PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafid Boussouf University centre - Mila

Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Teachers' and Students' Attitudes towards the Use of Content and Language Integrated Learning in Improving Writing Skills

A Case study of Third-Year Students of English at Mila University Centre

A Dissertation Submitted in Partial Fulfilment for the Requirement of the Master Degree in

Didactics of Foreign Languages

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2023-2024

Dedication 1

In the name of Allah, Most merciful, Most compassionate.

I am deeply grateful to **Allah** for giving me the strength and courage to overcome my challenges and accomplish this work.

To my dear Mother **Badiaa**, I dedicate this work through times, hard and fraught with turbulence. She patiently stood by cheering, comforting…. hardly ever the whine. Fostering me strength and confidence to conquer reams of paper mountains high.

To my dear **Father Larbi**, I would much prefer if you were alive …….in losing him I lost my greatest blessing and comfort, for he was always that to me.

To my dear **Sisters**, **Hadjer**, **Khawla** and **Omayma**, I just want to let you know you mean the world to me. Only a heart as dear as yours would give so unselfishly.

To my dear **uncle Mustapha**, who shared his fatherhood, kindness and tenderness after the loss of our beloved father.

To my dear beloved partner **Mehdi**, who has supported and stood by me through every step.

To my dear cousins, **Aya**, **Ali**, **Mouatez**and **Adam**, for supporting and encouraging me to believe in myself.

To my dear cherished nephew and nieces, **Miral**, **Maram**, **Jawad** and **Jannah** for their delightful arrival into our family.

To my dear best friend **Ikhlas**, who has stood by my side through the ups and downs.

Chaima Belouad

Dedication 2

In the name of Allah, the Most Gracious and the Most Merciful,

All praises to Allah and my humblest gratitude to the holy Prophet Muhammad (Peace be upon him). I thank God for all the opportunities, trials, and strength that have been showered on me to complete this work. I'm totally sure that without his guidance this would not be true.

I dedicate this work

To my dearest parents, **KASSEH FATIMA AL ZOHRA** and **ABD EL WAHAB** who have always been my source of power and inspiration, and whose unconditional love and belief have given me the consistency to pursue my life journey;

To my beautiful sisters, **SIHAM**, **FAHIMA**, **ABLA**, and **OMAIMA** who have always supported me through my ups and downs. It couldn't be possible without you;

To my lovely niece and nephews, MAYAR, **MEHDI**, **ADAM**, and **NOAH** for bringing joy and happiness to our family;

To my dearest friends **CHAIMA BELOUAD** and **RIHANE AMANI** who provided support and encouragement through moments of happiness and sorrow;

At the end, a special dedication to my sister **SIHAM** and my brother **ISMAIL** (**KHIRO**), two beautiful souls left this world early, May Allah, forgive you and elevate your station among those who are guided. Your support was and will always be remembered.

Ikhlas Guidoum

Acknowledgments

Abstract

Writing in a foreign language is a challenging task for learners. Many EFL students struggle to master this skill even in the later stages of their academic careers. Content and Language Integrated Learning (CLIL), as an innovative approach, offers a dual focus on content knowledge and language proficiency. This dissertation attempts to investigate the attitudes of teachers and students towards the use of CLIL in developing writing skills. The study aims to answer two main questions: (1) What attitudes do teachers have about the use of content and integrated language in developing learners' writing skills? (2) What attitudes do students have about the use of content and integrated language in developing their writing skills? A questionnaire was submitted to (10) teachers at Mila University Centre to understand their opinions on using CLIL methods to develop learners' writing skills, and another questionnaire was given to (70) third-year English students at the same university to measure their reactions and attitudes towards CLIL in improving their writing skills. This research employs a mixed-method approach, combining qualitative and quantitative data collection methods. The analysis revealed a positive reaction among teachers towards the use of CLIL in improving writing skills despite the many obstacles that teachers may face. Also, students' responses demonstrated a highly positive attitude towards CLIL for developing writing skills. Students expressed a strong desire for increased involvement in CLIL classes, highlighting its essential role in improving their writing skills. Therefore, It is recommended to offer students more opportunities to be engaged in CLIL classes, ultimately resulting in enhanced writing skills.

Key words: Content and integrated language learning (CLIL), writing Skills, and attitudes.

List of Abbreviations, Symbols and Acronyms

BICS: Basic Interpersonal Communication Skills

CALP: Cognitive Academic Language Proficiency

CEIL: Content-and-English Integrated Learning

CLIL: Content and Integrated language learning

CUP: Common Underlying Proficiency

DLP: Dual Language Programs

EAE: The Eclectic Approach or Eclecticism

EFL: English as a foreign language

FLT: Foreign language Teaching

LAD: Language Acquisition Device

L2: Second language

Q: Question

SLA: Second language acquisition

UG: Universal Grammar

%: Percentage

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General Introduction

1. Background of the Study

In recent years, the importance of developing strong writing skills in language learning has become increasingly recognized due to its integral role in communication and academic achievement. Despite this recognition, a significant number of language learners still encounter difficulties in writing, often attributed to factors such as lack of motivation, insufficient language proficiency, and limited opportunities for engaging with authentic writing tasks.

On the same basis, CILL has emerged as a promising instructional approach aimed at addressing these writing barriers. By seamlessly integrating language learning with content instruction, CILL offers learners opportunities to engage with language in meaningful contexts, thereby fostering language acquisition through subject-specific content. This innovative approach has the potential to revolutionize language education by providing a dynamic and immersive learning environment that promotes language proficiency alongside subject knowledge acquisition.

As Algerian students of English, we have observed the challenges that teaching Writing poses, especially within university settings, proving to be a significant struggle for both educators and learners alike. This has motivated us to delve into the realm of CLIL to explore its potential impact on the teaching of writing.

2. Statement of the Problem

Within the educational sphere, there is a high demand for the exploration of innovative approaches to language teaching and learning. Unlike traditional approaches and methods, with a slight emphasis on productive use of language, the CILL offers a holistic approach that integrates language learning with content knowledge, offering unique opportunities for

enhancing language proficiency. The widespread adoption of the CLIL method underscores its significance in strengthening skills not only in the target language but also across diverse knowledge domains, with particular emphasis on writing skills. However, the need for a comprehensive understanding of CLIL's effectiveness in enhancing learners' writing skills remains, even though it holds promise for enhancing teaching and learning capacities. It is important to investigate the attitudes and roles of both teachers and learners within CLIL classrooms, as they are integral to the implementation and success of CLIL programs tailored for enhancing writing skills. Through gaining insights into teachers' attitudes and learners' perceptions, educators can refine CLIL instruction to facilitate the acquisition and mastery of writing skills and the improvement of the overall quality of language education.

3. Aims of the Study

This research aims at highlighting the significance of content and integrated language learning in fostering the development of learners 'writing skills. Also, it aims at investigating teachers' and students' attitudes toward the CLIL methods and their self-assessments of their writing competence in English under CLIL.

4. Research Questions

The current study is an attempt to answer the following questions:

- What attitudes do teachers have about the use of content and integrated language in developing learner's writing skills?
- What attitudes do students have about the use of content and integrated language in developing their writing skills?

5. Research Methods

This research employs a mixed method approach, combining qualitative and quantitative data collection methods. Quantitative methods focus on gathering numerical data for statistical analysis and presentation in percentages, while qualitative methods involve collecting open-ended, non-numerical data and analysing them using a non-statistical approach.

6. Means of Research

In order to investigate teachers' and students' attitudes towards the role of content and language integrated learning (CLIL) in improving writing skills, two main tools were used. First, a questionnaire was given to teachers of the English department at Mila University Centre, who taught different subjects like: linguistics, civilization, literature, didactics, etc, to understand their opinions towards the use of CLIL methods in developing writing skills for learners. A second questionnaire was directed to third year university learners at the Department of English at Mila University Centre. Its main purpose is to measure students' reaction and attitudes towards the use of CLIL to improve their writing skills.

7. Structure of the study

This study is presented into two main chapters. First, the theoretical chapter, dedicated to theoretical exploration, is divided into further two sections: Literature Review on CLIL, Literature Review on Writing Skills Development. Second, the practical chapter, represents the practical part of this study, is devoted to the analysis of the data gathered from the students' questionnaire and teachers' questionnaire. In addition to the discussion of the findings.

Chapter One: Content and Language Integrated Learning and Writing Skills

Section One: Content and Language Integrated Learning

Introduction

Society has undergone significant transformations in recent years, marked by emerging professional demands and evolving approaches to teaching and learning. One such approach, Content and Language Integrated Learning (CLIL), has seen remarkable growth in recent decades. CLIL, which combines language and content areas, offers flexible and authentic opportunities for language acquisition. With its expansion into pre-primary levels and anticipated further growth, CLIL is poised to play an increasingly vital role in education.

However, CLIL transcends mere language instruction, serving both as a learning tool and an educational objective itself (Coyle, 2007). Successful implementation requires collaborative efforts between language and subject teachers to develop tailored curricula and pedagogical approaches suited to the specific context (Coyle, 2006).

This section not only provides an overview of CLIL as a dual-focused educational approach but also delves into its theoretical underpinnings, frameworks, and practical implementations. Additionally, it explores various models, approaches, and experiences of CLIL from the perspectives of both educators and learners.

1.1. Overview of Content and Language Integrated Learning

To understand the overview of CLIL , It is better to define it and split it into three main terms: content, language learning, and integration. The significance of content in language assessment has grown since Bachman's model was introduced thirteen years ago, primarily due to various changes in language education and the field of language assessment. Language

education has been shifting towards methods that combine content and language, such as bilingual education and content-based instruction, which have been utilized in schools worldwide to cater to students learning content through a second or additional language because of globalization and immigration. In recent years, there has been a further expansion of instructional approaches that integrate content and language, exemplified by the rise of the CLIL movement, initially prominent in Europe and now also spreading to Asia and Latin America. Additionally, there has been a notable increase in the establishment of English-medium universities in regions where English is not the primary language (Coyle, Hood, & Marsh, 2010).

Language serves as the intricate map of a society's customs and beliefs, revealing its origins and aspirations. This profound assertion by Rita Mae Brown underscores the profound influence of language on cultural heritage, personal and social growth, and cognitive development. Moreover, the acquisition of language demands a deliberate approach or method to achieve its primary goal. Key considerations in the learning process include the selection of appropriate resources for learning and the effective utilization of these resources. While individuals employ various strategies in language acquisition, some prove more advantageous than others. The concept of "learning strategies" encompasses a range of interpretations, with scholars offering diverse definitions. Brown (1980) succinctly characterized learning strategies as processes that directly enhance learning, while Chamot (1987, as cited in Hismanoglu, 2000) expanded this definition to encompass processes, techniques, approaches, and actions that students employ to facilitate the acquisition and retention of linguistic and content-based information.

Learning is intricately tied to establishing connections across various domains: biologically, mentally, and experientially. The concept of "integration" in higher education emphasizes forging connections and applying knowledge in diverse contexts. This idea is not new, as

Newman (1852) highlighted the interconnectedness of knowledge. In contemporary times, "integration" is a key educational goal in the United States, emphasizing interconnected learning experiences. Challenges persist due to the traditional disciplinary structure of higher education, hindering the convergence of different concepts. Reports have identified a lack of integration in academia, calling for efforts to enhance connected learning among undergraduates. CLIL focuses on integration, blending content and language learning, as described by Pérez Vidal (2013) and Coyle (1999) who emphasize the interplay between subject matter and language acquisition within CLIL environments.

Figure 1: The 4Cs Framework for CLIL (Coyle 2005)

The 4Cs framework focuses on content, language utilization, and cognition in CLIL education. Content sets the foundation for learning, while language facilitates communication. Cognitive skills are developed by connecting concept formation, knowledge, and language, encouraging students to construct their own interpretations.

The triptych linguistic approach, introduced by Coyle (2002, 2007), integrates content learning with language learning, encompassing three distinct types of language, fostering a deeper understanding of linguistic and cultural differences:

The language of learning: it is the language needed for learners to access basic concepts and skills related to the subject.

