development of written communication. Professional vocabulary can be developed through repeated contextualized use. Academic writing skills can be strengthened through genre-based activities and analysis of model texts. Scaffolding can help students manage the linguistic and cognitive demands of professional writing. Collaborative writing and peer feedback can promote learner autonomy and encourage students to reflect critically on their written production. Authentic content-based tasks can further increase motivation because students recognize the relevance of English to their future professions.

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