The language for learning: it is the language needed to operate in foreign language classrooms or in a foreign environment.

The language through learning: it is the language, which is unplanned, because it cannot be controlled or predicted.

Figure 2: The Language Triptych (Coyle, Hood, Marsch,2010)
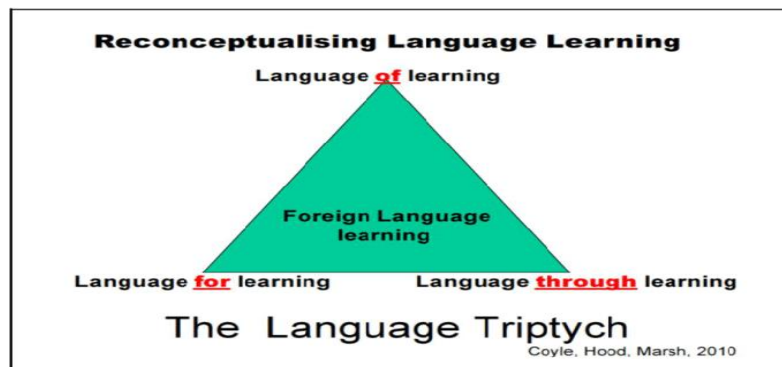
In summary, CLIL is a teaching approach that aims to integrate subjects like Science and Physical Education with a foreign language. Successful implementation requires teachers to assess students' language proficiency, align content and instruction, and adapt materials accordingly.

To sum up, CLILis a dual-focused methodology that emphasizes language and content equally (Mehisto, Marsh, &Frigols, 2008, p. 9). CLIL is an educational strategy where academic subjects are taught in a foreign language, typically in mainstream educational settings at various levels. While the "L" in CLIL theoretically represents any language, in practice, a few prestigious languages are commonly used. English is predominant in CLIL programs outside English-speaking nations, making CLIL often synonymous with Content-and-English Integrated Learning (CEIL) in this context (Eurydice Network, 2006; Fernandez et al., 2008; Lim & Low, 2009).

Figure 3: Uncovering CLIL Mehisto, et al. (2008)
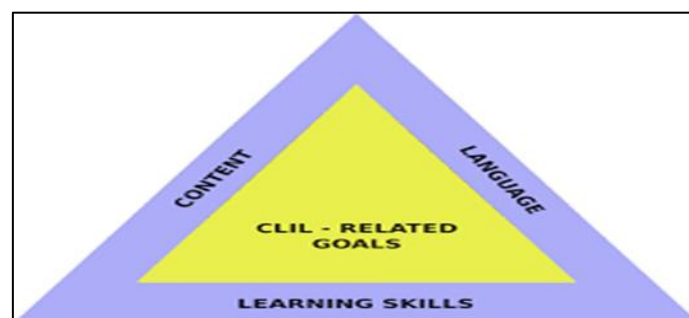
Additionally, CLIL distinguished by scholars like Gajo (2007), Lasagabaster (2008), and Coyle (2007), sets itself apart from other educational methods through two key features. Firstly, it emphasizes the seamless integration of language and content, giving them equal importance while allowing for contextual variations in emphasis. The goal is to develop proficiency in both areas by intertwining subject matter with the foreign language. Secondly, CLIL demonstrates adaptability to diverse socio-political and cultural contexts in Europe, offering a range of models from theme-centred language modules to cross-curricular approaches where content is taught in the foreign language, a method gaining traction in Europe (Gajo, 2007; Lasagabaster, 2008; Coyle, 2007).

1.2. Historical Development of CLIL

To understand better the current CLIL methodology, it is important to bear in mind complex historical factors from each region (Guillamón, Renau, 2015). According to Dale (2011, p.19-21), it is a consequence of the influence of bilingualism, second language acquisition theories, cognitive learning theories and constructivism. Coyle, Hood and Marsh (2010) emphasize specifically bilingual education and immersion and content-based language learning and teaching or English as an additional language. Although the word CLIL came into existence recently (1994), it is not a new educational phenomenon (Renau, Alonso, 2016b). In the end of the 19th century there were two ways of learning foreign languages among wealthy families. Some families sent their children abroad to learn a foreign language directly in the country where this language was spoken. Other families used to hire a tutor who taught their children grammar rules and vocabulary. As a consequence, many of them acquired languages through language instruction and thanks to daily appearance among the people.

The principle of learning foreign languages in their real context with meaningful subject content was emphasized by two notable pedagogues from Central Europe. The first pedagogue is J.A. Comenius (1592-1670), who paid a lot of attention to effective language teaching. The

second pedagogue is Slovakian Matthias Bel (1684-1749), who was a teacher and headmaster of two grammar schools located in a multilingual German-Hungarian-Slovak-Czech region. For Bel, the language was a mean to teach the content of the curriculum. He reduced the number of grammar rules to a minimum and focused on developing communicative competence and on raising students' interest in the cultural context of languages.

Before the year 1970, the need to design language and content integrated programs was the result of some geographic, demographic and economic issues. The aim of these programs was to offer children a bilingual education and to make them capable of communicating with native speakers. As a result, programs, which immerse students in a language different from their mother tongue were developed and implemented in various schools. In the 1970s and 1980s the term "immersion" was used as a synonym of bilingual education. Subsequently, immersion programs were designed and spread all over Canada, the United States and the rest of the world. Due to the success of these programs, Europeans became interested in language policy.

In 1978, the European Commission issued a proposal to encourage teaching in schools through more than one language. Later, in 1983, the European Parliament requested the European Commission to promote a new program to improve foreign language teaching. Owing to the development of various teaching methods and the historical, sociological and educational factors within each region, various sorts of integrated approaches to teach foreign languages came up. The acronym CLIL was coined by David Marsh, a member of a team working in the area of multilingualism and bilingual education at the Finnish University of Jyväskylä in 1994. The initial concept of CLIL was used to designate teaching subjects through a foreign language. During the 1990s, the acronym CLIL became the most extensively used term for the integrated content and language education in Europe. According to Marsh (2012, p. 1), "the European launch of CLIL during 1994 was both political and educational. The political driver was based in a vision that mobility across the EU required higher levels of

language competence in designated languages than was found to be the case at that time. The educational driver, influenced by other major bilingual initiatives such as in Canada, was to design and otherwise adapt existing language teaching approaches so as to provide a wide range of students with higher levels of competence." In 2006, the Eurydice stated that CLIL was available in the majority of European member states.

The last decade has testified an increase in CLIL research, although it has focused more on the linguistic than the non-linguistic elements of CLIL. Thanks to multi-disciplinary research done by linguists, educators, psychologists and neurologists, the model of dual language and content aims has been gradually complemented by a third strong research focus, which is the emphasis on student's learning strategies and thinking skills (Mehisto et al., 2008). Nowadays, communication and foreign languages have more importance than some years ago. English is the language of international communication, for this reason English teaching should not be limited to the study of its structure, but to the use of the language in different contexts in order to be adapted to this new reality (Díaz Merino, 2010). The current education law is the Organic Law of Education 2/2006, on 3rd May. This law introduced some competences underlining, for example, the competence in linguistic communication, as it happened during the 1960s and 1970s with the implementation of the Communicative Language Teaching Method, whose main objectives were making communicative competence the goal of language teaching and developing procedures for the teaching of the four language skills.

The current educational system is based in this law, and as a consequence, the main objective of nowadays foreign language lessons is to help students acquire a communicative competence through the four language skills. Currently, lessons follow the eclectic approach, which consists in choosing activities and strategies from different language teaching approaches and methods in order to suit for their own teaching purposes. The Eclectic Approach or Eclecticism (EAE)was proposed as a reaction to the abundance of teaching methods in the 1970s and the

1980s, and now it can be observed in almost all foreign language lessons, due to the fact that language teachers choose various strategies from all the existing methods.

1.3. Evolution Of CLIL

The term CLIL was coined by David Marsh, professor and researcher at University of Jyväskylä, Finland (1994): 'CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.' Coyle (1999) introduced the 4Cs-Framework, which outlines the theoretical principles for planning CLIL programs, including content, communication, cognition, and culture. In the quest for effective CLIL programs, Navés (2009) delineates a set of parameters and prerequisites essential for the proper development of the CLIL methodology. Firstly, it is imperative to uphold and honor the learners' culture and first language (L1) as they wield significant influence in the process of acquiring a foreign language. Secondly, CLIL educators must possess bilingual or multilingual proficiency and undergo comprehensive training, with a mandate to hold permanent positions within the educational institution. Thirdly, the incorporation and contextualization of the target language within the classroom environment are crucial aspects of CLIL implementation. Moreover, active involvement and support from students' parents are essential to foster the successful integration of CLIL practices. Lastly, meticulous planning of materials utilized in CLIL contexts is paramount to ensure effective and engaging learning experiences.

Additionally, Mehisto, Marsh and Frigols (2008) suggest that this teaching-learning approach increases motivation, since it is challenging. Another crucial aspect that has to be taken into account when implementing CLIL programs is that teachers are required to be teachers of both language and content simultaneously (Cummins 1994). Generally, this condition is not viable, since content teachers are neither native speakers nor experts in the foreign language. In these cases, team teaching is the most appropriate methodology to be

taken. This method involves mutual support and learning from each other, particularly from the language teacher towards the content teacher, in the form of development of content terminology and materials, and advising on how the linguistic issues should be assessed (Pavón-Vazquez, Ellison, 2013).In recent years another principle, which reinforces the effectiveness of the CLIL methodology, has appeared. It is considered the fifth "C", as it is the term "competence". CLIL teachers think about the things their students are be able to do after the lesson, either about the lesson content or about the language that is being learnt. Therefore, when teachers plan a CLIL lesson, they have to bear in mind five principles:

Content: Educators use familiar topics in lessons to enhance students' understanding and retention, preparing them for future studies and facilitating a seamless transition between familiar and new information.

Communication: CLIL instruction uses a strategic approach with minimal teacher talk, emphasizing collaborative learning. Students engage in group work, discussions, and use target language, fostering a dynamic and immersive learning environment.

Cognition: CLIL education fosters independent thinking and critical reasoning skills through probing questions, fostering a culture of intellectual inquiry and problem-solving. This equips students with the necessary tools for success and innovation in the professional world.

Community or culture: In CLIL education, teachers guide students to connect academic content with practical realities, fostering a deeper understanding of their learning experiences. This process empowers students to appreciate the value of their knowledge and enrich their lives.

Competence: CLIL teachers think about the can-do statements they want their students to be able to make after the lesson, either about the lesson content or about the language that is being learnt.

Figure 4: The 5Cs of CLIL (2015)
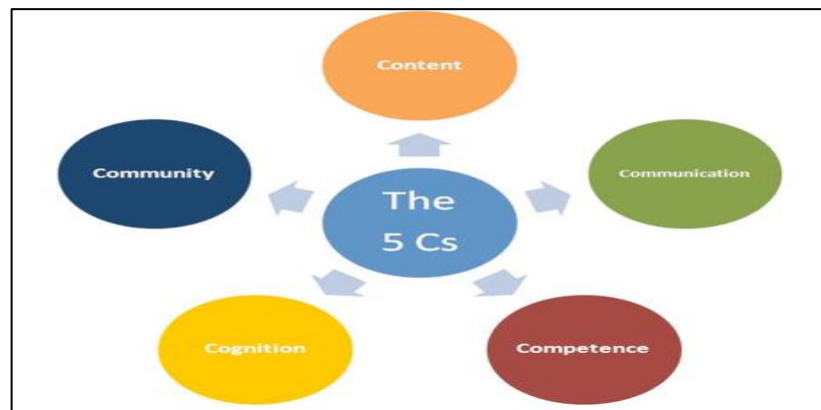
1.4. General Aims of CLIL

An early definition of the twofold aims of CLIL is: "to provide learning outcomes in the chosen subject … at the same level as the standard mother tongue curriculum; and, to provide learning outcomes in the L2 which exceed the standard curriculum" (Masih, 1999, p.8). The positive learning outcomes associated with CLIL in recent research (e.g. Baetens -Beardsmore, 2008) reaffirm the validity of these goals. Looking at the role of language in subject pedagogies may support the effective negotiation of content and language interests and concerns in CLIL.

Maljers et al. (2007) provide a comprehensive overview of CLIL practices in Europe, highlighting its goals of promoting linguistic diversity and enhancing language proficiency through immersion in subject-specific content. CLIL aims to prepare students for a global society by exposing them to various languages and cultures, fostering cross-cultural dialogue and understanding. The authors emphasize the importance of including regional languages as target languages alongside English. Additionally, CLIL aims to increase student motivation and engagement by connecting language learning to meaningful content and real-world contexts, fostering critical thinking, problem-solving, and academic skills (Maljers et al., 2007).

1.5 Learning Theories And CLIL

1.5.1 The Monitor Model

One of the most influential theories on second language acquisition, which has also featured prominently in rationales for CLIL, is Stephen D. Krashen's monitor model (Grabe, Stoller, 1998). Developed in the late 70s as the first "comprehensive theory" of SLA, it has influenced teaching notably and promoted a natural approach towards language learning (Mitchell, Myles, 1998). Proposing that language acquisition needs a thorough diet of comprehensible input in a setting which focuses on language meaning rather than form, the monitor hypothesis seems to have designated CLIL as the ideal method for language learning. It is therefore not surprising that Krashen's ideas have been of "major significance as a conceptual reference point for CLIL" (Dalton-Puffer & Smit, 2007, p.10).In fact, Krashen's model constituted the first theory on second language acquisition which has been drawn on extensively in rationales for CLIL (Grabe, Stoller, 1998).

1.5.1.1 Teaching Practices and Language Learning theories: The Origins of Krashen's Monitor Model

To better understand Krashen's hypotheses, it is beneficial to briefly explore the theoretical concepts on language learning and teaching that have shaped his ideas, as well as the early evolution of CLIL. There have been a number of significant developments in language learning theory and practice over the time leading up to the monitor model.

The shift away from grammar-based language teaching emerged post-World War II when traditional methods proved inadequate for rapid language acquisition required by soldiers. This led to innovative teaching approaches focusing on communication rather than grammar (Krashen & Terrell, 1983). Concurrently, a shift in psychological perspectives from

behaviourism to cognitive views of learning occurred, with Chomsky challenging behaviourist notions by proposing the concept of Universal Grammar (UG) or Language Acquisition Device (LAD) (Block, 2003; Mitchell & Myles, 1998). Chomsky's theory suggests an innate language acquisition mechanism in humans, influencing language learning and structure acquisition (Mitchell & Myles, 1998). These ideas not only influenced first language acquisition but also had implications for second language learning (Lightbown & Spada, 2000).

Lastly, it should be noted that the 1960s saw a rise in the significance of sociolinguistic notions. By highlighting the fact that communicative competence entails more than just understanding grammatical rules, they increased scepticism regarding language instruction that is solely based on syntax (Block, 2003). According to Dell Hymes (1972, p. 278), "the rules of grammar would be useless without the rules of usage."

Krashen's language learning model and CLIL method acknowledge grammar's limitations, emphasize communicative skills, and use input to enhance language proficiency.

1.5.1.2 The Monitor Model and CLIL

As was previously indicated, CLIL rationales largely rely from Krashen's theory. This is understandable given that the fundamentals of CLIL largely align with Krashen's theories on effective language instruction. For instance, Krashen contends that a successful language education program must facilitate language acquisition. Two requirements must be met in order for acquisition to occur. The first is that a large amount of significant, understandable, and relevant input of type I+1 needs to be given. This occurs organically when the target language is employed as the medium of education for both language lessons and subject-specific instruction.

As Krashen points out: ''comprehensible subject- matter teaching *is* language teaching – the subject– matter class is a language class if it is made comprehensible. In fact, the subject-matter

class may even be better than the language class for language acquisition. In language classes operating according to the principle of comprehensible input, teachers always face the problem of what to talk about. In immersion, the topic is automatically provided - it is the subject matter'' (Krashen, 1985, p.16).

A low affective filter is the second requirement for acquisition. In order to lower anxiety levels, Krashen suggests focusing on meaning rather than immediately correcting grammatical faults. In CLIL classes, this is the case. For the students in CLIL classes, "language is a means to an end" (Mehisto, Marsh &Frigols, 2008, p.32). Content is frequently prioritized, and only content knowledge is evaluated (Krashen, 1985, p.17). As a result, students are typically permitted to switch to their native tongue in CLIL and grammar faults are not corrected (Mehisto, Marsh &Frigols, 2008, p.105). Therefore, it appears that CLIL also satisfies the second need that permits successful acquisition.

Therefore, when adopting Krashen's theory on language acquisition good results for foreign language development can be expected from CLIL. Indeed, studies on CLIL pupils' motivation, language anxiety and language proficiency, show impressive data. For example, CLIL students appear to be less reticent when it comes to using the foreign language, as predicted by Krashen. For instance, Dalton-Puffer (2007, p.281) observed in her research on conversation in Austrian CLIL classrooms that students do not appear humiliated if they do not have enough language. Instead, kids take ownership of their lexical gaps and start to fill them. This behaviour is entirely distinct from what is seen in typical language classes.

CLIL has a favourable impact on students' motivation and attitude toward language acquisition. A focus on meaning coupled with a large amount of difficult but understandable input appears to enable a level of language competency growth that is unmatched by ordinary language instruction. For example, the initial evaluation studies on Canadian French immersion quickly stopped comparing immersion students to normal French class participants because the

former significantly outperformed their core FSL (French as a Second Language) peers. Rather, native speakers of the target language are now used to compare immersion students to (Cummins & Swain, 1996). Furthermore, as predicted by Krashen's theory, immersion programs appear to help students generally reach high levels of communicative competence in addition to producing a small percentage of "good learners" (Krashen & Terrell, 1983). For instance, Cummins notes that immersion appears to make learning foreign languages more accessible to people who struggle greatly with conventional language training or have IQs below average (Cummins & Swain, 1996).

The results of this approach to language education are encouraging and lend support to the use of CLIL, although the foreign language learner's proficiency does not fully grow as predicted by Krashen's hypothesis. Although the productive skills of students in extensive CLIL programs do not match those of native speakers, their receptive skills do (Mitchell & Myles, 1998). Thus, it appears that CLIL does not offer the best environment for language learning since it does not provide a meaning-focused natural "language bath" in understandable input. This finding has changed CLIL and language instruction guidelines, as well as prompted additional theorizing in the field of SLA. The following chapters of this thesis take into account both of these factors.

1.5.2 The Interaction Hypothesis

Krashen's monitor model and immersion programs evaluations led to the need for further theoretical development, resulting in the development ofCLIL.

In the early 1980s, researchers like Michael Long highlighted the importance of interaction in second language development (Mitchell & Myles, 1998). Interaction improves input quality, benefiting language acquisition (Long, 2003). Interactive learning environments enhance communicative efficiency and the acquisition of language strategies (Gass & Varonis, 1994).

Negotiation for meaning in interactions fine-tunes input to learners' competence without losing complexity (Long, 2003). The new interaction hypothesis stresses the role of negotiation for meaning in connecting input, learner capacities, and output for effective acquisition (Long, 2003). Interaction not only aids in comprehensible input but also focuses on language form through feedback and communication breakdowns, facilitating noticing and correction of linguistic gaps (Long, 2003). Ultimately, interaction is crucial in second language acquisition, underlining the need to include interaction and negotiation for meaning in language teaching practices.

1.5.3 The Output Hypothesis

As was previously indicated, the initial assessment tests conducted on immersion students revealed some areas of the students' second language development were hindered. Extensive research was done on the language proficiency of the students as well as the discourse in immersion schools to determine why this would be the case. These studies' study findings led to the development of the output hypothesis. This hypothesis should complement Krashen's input hypothesis and the interaction hypothesis by suggesting that a third component- namely output- is needed for second language development to proceed optimally (Mitchell & Myles, 1998).

As Krashen's monitor model has already shown, thorough CLIL has shown to be quite successful in the initial reviews of immersion programs. Academic proficiency and first language acquisition progress in tandem with immersion programs, perhaps even somewhat more so than in traditional classroom settings. Students in immersion programs also significantly outperform those in conventional language lessons in terms of second language growth at the same time. Both vocabulary knowledge and communication skills have significantly increased. Immersion students have native-like receptive abilities, including as reading and listening (Cummins, 1998).

Nevertheless, second language development is not ideal. According to a Merrill Swain (1985) study, early French immersion students demonstrated poor grammatical proficiency when compared to native French speakers, even though they had received a lot of exposure to French language in an immersion program. The immersion students' considerably higher morphosyntactic errors hampered their ability to create temporal linkages in discourse and negatively impacted their sociolinguistic competency. The immersion students were proficient in speaking and writing, but their sociolinguistic and conversation skills were limited by their poor grammar (Swain, 1985).

Grammatical development issues were linked to restricted exposure to French outside of school, according to Swain's research of the learning environment of immersion students. It was found that a major element influencing language results was the classroom environment, with limited input and a deficiency of grammatical structures in classroom discourse impeding opportunities for acquisition (Swain, 1985). Due to the frequent disconnection between grammar instruction and subject matter in immersion classrooms, language manipulation lacks a communicative context (Swain, 1996). Furthermore, Swain observed that immersion students produced little in the way of output, engaged in little classroom discussion, and corrected few errors—a sign that teachers prioritized meaning above proper language use (Swain, 1996).

Based on these studies on learning conditions and learning outcomes in immersion classrooms Swain drew the conclusion that comprehensible input will contribute differentially to second language acquisition depending on the nature of that input and the aspects of second language acquisition one is concerned with (Swain, 1985).

According to Swain's approach, language structures that are absent from input cannot be learned, underscoring the importance of input in language learning. Even though a lot of input helps with receptive skills development, it cannot result in productive grammatical skills that are native-like. In order to improve learners' grammar development, Swain recommended

encouraging output production. She emphasized the significance of "comprehensible output," which is output that is just a little bit above learners' current competency level and encourages accurate language production (Swain, 1996).

Research by Swain and Lapkin (1995) demonstrated the benefits of strategies used during the production of comprehensible output in language acquisition. In a study involving immersion pupils working in pairs on writing tasks, verbalizing their thoughts led to engaging reasoning processes such as assessing grammaticality, rule application, and exploring alternatives. Swain concluded that comprehensible output serves important cognitive functions like noticing, hypothesis testing, and conscious reflection on language structure, which are not fully realized in input-focused classrooms (Swain, 1995).

In conclusion, Comprehension-based immersion classrooms may not be optimal for language learning due to limited input and output opportunities, impacting cognitive processes and native-like grammar levels (Swain, 1995).

1.5.3.1 Language Learning in CLIL: Limitations and Remedies

As previously indicated, immersion students have not fully developed their grammar competence in the target language. This is because immersion schools place restrictions on input and output, two crucial components of successful language acquisition. Similar limitations have been observed in studies on CLIL programs other than immersion, indicating that this is a problem that many CLIL programs must deal with. A number of recommendations have been put out that ought to assist in offsetting the previously described constraints.

Firstly, it seems essential that language goals be established for CLIL courses as content instruction through a second or foreign language does not supply all the grammar structures that the student might need to know (Dalton- Puffer, 2007).

Tasks that offer sufficient targeted input can be created if these objectives are clearly stated (Swain, 1996). The focus of these exercises should be on form-meaning mappings, which illustrate how specific grammatical structures can be applied to discuss subject matter or other important issues even more clearly and efficiently (Lyster, 2007). Thus, it is imperative that language and content be interwoven. Additionally, it is necessary to repeat phases with rich input in order to guarantee that students learn structures that are otherwise underutilized in class discussion (Lightbown & Spada, 2000).

Secondly, in order to promote the learner's advantageous cognitive processes connected to language production, opportunities for output and interaction must be offered. This means that assignments involving the negotiation of meaning, such information gap exercises, or which promote metalinguistic analysis. As per Swain (1995), communicative activities that necessitate collaborative language form negotiation among students to convey a particular meaning are likely to be particularly beneficial for the acquisition of grammar in the target language.

Feedback is crucial for promoting "comprehensible output" and enhancing grammar proficiency (Swain, 1996). Selecting appropriate feedback types is important to balance clarity and non-intrusiveness, as suggested by Lyster (2007). The use of prompts in CLIL classes can facilitate self-correction while maintaining communication flow. The debate on the most effective feedback for language learning is ongoing.

In conclusion, researchers suggest that a systematic approach to language pedagogy is needed in immersion and content-based classrooms (Lyster, 2007). Language form should be considered in CLIL, emphasizing rich input, language invention, form reflection, and feedback within communicative activities.

1.5.4 Sociocultural Theory

Since the 1970s, the input-interaction-output model has predominated the field of second language acquisition research. However, new and more general theories on learning have entered the domain. One of these is sociocultural theory based on the works of Russian developmental psychologist Lev Vygotsky (Block, 2003). As a theory which investigates how mental processes and hence learning relate to the sociocultural environment, sociocultural theory has thrown a new light on second language acquisition. It has also offered some valuable insights which help to understand the limitations for language learning in CLIL classrooms.

1.5.4.1 Sociocultural Theory, SLA Theory and Teaching

Sociocultural theory challenges traditional language acquisition models, emphasizing language as a social tool within activity systems (Block, 2003). Language learning is seen as community participation, emphasizing group work for co-constructing knowledge and exploring language functions (Mitchell & Myles, 1998; Donato, 1994). Group work enables collaborative language use to achieve learning goals (Donato, 1994), but individual learners have unique agendas in the internalization process (Lantolf& Thorne, 2006).

Sociocultural theory emphasizes using language for mental regulation and internalization in language teaching (Lantolf& Thorne, 2006). Advocating the use of the mother tongue alongside the foreign language, as the latter may not fully serve advanced regulatory functions (Lantolf& Thorne, 2006). Grammar teaching is supported by Vygotsky for helping learners gain conscious language control and enhance their use of this symbolic tool (Lantolf& Thorne, 2006).

To sum up, language serves a variety of social and mental purposes, making a comprehensive approach to SLA theory and instruction necessary in order to comprehend and successfully support language development.

1.5.4.2 CLIL Classes as a Language Learning Environment: Taking a Sociocultural Perspective

The sociocultural perspective on CLIL highlights challenges related to language acquisition models, where CLIL classrooms often mirror traditional discourse structures, limiting language input and output opportunities (Dalton-Puffer & Smit, 2007). Despite the initial belief that CLIL would provide authentic language input, research shows constraints on language acquisition due to conventional discourse patterns in CLIL classrooms (Swain, 1985; Dalton-Puffer, 2007). CLIL classes focus on content transmission rather than social language functions, leading to diglossia and limited language use for social interactions (Tarone & Swain, 1995). Incorporating native speakers or team teaching can transform roles in CLIL classrooms, fostering a collaborative and friendly atmosphere (Dalton-Puffer, 2007). A sociocultural perspective emphasizes the need to analyse CLIL within the school activity system, highlighting constraints on learning typical of school environments (Dalton-Puffer, 2007). While CLIL may not independently drive language acquisition, it offers educational innovation and potential for improved learning outcomes by disrupting traditional discourse patterns and role assignments (Dalton-Puffer, 2007). Overall, CLIL has the capacity to enhance educational conditions by benefiting language learning and subject-specific knowledge acquisition.

1.5.5 Constructivism

New learning theories are complementing the traditional input-interaction-output model of language acquisition, with CLIL focusing on general learning theories like constructivist psychological theories (Dalton-Puffer & Smit, 2007). Social constructivism's impact on CLIL classes is discussed, with a focus on epistemic constructivism linked to Jean Piaget's

developmental psychology emphasizing language and social interaction for learning (Wolff, 2007).

1.5.5.1 Constructivism and CLIL

According to constructivism, learning occurs when individuals experience disequilibrium and see the need to adjust their schemata. CLIL enhances the adaptive value of learning the target language by integrating it into various subject areas, making it relevant for understanding and communicating content knowledge (Wolff, 1996). In CLIL classrooms, the target language is linked to new concepts, providing immediate relevance and motivation for students interested in the subject areas or the language itself (Snow, Met & Genesee, 1989).

To facilitate learning, a learner's motivation and a stimulating learning environment are essential.CLIL serves as such an environment by offering substantial subject-specific language input and tasks to be completed in a foreign language (Wolff, 2007). The thematic organization of content subjects in CLIL ensures that topics are interconnected, aiding in better retention of the language learned (Grabe & Stoller, 1998). Constructivism emphasizes the need for integrating new knowledge into existing mental concepts to enhance retention.

However, existing research suggests that while CLIL is effective in cultivating communicative competence in academic settings, opportunities for developing social knowledge are limited (Dalton-Puffer, 2007). Additionally, the CLIL classroom does not challenge students in terms of target language grammar; the emphasis on language meaning does not stimulate the construction of target language grammar once comprehension is achieved (Swain & Lapkin, 1995). Regarding the development of learning and communication strategies, the CLIL environment appears to promote the creation of language strategies like skimming and scanning to extract meaning from texts (Wolff, 1996). Teachers in Dual Language Programs (DLP) noted that students in CLIL classes excel at deriving meaning from

texts even when unfamiliar with every word, unlike students in regular English classes who often struggle with unfamiliar vocabulary.

To sum up, CLIL classrooms foster meaning-focused language learning methodologies and academic language abilities by offering disequilibrium and opportunities for construction in academic subjects, promoting grammatical precision and social language usage skills.

1.5.6 Cummins' Hypotheses on Bilingualism

Cummins' research on bilinguals and CLIL programs reveals CLIL's success in facilitating mother tongue and target language development, but also highlights challenges faced by immigrants. (Baker, 2006).

1.5.6.1 Bilingualism and Cognition

Cummins encountered conflicting findings on the impact of bilingualism, attributing these disparities to varying definitions of bilingualism across studies, making comparisons challenging (Cummins & Swain, 1996). Despite this, the significant differences in the evaluations of bilingualism remained evident.

Research on CLIL has shown that bilingualism does not hinder the development of first language or content knowledge. In fact, studies from the 1960s and 1970s indicated that bilingual individuals may have linguistic and cognitive advantages over monolinguals. Further research has supported this idea, demonstrating that bilinguals have superior divergent thinking skills and cognitive flexibility. Bilingual children also show advanced metalinguistic knowledge and early awareness of language's symbolic nature, along with faster acquisition of complex syntactic structures. This positive relationship between bilingualism and cognition is seen in immersion students and minority language speakers. Overall, environments that support additive bilingualism have positive effects on cognition (Cummins & Swain, 1996).

Cummins' research demonstrates a link between bilingualism and cognition, with additive bilingualism potentially surpassing monolingual proficiency levels. He introduced the interdependence hypothesis and the threshold hypothesis to explain this phenomenon. The interdependence hypothesis suggests that languages build on a common underlying proficiency (CUP), while the threshold hypothesis states that a certain proficiency level is needed to access the CUP without negative cognitive effects. Skutnabb-Kangas and Toukomaa's study illustrates how language development impacts cognitive and academic skills. Cummins emphasizes the significance of cognitive academic language proficiency (CALP) in education, distinguishing it from basic interpersonal communication skills (BICS). Task design for language-limited students should consider cognitive demands and context to enhance learning outcomes (Cummins & Swain, 1996).

1.5.6.2 Cummins' Hypotheses and CLIL:

When analysing CLIL and taking Cummins' assumptions into account, it is evident that classrooms using CLIL are more likely to foster the growth of CALP than BICS. In CLIL classrooms, students can get instruction in all the areas required to build CALP, or cognitive academic language proficiency (Grabe & Stoller, 1998). The ability for CALP to be formed in CLIL classes is highly encouraging, especially in light of the fact that one of the primary objectives of CLIL is to educate students for the information society.

Additionally, Cummins' theories offer guidance on the appropriate distribution of languages within CLIL programs. It has been noted that students must meet specific proficiency levels to avoid negative cognitive effects, and surpass even higher thresholds to achieve above-average cognitive growth. Consequently, the language less utilized in the child's environment should be prioritized in the classroom to ensure that both cognitive development channels for bilingual children remain open. As a result, immigrant children should receive support in their native language (Cummins & Swain, 1996). Conversely, students from majority language

backgrounds should be exposed to the foreign language as much as possible, achievable through the implementation of CLIL (Cummins & Swain, 1996). Transfer at the level of the common underlying proficiency will then ensure the development of both languages and, consequently, cognition to a very high level, as demonstrated by evidence from immersion classrooms.

In summary, the application of CLIL is anticipated to be advantageous for the development of target language as well as first language and cognitive development, based on Cummins' interdependence and threshold hypothesis. It is reasonable to anticipate the development of cognitive academic language proficiency in particular. His theories therefore provide compelling justification for the use of content-and language-integrated learning.

1.6 Exploring the Connection Between CLIL and Conventional Foreign Language Instruction

Reading scholarly works on CLIL reveals that the benefits of CLIL are frequently highlighted by drawing comparisons with traditional foreign language training. While foreign language classes are associated with grammar-based, inefficient, unauthentic, and painful language acquisition, CLIL classrooms are typically promoted as authentic, natural, meaning-focused, and communicative learning settings (Dalton-Puffer & Smit, 2007). Considering the history of CLIL which has developed as an alternative to unsuccessful grammar-driven language teaching, a certain scepticism towards regular foreign language instruction in academic literature on CLIL is comprehensible.Despite the strong criticism and the adversarial relationship, it fosters between CLIL and conventional foreign language teaching, the rationale for CLIL is compelling. Dieter Wolff argues that subjects like Geography or History offer substantial and authentic learning material, which is more engaging than the often-contrived content found in language classrooms. He emphasizes that traditional language classrooms

present predetermined and simplified linguistic content, structured based on outdated learning principles, while non-language content is reduced to stereotypical everyday life sequences (Wolff, 2007).

CLIL is praised for offering authentic and relevant content, making it more motivating for students compared to traditional foreign language instruction. In contrast, traditional foreign language classrooms often present stereotypical and inauthentic content, which can hinder student engagement. This raises questions about the value of traditional foreign language instruction for language development and prompts considerations about potential applications in foreign language education (Cummins & Swain, 1996).

As has been discussed earlier in this thesis about the sociocultural theory, the activity system in which learning is conducted has an impact on the activity (Dalton- Puffer, 2007). Since CLIL and traditional foreign language instruction are provided in the same setting, a school, learning in both contexts is influenced by comparable factors. Consequently, it is not unexpected that the IRF (initiation-response-feedback) structure of discourse, which is common to instruction in all academic topics, has limits that impair language learning in CLIL. Therefore, it is impossible to make a distinction between CLIL and foreign language instruction, at least not in this particular area. Instead, both must be viewed as institutional learning environments that exhibit characteristics that are "natural" for educational settings (Dalton- Puffer, 2007).

Examining the linguistic and content components also reveals that foreign language instruction is not the antithesis of CLIL, but rather that there are many similarities between the two methodologies. Teaching other languages, for instance, involves substance. This content includes data about the target language's culture, language structure, and "content" such the students' interests, hobbies, and families. Even the integration of information from other school disciplines is recommended by the Austrian curriculum for the first foreign language taught at the lower secondary level (Dalton- Puffer, 2007).

Furthermore, contemporary foreign language instruction, like CLIL, focuses on developing communicative skill; it is therefore difficult to compare grammar-focused language instruction, which was the norm at the time CLIL was founded. It is clear from this that teaching foreign languages relies on content, emphasizes communication, and prioritizes the functional rather than the formal parts of grammar.

Additionally, CLIL practitioners are now encouraged to reintroduce a focus on grammar into their teaching, as explicit attention to language form is seen as important for the development of grammar knowledge in CLIL classrooms. The idea that CLIL and FLT represent opposing approaches should be reconsidered, with a shift towards viewing them as content or language-driven CLIL, respectively. While CLIL primarily focuses on teaching content through a foreign language, it may hinder the development of grammar competence and Basic Interpersonal Communication Skills (BICS). The balance between attention to form and meaning in CLIL is crucial for effective language learning, and the integration of grammar instruction in CLIL should focus on aspects that are not salient in input, differ from the learners' mother tongue, or lack high communicative value (Lyster, 2007).

CLIL is effective in developing Cognitive Academic Language Proficiency (CALP) and receptive language skills in students, but it may neglect the development of grammar competence and BICS (Lyster, 2007). The relationship between CLIL and FLT is complex, with both approaches sharing similarities in their focus on meaning and communication but differing in their treatment of grammar and BICS. Further research is needed to explore how grammar and BICS instruction can be effectively integrated into CLIL to support optimal learning outcomes. Regular foreign language teaching should provide grammar knowledge to support learners' grammar development and cater to those who prefer a more analytical approach to language learning (Lyster, 2007). The question of how CLIL can fully integrate

language and content aims, and whether CLIL and FLT should exist as distinct subjects with differing focuses, remains a topic for future research.

1.7 CLIL Types

CLIL is commonly associated with the teaching of subjects like Science, Social Studies, Mathematics, and Arts. When the primary focus of instruction is on the content, it is considered to be a hard type of CLIL. On the other hand, when the main objective is language acquisition and the content is used as a vehicle, it is referred to as a soft type of CLIL. Prasetianto (2015, as cited in Murillo, 2016) identifies three types of CLIL, which can be applied within bilingual programs: hard CLIL, mid CLIL, and soft CLIL (Murillo, 2016, p.10).

Hard CLIL involves teaching half of the curriculum in the target language, making it a content-cantered or content-driven approach (Prasetianto, 2015). This approach emphasizes the content of the subject as the primary objective, often implemented through partial immersion (British Council, 2014).

Mid CLIL is implemented in some schools where specific subjects are taught through CLIL during a limited number of hours, utilizing various CLIL modules (Prasetianto, 2015).

Soft CLIL, as proposed by Prasetianto (2015), focuses on integrating a subject into an English Language Teaching (ELT) course, with an emphasis on language learning through diverse content topics. This approach may also encompass a broader cultural context.

The EFL Ecuadorian curriculum incorporates CLIL as a fundamental principle, aiming to integrate language learning with cultural and cognitive aspects to facilitate student development (Ministry of Education of Ecuador, 2016, p.3). It is based on the CLIL approach oriented towards language, where the content of other subjects is leveraged for significant language use. In accordance with Prasetianto's classification, the EFL Ecuadorian curriculum aligns with a soft CLIL approach (Prasetianto, 2015 cited in Murillo, 2016).

1.8 CLIL Into Practice with a Focus on Higher Education:

Meyer (2010), outlines several key strategies for implementing the CLIL approach, including offering rich input, providing scaffolding, encouraging interactive and challenging output, incorporating the (inter)cultural aspect, advancing higher-order thinking skills, and fostering long-term learning. While these strategies represent a compilation of best practices, other authors have categorized them differently to assist educators in implementing CLIL in their schools.

1.8.1 Syllabus

According to Coyle, Hood, and Marsh (2010, p. 49), the development of work units and yearly programs in CLIL involves six essential phases. First, it is crucial to cultivate a shared understanding of CLIL principles and establish key objectives. Second, a comprehensive analysis of the educational context must be conducted, considering factors such as the type and size of the school, the surrounding environment, institutional needs, teacher availability, and existing policies. This detailed characterization allows for the personalization of the CLIL context, ensuring the program is tailored to meet the specific requirements of the educational setting and its participants. This structured approach facilitates the effective implementation of CLIL, aligning it with the unique demands and conditions of the institution.

The third aspect pertains to strategic planning, incorporating the 4 Cs through a task-based approach. Implementing CLIL in higher education offers a diverse array of topics and themes to enhance learners' knowledge and curiosity, with science being a particularly captivating subject. Some sessions may delve into topics that may initially seem to belong to a single subject but often encompass multiple, if not all, subjects. Cognitive development involves stimulating learners through creativity, critical thinking, and knowledge processing, enabling them to enhance their cognitive abilities while acquiring new knowledge. This acquired

knowledge is presented as challenges that aid in the development of practical skills applicable in various real-life scenarios. Communication is fostered through utilizing language to learn and convey ideas, thoughts, and values. In higher education, learners engage in meaningful interactions, allowing them to practice communicative skills through activities. Lastly, culture is explored by interpreting and comprehending the significance of content and language in shaping identity and fostering global citizenship. Encouraging learners to partake in activities that facilitate understanding of cultural similarities and differences using authentic materials is crucial. Coyle et al. (2010, p.64) emphasize that intercultural experiences can be cultivated through various approaches, transforming CLIL into a "lived-through" encounter: either by creating interdisciplinary connections within the classroom environment or by linking unit content with the external world. The latter approach promotes a more harmonious coexistence founded on cultural awareness and respect. In essence, Academic and Cultural CLIL are taught, as highlighted by Coyle et al. (2010, p.64).

The fourth phase entails setting up the unit, which includes gathering the necessary tools and materials, creating the task progression (BICS and CALP), and creating the activities that will take place during the sessions. Due to the dearth of prefabricated materials that meet the requirements of context-specific units, this stage is typically the longest. It may be linguistically and culturally challenging to use learning resources intended for non-CLIL situations (Coyle et al 2010, p.64).

The fifth one then focuses on tracking and assessing CLIL in practice, mostly using the CLIL Matrix, a tool that links language and cognitive levels in the bilingual classroom and was derived from Cummins' model (1984). According to Coyle (2005, p. 9), the matrix is an effective tool for auditing instructional materials. Creating tasks and resources that are both cognitively demanding and linguistically accessible is the biggest problem facing CLIL teachers. It must be made clear that this is an evaluation of the unit, not the learning of the

pupils. It focuses on comprehending classroom procedures as they change in order to obtain knowledge that guides planning for the future.

Figure 05 : CLIL Matrix (from Cummins, 1984)
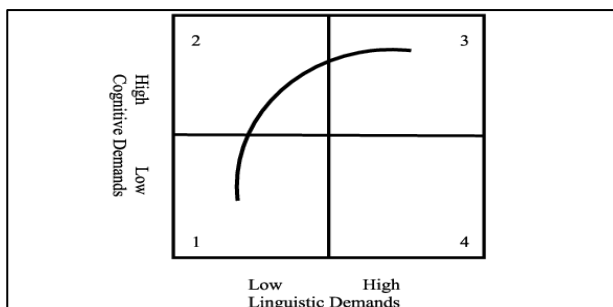
The final and sixth step deals with the establishment of learning communities. In order to do this, teachers must share their own conception of what needs to be taught and learned, according to Coyle et al. (2010, p. 69). A workable solution is to create professional learning communities both inside and across institutions so that ideas and resources may be shared.

1.8.2 Materials

Mehisto (2012, p. 17–25) generally recommends that high-quality CLIL materials should aim to incorporate authentic language and authentic language use, as well as making the learning intentions (language, content, and academic skills) and procedures evident to the students.

1.8.3 Assessment

Assessment plays a crucial role in CLIL, involving the evaluation of didactic sequences, student performance, and teacher practices, as highlighted by Mihisto, Marsh &Frigols (2008). It is a continuous process integrated into lesson planning to adjust content, language, and teaching methods for improved outcomes. The assessment includes maintaining subject content objectives similar to those for native students and emphasizing continuous language assessment focusing on comprehension over correction, in line with Schwarzt (2018). It also covers various skills like communicative, cognitive, practical, and learning-to-learn skills, assessed through the 4Cs framework and the progression from BICS to CALP using the CLIL

Matrix. The evaluation primarily centers on students, assessing their strengths, weaknesses, motivation, and support received. Utilizing concrete statements such as WALT (We Are Learning To) or WILF (What I am Looking For) familiarizes students with learning goals and assessment criteria. Two types of assessment, summative and formative, are discussed, with a suggestion to initially focus on formative processes, as recommended by Doyle et al. (2009).

1.8.3 Teacher's Role

The role of a CLIL teacher is crucial in facilitating learning through another language, requiring competencies in multilingual awareness as highlighted by García (in Schwartz, 2018, p.92). Teachers play a significant role in guiding students through learning objectives and evaluations, focusing on input, interaction, and output. Providing rich and challenging input, encouraging interaction among students, and offering continuous feedback and scaffolding are essential strategies in the CLIL classroom, as emphasized by Fernández (2014, p.13) and Schwartz (2018). Teachers gradually shift from using students' first language to introducing the target language, supporting students' language acquisition process. The emphasis is on creating opportunities for students to produce and apply new learning, laying the linguistic foundations for future stages of education.

Conclusion

To summarize, CLIL intertwines language learning with subject content to enhance students' academic and linguistic development. Grounded in various theories, CLIL promotes language proficiency, content knowledge, cognitive skills, and intercultural competence. Successful implementation requires collaboration between teachers, careful planning, and effective instructional strategies. Overall, CLIL is a valuable approach that prepares students for success in a globalized world by deepening their understanding of subject content and fostering bilingual proficiency.

Section Two: Writing Skills Development

Introduction

Learning a foreign language involves the acquisition and mastery of four essential language skills: listening, speaking, reading, and writing. Among these skills, writing is often perceived as the most challenging and time-consuming activity to excel in. Recognizing this, educators teaching foreign languages strive to identify effective methods and techniques that can aid in the development of their students' writing abilities. In the context of CLIL classes, writing holds a significant position as it offers students a platform to hone their academic language usage, showcase their understanding of subject matter, and cultivate critical thinking capabilities. This introduction delves into the pivotal role of writing within CLIL environments and its potential to enhance both language proficiency and content comprehension among students. Throughout this section, we will delve into the essence of this particular language skill, emphasizing its significance and its distinctive characteristics. By exploring these aspects, we aim to underscore the importance of writing in CLIL classes and elucidate how it can serve as a catalyst for enriched learning experiences for students.

1.1 Definition of Writing

Writing is the act of expressing thoughts, feelings, and concepts through written language. Owing to the lengthy history of this ability and its significance, the term "writing" can have multiple definitions. According to Coulmas (2003), writing has at least six meanings: (1) a system for visually or tactilely recording language; (2) the process of utilizing such a system; (3) the output of this process, a text; (4) the specific form of this output, a script style like block letter writing; (5) artistic composition; and (6) a vocation.

However, Saussure (1959) held that writing is a means of representing language and that language and writing are separate systems. "Language and writing are two distinct systems of

signs; the second exists solely to represent the first," he clarifies. Continuing along the same vein, Bloomfield (1993, p.21) believes that "writing is not language, but merely a way of recording language by means of visible mark"

In addition to studying language and writing as two separate systems, researchers examined language proficiency from a linguistic standpoint, in addition to examining language and writing as two distinct systems. Writing can be defined as "marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules," according to Hyland (2003, p.3). Written language is comprised of words, phrases, and sentences that are connected by a system of grammatical rules, according to Hyland's definition.

Meanwhile, according to some experts, this skill is more about its application than its appearance. Writing, for example, is defined by Brown (2001) as the process of putting thoughts and ideas on paper, structuring them, and giving them a cohesive framework. Writing is the reflection of one's knowledge, experiences, and ideas on paper, according to a recent study by Drijbooms (2016). Writing is primarily about transmitting meaning by turning thoughts into words.

In summary, it can be inferred that writing is a multifaceted process that fulfills various functions, including self-expression and storytelling.

1.2 Importance of Writing

Writing is a skill that needs to be actively taught and acquired, rather than simply gained through practice. Teaching writing is challenging as it involves conveying ideas, emotions, and experiences to the reader. Essentially, writing serves as a form of communication between writers and readers.

In the field of education, writing is a crucial medium and it is used for different purposes, Suleiman (2000) stresses that writing is an essential factor of language. The written language has an important social and educational function.

According to Clark and Dug Dale (2009, p.4), "writing is an essential skill that allows people to contribute to the economy and fully participate in today's society." Students need to become proficient writers because it's a critical talent.

Harmer (2004) asserts that the writing process involves examining the actions individuals take when creating written materials. Developing writing skills is essential for students to enhance creativity, curiosity, and self-awareness. Writing offers various benefits, including improving thinking skills, facilitating feedback exchange, providing information, expressing persuasion, and sharing opinions. It is emphasized that writing is a crucial component of learning a foreign language.

1.3 Characteristics of Writing

Good writing is a combination of various elements such as grammar, punctuation, and spelling. It also caters to the audience's interests and showcases the writer's personality.

In the table below, Barrass (2005) shows the characteristics of a good piece of writing:

Table 1: Some Characteristics of Scholarly Writing (Barrass, 2005, p.25).

Characteristic	Explanation
Accuracy, appropriateness, balance	To the subject, to the reader, and to the occasion showing an awareness of all sides of a question; maintaining a sense of proportion.
Clarity, completeness, consistency	In the use of numbers, names, abbreviations, spelling, punctuation, etc.

Control	Paying careful attention to arrangement, presentation and timing – so as to affect the reader in a chosen way
Explanation, impartiality, interest, objectivity	Unbiased by preconceived ideas holding the reader's attention –with all conclusions based on evidence, not on unsupported opinion.
Order, originality, persuasiveness, precision	Convincing the reader by evidence and argument exact definition supported, as appropriate, by counting or by accurate measurement–with no irrelevant material.
Relevance, simplicity, sincerity, unity	the quality of frankness, honesty the quality of wholeness, coherence

1.4 The writing skill and teaching approaches

In foreign language education, the teaching of writing has evolved significantly, with a shift from syntax and grammar-based structures to context-based organization and discourse (Nemouchi, 2014). Three modern approaches overlap in teaching writing: the process-based approach, the product-based approach, and the genre-based approach. These approaches are selected based on the objectives of teaching (Richard and Rodgers, 1986, as cited in Selvaraj & Aziz, 2019). An approach is defined as a set of assumptions about language teaching and learning, while a writing approach encompasses beliefs about the process of writing and the strategies and techniques used to teach writing (Selvaraj & Aziz, 2019).

1.4.1 The product-oriented approach

The product-oriented approach to teaching writing emphasizes correcting and reinforcing the end results of learners' writing tasks, focusing on grammaticality, accuracy, syntax, and rhetorical drills (Silva, 1990). This approach requires students to produce readable, coherent texts following discourse conventions (Nunan, 1989). It involves using a model text for students to imitate and emphasizes the final product over the writing process (White, 1988).

However, this approach has been criticized for its linear view of writing, overlooking process skills and limiting creative thinking and language development.

1.4.2 The process-oriented approach

The process-oriented approach to teaching writing focuses on the cognitive process learners undergo to achieve the final product, emphasizing writing fluency over accuracy (Badger & White, 2000; White, 1980). Unlike the product-oriented approach, teachers in this model act as facilitators rather than controllers, allowing learners to initiate ideas and communicate knowledge freely (White, 1980). Learners progress through stages such as prewriting, composing, revising, and editing, with feedback from teachers and peers playing a crucial role in the development of writing skills (Tribble, 1996). However, critics argue that this approach may prioritize the writing process over content and audience considerations, potentially neglecting grammaticality and sociocultural aspects of writing (Johns, 1995).

1.4.3 The genre-oriented approach

The genre-oriented approach to teaching writing focuses on the social and cultural context of writing and different types of texts and genres (Badger & White, 2000; Swales, 1990). This approach emphasizes teaching textual regularities and conventions of different genres to help learners communicate effectively and improve their language competence in specific contexts (Nemouchi, 2014). By connecting linguistic conventions with rhetorical effects, this approach aims to help students understand how and why language is used in writing (Nemouchi, 2014). In the genre-oriented approach, learners analyse model texts, identify language forms and structures, and then produce similar texts, tailored to the specific social context and purpose of communication (Dudley-Evans, 1997).

1.5 Implementation of CLIL in Writing

The implementation of CLIL in writing is based on Dale, Es, and Tanner's (2011) theory. Dale, *et al.* state that "CLIL subject teacher plays an important role in encouraging their learners to

produce different types of written output" (Dale, *et al.* 2011, p.139). There are several points that CLIL teachers should follow in teaching writing through CLIL, as follows:

Firstly, the discussion of text types, aims, and audience, Dale et al. (2011) highlight the necessity for learners to recognize and work with various text types to write effectively. Text types such as newspaper articles, poems, laboratory reports, and posters serve different functions and cater to distinct audiences, requiring writers to adapt their style and approach accordingly (Dale et al., 2011, p.141). By familiarizing themselves with different text types, learners can use them as models for their own writing.

Moreover, to further aid students in their writing endeavours, teachers can provide text examples as references. Dale et al. (2011) suggests that analysing good texts with learners can help them understand the characteristics of well-organized and clear writing. By discussing these examples, students can become acquainted with different text types and use them as inspiration for their own writing (Dale et al., 2011, p.142).

Additionally, in the process of teaching writing, it is essential to help learners overcome challenges such as writer's block. Dale et al. (2011) recommends encouraging students to think about their ideas before starting to write, as this can help them kickstart the writing process (Dale et al., 2011, p.144). Additionally, engaging in joint construction, where teachers and students collaboratively write a text, can be a beneficial learning experience that enhances students' writing skills (Dale et al., 2011).

As students' progress in their writing abilities, guiding and supporting their initial attempts from simple to complex texts is crucial. Dale et al. (2011) suggest starting with short writing assignments before advancing to longer, more formal texts to develop students' writing proficiency gradually (Dale et al., 2011, p. 144). Moreover, scaffolding the writing process, particularly in CLIL, can provide support for students as they navigate writing tasks (Dale et al., 2011, p. 145).

From another hand, encouraging learners to write independently is a key aspect of fostering their writing skills. Dale et al. (2011) stresses the importance of providing ample opportunities for students to practice writing autonomously to build their confidence and proficiency as independent writers (Dale et al., 2011, p.148). Additionally, incorporating peer reviewing where students give feedback on each other's work can further enhance their writing skills and promote independence in writing (Dale et al., 2011, p.149). By following these methodological approaches and strategies, educators can effectively support learners in developing their writing abilities across various text types and genres.

Conclusion

In conclusion, writing plays a pivotal role in the development of language proficiency and critical thinking skills in CLIL classes. By applying a variety of writing approaches such as, the process-oriented approach, the product-oriented approach ,and the genre-oriented approach ;understanding text types; and providing support for overcoming challenges ; educators can effectively nurture students' writing abilities. Encouraging independent writing and peer reviewing further enhance students' proficiency and confidence in expressing themselves through written language. Through these strategies, CLIL teachers can empower students to become proficient writers who can effectively communicate their understanding of subject matter and engage in academic discourse.

Chapter Two: Students and teachers Questionnaire

Introduction

In seeking to explore attitudes of teachers and students towards using content and integrated language learning (CLIL) in developing writing skills, this researcher has carefully designed a methodological framework to guide the selection of procedures and techniques for data collection, analysis, and interpretation. This section outlines the sampling methods, data collection instruments, analysis techniques, and overall approach chosen to ensure the validity and reliability of the study, providing valuable insights into the effectiveness of CLIL in enhancing learners' writing skills and addressing key challenges in language education.

This chapter is divided into two sections. Section one focuses on the students' questionnaire, analysis, and discussion to explore their attitudes and perceptions towards the use of CLIL to improve their writing skills. On the other hand, section two is dedicated to the teachers' questionnaire, analysis, and discussion of their attitudes towards using CLIL to enhance their learners' writing skills.

Section One: Students Questionnaire

2.1 Population and Sampling

The target population for this study is third-year English students at Mila University Centre during the 2023/2024 academic year. We chose this group for several reasons. It appears that third-year university students have significant writing problems that should have been addressed earlier. Additionally, In the Algerian education, CLIL is not utilized at lower educational levels, only at higher education, where English is used as a foreign language to teach various modules.

The students' questionnaire has been administered to 70 students who have been

selected randomly out of 233 students.

2.2 Description of the Questionnaire

The questionnaire consists of fourteenth open-ended, close-ended and multiple-choice questions divided into three sections as follows:

Section One: General Information (Q1-Q3)

In this section, students were asked about their enjoyment of writing, their proficiency level in writing, and how much their writing skills have improved over the past three academic years.

Section Two: Writing Skills (Q4-Q7)

This section focuses on the writing skills. The questions delt with the essential elements of effective writing, the most challenging aspects of writing, the teaching approaches followed by teachers, and whether students believe that written expression sessions are sufficient for enhancing their writing skills.

Section Three: Content and Integrated Language Learning (CLIL) Methods (Q8 – Q14)

The final section explores the types of tasks students typically perform in class, their feelings about writing tasks that require both content knowledge and language proficiency, the primary focus of teachers in evaluating written productions, the impact of feedback on content and language proficiency, students' motivation to improve writing skills through CLIL activities, and the role of CLIL in fostering students' writing skills.

2.3 Analysis of Results and Findings from Students' Questionnaire

The given questionnaire is divided into two types of data: quantitative and qualitative. The quantitative types of data obtained from the closed-ended questions (yes /no questions and multiple choices questions) are analysed using descriptive analysis and presented in figures to visually display the findings, summarize the data, and identify patterns in the given responses. The data obtained were described and interpreted to draw conclusions based on the research questions. On the other hand, the qualitative data deal with teachers' responses with non-numerical methods that involve using a thematic analysis to identify and generate patterns, themes and codes to interpret the texts provided.

2.3.1 Section One: General Information

Q1. Do you enjoy writing?

Table 2: Students Enjoyment of Writing

	Number	Percentage (%)
A lot	16	22,9
Moderately	24	34,3
Not much	28	40
Not at all	2	2,9
Total	70	100

Question 1 was asked to identify learners 'attitudes towards writing skill. The results reveal varied attitudes towards writing among the 70 students. A total of 22.9% (16 students) enjoy writing a lot, and 34.3% (24 students) enjoy it moderately. Conversely, 40% (28 students) do not enjoy writing much, and 2.9% (2 students) do not enjoy it at all. This indicates that while 57.2% of students have a positive attitude towards writing, a significant 42.9% have a negative or indifferent stance.

Q2. How good are you at writing?

Table 3: Students Writing Skill Level of Proficiency

	Number	Percentage (%)
Excellent	9	12,9
Above average	29	41,4

	Number	Percentage (%)
Average	28	40
Bad	4	5,7
Total	70	100

The results of Question 2 show the self-assessed writing abilities of the 70 students. A total of 12.9% (9 students) rate their writing skills as excellent, and 41.4% (29 students) consider their skills above average. Additionally, 40% (28 students) rate their skills as average, while 5.7% (4 students) consider themselves bad at writing. This indicates that a majority of students (54.3%) perceive their writing skills to be above average or excellent, while 45.7% see themselves as average or below. CLIL's emphasis on integrating content knowledge and language proficiency can effectively support both students who already have strong writing skills and those who need additional help to improve.

Q3. How much have your writing skills improved through the past three academic years?

Table 4: Students Writing Improvement

	Number	Percentage (%)
A lot	23	32,9
Moderately	32	45,7
Not much	14	20
Not at all	1	1,4
Total	70	100

The question 3 aimed to evaluate how effective traditional methods are in teaching writing. Results show that 20% of participants noticed a big improvement in their writing over the past three years. About one-third felt a significant enhancement, while 45.7% experienced a moderate improvement. On the other hand, 20% of participants felt there was little progress in their skills, and a few reported no improvement. Overall, most participants recognized a notable progress in their writing abilities. This suggests that current teaching methods are contributing

moderately to enhance their writing abilities. However, integrating CLIL could provide additional support and lead to even greater improvements.

2.3.2 Section Two: Writing Skills

Q4. In your opinion, what is the most important element for an effective piece of writing?

Table 5: The Most Important Element in Writing

	Number	Percentage (%)
Correct Grammar points (tenses, punctuation, spelling, etc)	13	18,6
Good choice of Vocabulary	7	10
Correct sentence structure	14	20
Content and its development	11	15,7
Coherence, relevance, and cohesion	22	31,4
All of them	3	4,2
Total	70	100

The aim behind Question Q4 was to assess students' perceptions of the most important element for effective writing. This information can be valuable for educators to tailor effective strategies and methods to meet the perceived needs and priorities of learners. Coherence, relevance, and cohesion are seen as the most crucial by the largest group, making up 31.4% of the responses. Correct sentence structure is valued by 20%, while correct grammar points are deemed essential by 18.6%. Content and its development are prioritized by 15.7%, and a good choice of vocabulary is considered important by 10%. A small percentage, 4.2%, believe all these elements are equally important.

Q5. According to your experience with writing, what is the most challenging aspect in generating a piece of writing for you?

Table 6: The Most Challenging Aspect in Writing

	Number	Percentage (%)
Correct Grammar points (tenses, punctuation, spelling, etc)	15	21,4
Good choice of Vocabulary	12	17,1
Correct sentence structure	10	14,3
Content and its development	24	34,3
Coherence, relevance, and cohesion	8	11,4
All of them	1	1,4
Total	70	100

The results of Question Q5 identify the most challenging aspects of writing for the 70 students. Content development is the biggest challenge, cited by 34.3% of students. Correct grammar points (21.4%), vocabulary choice (17.1%), and sentence structure (14.3%) are also significant challenges. Coherence and cohesion are difficult for 11.4%, while only 1.4% find all aspects equally challenging. These findings highlight the need for targeted support in content organization and grammatical accuracy, which can be addressed effectively through CLIL programs that integrate language and content learning.

Q6. Which of the following approaches do your teachers usually follow?

Table 7: Writing Approaches Used by Teachers

	Number	Percentage (%)
The process-oriented approach	17	24,3
The product-oriented approach	16	22,9

	Number	Percentage (%)
The genre-oriented approach	5	7,1
All of the above	32	45,7
Total	70	100

Almost half of the teachers use a combination of process-oriented, product-oriented, and genre-oriented teaching approaches, according to 70 students. Specifically, 24.3% observe the process-oriented approach, 22.9% the product-oriented approach, and 7.1% the genre-oriented approach. The process-oriented approach supports iterative learning, the product-oriented approach focuses on producing coherent work, and the genre-oriented approach exposes students to various writing styles. Integrating these methods can enhance the effectiveness of CLIL programs in addressing language and content learning comprehensively.

Q7. Do you believe that written expression sessions are sufficient enough for enhancing writing skills?

Please justify...

Table 8: The Sufficiency of Written Expression Sessions

	Number	Percentage (%)
Yes	17	24,3
No	53	75,7
Total	70	100

Justification:

Table 9 : Students Perspective toward Written Sessions

Themes / Codes	Number / percentage (%)	Justification
Importance of Practice outside the class	27 / 38,57 %	The need for practice outside the class.
Integration of Other Skills	10 / 14,38%	the importance of integrating listening and reading with writing.
Insufficient Time and Sessions	27 / 38,57 %	the inadequacy of current session time.
Modern Methods and Creative Approaches	6 / 8,57 %	the adoption of modern methods and creative writing approaches.
Total	70 / 100	/

The results revealed that 75.7% of participants consider writing sessions insufficient for improving writing skills, while 24.3% find them helpful. Students justified with the need for extra practice outside of class, combining listening and reading activities, not enough time allocated for workshops, and the promotion of modern teaching methods. These findings indicate that CLIL, which combines content learning with language acquisition in an immersive manner, provides learners with more efficient ways to enhance their writing skills. The conclusions drawn from this study highlight the importance of CLIL in offering learners additional opportunities to practice writing, thus enhancing their overall language proficiency and content knowledge.

2.3.3 Section Three: Content and Integrated Language Learning (CLIL) methods

Q8. What type of tasks you typically perform inside the class?

Table 70: Tasks Preformed Inside the Class by Students

	Number	Percentage (%)
Written production (such as essays, paragraphs, reports, emails, etc)	42	60
Multiple choices	3	4,3
Problem solving activities	5	7,1
Debates	4	5,7
Role plays	1	1,4
Presentations	13	18,6
Project-based learning	1	1,4
Games	2	2,9
Total	**70**	**100**

Question 8 aimed to identify the most commonly used tasks in class by teachers across various modules. The results indicate that the majority of teachers rely on written tasks, such as essays, paragraphs, reports, and emails. This preference for written production aligns well with the objectives of CLIL , which emphasizes language acquisition through content-based instruction.

Q9. How do you feel about writing tasks that require both content knowledge and language proficiency?

Table 11: Attitudes of Students Towards Integrated Tasks

	Number	Percentage(%)
Enjoy the challenge of integrating content and language skills	39	55,7
Find it difficult to balance content and language requirements	22	31,4

	Number	Percentage (%)
Prefer writing assignments focused solely on language features	5	7,1
Prefer writing assignments focused solely on content development	4	5,7
Total	70	100

Students ' attitudes towards writing tasks requiring content knowledge and language proficiency varied. Half of the students (55.7%) enjoyed the challenge of integrating both skills. 31.4% found it difficult to balance content and language requirements. Some preferred tasks focusing solely on language (7.1%) or content development (5.7%). These diverse responses highlight different perspectives on integrated writing tasks.

Q10. In your opinion, which of the following aspects should be the primary focus of teachers in evaluating and assessing your written productions?

Table 12: Primary Focus of Evaluation and Assessment

	Number	*Percentage (%)*
Linguistic proficiency	9	12,9
Content development	11	15,7
Both	50	71,4
Total	70	100

Question 10 aimed to identify Students' attitudes toward the criteria on which their written productions should be evaluated. the majority (71.4%) believe that both linguistic proficiency and content development should be equally emphasized. Meanwhile, 15.7% think content development should be the main focus, and 12.9% prioritize linguistic proficiency. These results highlight the prevalent attitude that a balanced assessment approach is essential for effective evaluation of written work.

Q11. What do you think about giving feedback on both the accuracy of the content and the language proficiency can help you improve your writing skills in a Content and Language Integrated Learning (CLIL) classroom?

Table 13: Teachers Feedback Preferences

	Number	*Percentage (%)*
Feedback should focus on language proficiency only to improve writing.	9	12,9
Feedback on both content and language helps students develop a deeper understanding and enhance their writing.	58	82,9
Feedback is not important for improving students' writing skills in a CLIL classroom.	3	4,3
Total	70	100

Question 11 explored students' views on the impact of feedback on both content accuracy and language proficiency in a CLIL classroom. The majority (82.9%) believe that such comprehensive feedback aids in developing a deeper understanding and enhancing their writing skills. A smaller portion (12.9%) feels feedback should solely focus on language proficiency, while only 4.3% think feedback is not crucial for improving writing skills in a CLIL environment. These responses highlight the importance students place on receiving detailed feedback that addresses both content and language aspects to improve their writing.

Q12. How motivated are you to improve your writing skills through Content and Language Integrated Learning (CLIL) activities?

Table 14: Student Motivation for Writing Under CLIL

	Number	Percentage (%)
Highly motivated, as it combines language learning with interesting content	30	42,9
Moderately motivated, depending on the specific content areas	36	51,4
Not motivated, prefer traditional language learning methods for writing skills improvement	4	5,7
Total	70	100

Question 12 aimed to rate students' motivation and self-regulation in improving their writing skills through CLIL activities. The majority (51.4%) are moderately motivated, showing interest depending on specific content areas, which indicates a level of self-regulation in selecting engaging topics. A significant portion (42.9%) is highly motivated by the integration of language learning with engaging content, reflecting strong intrinsic motivation. A small minority (5.7%) is not motivated and prefers traditional language learning methods, suggesting a lower level of self-regulation and adaptation to innovative approaches. These findings highlight the overall positive impact of CLIL activities on student motivation and self-regulation in writing skill improvement.

Q13. Does CLIL plays a pivotal role in fostering students' writing skills?

Table 15: Role of CLIL In Developing Writing Skill

	Number	Percentage (%)
Yes	69	98,6
No	1	1,4
Total	70	100

If yes, CLIL methods can enhance writing skills by:

Table 16: Benefits of CLIL in Improving Writing

	Number	Percentage (%)
Providing opportunities to practice writing in authentic contexts	22	31,4
Overcoming writing difficulties through constant teachers' feedback	19	27,1
Focusing on genre-specific writing in different content areas which allows diversity in writing styles	12	17,1
Allowing the development of writing topics through content knowledge integration	17	24,3
Total	70	100

Question 13 aimed to understand students' attitudes toward the role of Content and Language Integrated Learning (CLIL) in enhancing their writing skills. The overwhelming majority of students (98.6%) recognized CLIL's pivotal role in fostering their writing abilities. However, a small minority (1.4%) held a contrasting viewpoint. Those who agreed highlighted various ways in which CLIL methods contribute to improving writing skills, results were highlighted in the previous table.

Q14. Would you like to be engaged more in CLIL classes in the future? Please justify ..

Table 17: Future Engagement in CLIL Classes

	Number	Percentage (%)
Yes	60	85,7
No	10	14,3
Total	70	100

Justification

Table 18: Students Justifications for Future Engagement in CLIL Classes

Theme / Code	Number / percentage	Justification
Desire to Enhance Writing Skills and motivation	34 / 49 %	Nearly half of the comments express a strong motivation to improve writing skills and engage in the learning process, highlighting the importance of practice and a desire for personal development.
Engagement and Interest in CLIL	14 / 20 %	One-fifth of the comments emphasize the benefits of CLIL, which integrates content and language learning for a more immersive and effective educational experience.
Preference for Feedback and Modern Methods	8 / 11%	Some commenters prefer receiving constructive feedback and using modern teaching methods to enhance their writing skills.
Negative Attitudes Towards Writing	4 / 6 %	A small portion of comments reflect a dislike for writing and a lack of interest in improving writing skills, indicating the need for motivational strategies and approaches such as CLIL.

Question 14 served as the concluding question in our questionnaire, aiming to summarize students' overall attitudes towards further engagement in CLIL classes. The results showed that the majority (85.7%) expressed a desire to be more involved in CLIL classes in the future, while a minority (14.3%) indicated otherwise.

The justifications provided by the students were outlined within the table, categorizing them into several themes: desire to Enhance Writing Skills and Motivation ,engagement and

Interest in CLIL , Preference for Feedback and Modern Methods ,and Negative Attitudes Towards Writing

2.4 Discussion of the findings

Through students' questionnaire analysis, students' responses reveal a strong positive attitude towards CLIL in the development of writing skills. Students expressed a strong desire for further engagement in CLIL classes, emphasizing its crucial role in enhancing their ability to write effectively. Their comments underscore the perceived benefits of CLIL, including opportunities for authentic writing practice, integration of content knowledge with language proficiency, and effective strategies for addressing writing challenges.

Students appreciated CLIL's unique approach. This approach integrates content knowledge with language learning, providing students with a holistic learning experience that enhances both their subject understanding and language proficiency. They valued the opportunities CLIL provides for authentic writing practice, where they can apply their language skills in real-world contexts relevant to their academic subjects. This practical application of language learning not only enhances their writing proficiency but also deepens their understanding of subject matter content.

Furthermore, students recognize CLIL's effectiveness in addressing writing difficulties through consistent teacher feedback. They appreciated the constant guidance and support provided by teachers on both content and language use, which helps them overcome challenges and improve their writing skills. Additionally, students appreciate CLIL's use of mixed approaches in writing across different content areas, which allows for a diverse range of writing experiences tailored to their interests and learning needs.

In conclusion, students' overwhelmingly positive attitudes towards CLIL as a method for improving writing skills reflect the effectiveness and value of this approach. Their desire for increased engagement in CLIL classes emphasizes the importance of integrating content and language learning to enhance writing abilities

Section Two: Teachers' Questionnaire

2.1 Population and sampling

The questionnaire was emailed to teachers in the Department of English at Abdelhafid Boussouf University Centre, whose experience and classroom observations are an important and vital contribution in achieving the aim of this research. Ultimately, we have received 10 responses to our questionnaires from teachers. Age, sex, personal information are unnecessary in this research. Therefore, they are not controlled or taken into account.

2.2 Description of the Questionnaire

The questionnaire consists of eighteenth open-ended, close-ended and multiple-choice questions divided into three sections as follows:

Section One: Background Information (Q1-Q3):

This section gathers general information about the teachers, including their degree, years of teaching experience, and the module they teach.

Section Two: Target Professional Competence in CLIL (Q4-Q8):

This section deals with teachers' competence and implementation of CLIL. It explores their knowledge about CLIL, whether they use it in teaching content, their training in CLIL methods, ability to plan integrated lessons, and strategies to support language learning in content classes.

Section Three: CLIL and Writing Skills (Q9-Q18):

This section explores the relationship between CLIL and writing skills, covering task types, frequency of writing instruction, student assignments, writing approaches, preferences, feedback, assessment focus, limitations in CLIL implementation for writing, task prioritization, CLIL's impact on student writing skills, and teachers' future involvement in CLIL classes.

2.3 Analysis of Results and Findings from teachers' Questionnaire

2.3.1 Section one: Background information

Q1. What is your degree?

Table 19: Teachers Educational Background

	Number	Percentage (%)
License (BA)	2	20
Magister/Master (MA)	5	50
Doctorate (PhD)	3	30
Total	10	100

The educational background of teachers has a significant impact on how they teach and their openness to new teaching methods like Content and Language Integrated Learning (CLIL). In question (1), 80% of teachers have advanced degrees, such as Master's and Doctorates which indicates a highly educated teaching group. 20 % of teachers have a degree in license (BA) .

Q2. How many years of experience do you have in teaching?

Table 20: Teachers' Experience in Teaching

	Number	Percentage (%)
From 1 year to 4 years	5	50
From 5 years to 10 years	2	20
More than 10 years	3	30
Total	10	100

Teaching experience is crucial for embracing innovative methods like CLIL. With 50% of teachers having 1 to 4 years of experience, they're in a pivotal phase of learning. Another 20% have 5 to 10 years of experience, and 30% have over 10 years of experience.

Q3. **What module do you teach?**

Table 21: List of the Taught modules

Module	Number of teachers	Percentage %
Didactics	3	30
Literature	2	20
Linguistics	3	30
Civilization	2	20

The diversity in modules, including Didactics, Literature, Linguistics, and Civilization, shows the range of modules and content where CLIL can be applied.

2.3.2 Section Two: Target Professional Competence in CLIL

Q4. How much do you know about CLIL?

Table 22: Teachers Knowledge about CLIL

	Number	*Percentage (%)*
A lot	0	0
enough	5	50
A little	3	30
Nothing	2	20
Total	10	100

The lack of CLIL knowledge among teachers may lead to negative attitudes as teachers might view it as an added challenge rather than a beneficial teaching method.one reported a deep understanding, while fifty percent claimed to have enough knowledge. However, thirty percent admitted to knowing only a little, and twenty percent confessed to having no knowledge at all. These findings underscore the need for targeted educational efforts to enhance understanding and promote positive attitudes towards CLIL.

Q5. Considering CLIL as teaching Content and a foreign language simultaneously, have you ever used CLIL in delivering your content?

Table 23: Frequency of CLIL Utilization

	Number	Percentage (%)
Always	1	10
Sometimes	5	50
Not much	2	20
Never	2	20
Total	10	100

The data shows the varying frequency of CLIL utilization among teachers in delivering content. Only a minority, comprising 10% of the surveyed group, reported using CLIL always, indicating consistent integration of both content and foreign language instruction. The majority, constituting 50%, reported using CLIL sometimes. However, 20% indicated using CLIL not much. Another (20%) stated never using it. This variation in CLIL usage indicates different levels of familiarity and comfort with the approach among teachers.

Q6. Have you received any formal training (lectures, seminaries, conferences ...) in how to implement CLIL in your teaching practice?

Table 24 : Teachers Formal Training on CLIL

	Number	Percentage (%)
Yes	3	30
No	7	70
Total	10	100

Thirty percent of teachers received formal CLIL training, while 70% did not. This indicates a potential gap in professional development opportunities, which could hinder effective CLIL

implementation. Targeted training programs may help bridge this gap, empowering with necessary skills for successful CLIL integration.

Q7. Are you able to plan content (Needs, goals, objectives, materials, tasks, etc.) and language integrated lessons according to the stated curriculum?

Table 25: CLIL Content Plan

	Number	Percentage (%)
Yes	5	50
No	10	1
maybe	4	40
Total	10	100

This question assesses teachers' confidence in planning content and language integrated lessons according to the stated curriculum, which can directly relate to their attitudes towards CLIL. Teachers who feel confident in their ability to plan such lessons may be more inclined to embrace CLIL and integrate it into their teaching practices. Conversely, those who feel uncertain or lack confidence in this aspect of their teaching may exhibit hesitancy or resistance towards implementing CLIL. The data shows that 50% of teachers feel confident in planning content and language integrated lessons, while 40% are uncertain, and 10% lack confidence in planning content.

Q8. Are you able to deploy strategies to support language learning in content classes?

Table 26: Employing Strategies of CLIL

	Number	Percentage (%)
Yes	5	50
No	1	10
maybe	4	40

	Number	Percentage (%)
Total	10	100

The data shows that 50% of teachers feel confident in their ability to deploy strategies to support language learning in content classes, while 40% are uncertain. Only 10% of teachers feel they are unable to do so. This suggests a generally positive outlook but highlights the need for additional support and training for some educators.

2.3.3 Section three: CLIL and writing Skills

Q9. What type of tasks you typically assign inside your content class?

Table 27 :Teachers' Preferences of Tasks

	Number	Percentage (%)
Written production (such as essays, paragraphs, reports, emails, etc)	5	50
Multiple choices	0	0
Problem solving activities	2	20
Debates	1	10
Role plays	0	0
Presentations	2	20
Project-based learning	0	0
Games	0	0
Total	**10**	**100**

The results indicates that written production tasks are the most commonly assigned, with 50% of teachers using them. Problem-solving activities and presentations are each utilized by 20% of teachers, while debates are assigned by 10%. No teachers reported using multiple choice, role plays, project-based learning, or games, suggesting a preference for more traditional and written-based assignments in content classes.

Q10. How frequently do you include writing instruction within the CLIL framework in your classroom?

Table 28: Frequency of Writing Instruction Within CLIL Framework

	Number	Percentage (%)
Always	3	30
Sometimes	4	40
Not much	2	20
Never	1	10
Total	10	100

The question aims to identify the frequency of writing instruction within CLIL classes. The data reveals that 30% of teachers always include writing, 40% sometimes, 20% not much, and 10% never. This variation in frequency may reflect differing attitudes towards the importance of writing in CLIL, suggesting more consistent integration could enhance both language and content learning.

Q11. Which of the following writing approaches is typically used in your CLIL classrooms?

Table 29: Writing Approaches under CLIL

	Number	Percentage (%)
The process-oriented approach	1	10
The product-oriented approach	3	30
The genre-oriented approach	1	10

	Number	Percentage (%)
All of the above	5	50
Total	10	100

The data highlights a diverse use of writing approaches in CLIL classrooms. While thirty percent of teachers (30%) focus on the final product, ten percent (10%) each employ the process-oriented and genre-oriented approaches. However, a half of the teachers, significant fifty percent (50%), integrate all approaches, emphasizing both content and language aspects. By employing mixed approaches, teachers can effectively address the dual goals of enhancing subject-specific content knowledge and language proficiency in their students, ensuring a comprehensive learning experience.

Q12. How do you feel about writing tasks that require both content knowledge and language proficiency?

Table 30: Writing Skill under CLIL

	Number	*Percentage (%)*
Prefer writing assignments focused both on language features and content development	7	70
Prefer writing assignments focused solely on language features	1	10
Prefer writing assignments focused solely on content development	2	20
Total	10	100

The data indicates a positive attitude towards the principles of CLIL among teachers. Seventy percent prefer writing tasks that integrate both language and content, reflecting an acknowledgment of the importance of this integration in teaching.

Q13. In assessing and evaluating learners' written productions within the CLIL framework, would you primarily focus on:

Table 31: Assessment and Evaluation under CLIL

	Number	Percentage (%)
Linguistic forms (grammatical points, syntax, coherence, cohesion, punctuation, etc.)	1	10
Content knowledge	1	10
Both of them (integrated assessment)	8	80
Total	10	100

The aim of this question is to understand teachers' assessment priorities within the CLIL framework. The data reveals that 80% of teachers prefer an integrated assessment approach, focusing on both linguistic forms and content knowledge. Only 10% prioritize linguistic forms alone, and another 10% focus solely on content knowledge. This strong preference for integrated assessment suggests that teachers value a balanced evaluation of both language skills and subject matter understanding. It reflects a positive attitude towards the principles of CLIL, emphasizing the importance of combining language learning with content mastery in their assessment practices**.**

Q14. How do you think giving specific feedback on both the accuracy of the content and the language proficiency can help students improve their writing skills in a Content and Language Integrated Learning (CLIL) classroom?

Table 32: Teachers' Feedback in CLIL Classes

	Number	Percentage
Feedback should focus on content development only	3	30
Feedback should focus on language proficiency only to improve writing.	0	0

Feedback on both content and language helps students develop a deeper understanding and enhance their writing.	7	70
Feedback is not important for improving students' writing skills in a CLIL classroom.	0	0
Total	10	100

The aim of this question is to understand teachers' views on the role of specific feedback in improving students' writing skills in a CLIL classroom. The data shows that 70% of teachers believe feedback on both content and language helps students develop a deeper understanding and enhance their writing skills. Meanwhile, 30% think feedback should focus only on content development. No teachers believe that feedback should focus solely on language proficiency or that feedback is unimportant. This strong preference for comprehensive feedback indicates a positive attitude towards the principles of CLIL, recognizing the value of addressing both content accuracy and language proficiency to foster students' overall writing development.

Q15. In your opinion, which of the following is a potential limitation (s) that you may face when implementing content and language integrated learning (CLIL) for writing skill development?

Table 33: Potential Limitations in Implementing CLIL

	Number	*Percentage (%)*
Time limitation	3	30
Availability of resource	0	0
Teacher lack of CLIL training (knowledge about CLIL principles)	1	10

	Number	Percentage (%)
Low student motivation	1	10
All above	5	50
Total	10	100

The aim of this question is to identify potential limitations teachers may face when implementing CLIL for writing skill development. The data reveals that 50% of teachers perceive multiple challenges, including time limitations, teacher lack of CLIL training, and low student motivation. Specifically, 30% of teachers identify time constraints as a major issue, while 10% each highlight teacher lack of CLIL formal training, and low student motivation as concerns. No teachers cited resource availability as a limitation. These responses suggest that while teachers generally support the principles of CLIL, they are aware of practical barriers that may affect its effective implementation, indicating a need for addressing these challenges to facilitate better adoption of CLIL methodologies.

Q16. Should teachers prioritize writing tasks to enhance language proficiency and learning in CLIL lessons?

Table 34: Prioritising Writing Tasks under CLIL

	Number	*Percentage (%)*
Strongly agree	4	40
Agree	6	60
Disagree	0	0
Neutral	0	0
Total	10	100

The aim of this question is to determine teachers' attitudes towards prioritizing writing tasks to improve language proficiency and learning in CLIL lessons. The results show that 40% strongly agreeing and 60% agreeing that writing tasks should be prioritized. No teachers disagreed or were neutral on this point. This reflects a positive attitude towards integrating

writing tasks in CLIL instruction, including the belief that these tasks are essential for developing both language proficiency and content understanding in students.

Q17. In your experience, does the CLIL approach contribute significantly to the development of students' writing skills?

Please justify your answer.

Table 35: CLIL Contribution in Writing Development

	Number	*Percentage (%)*
Yes	10	100
No	0	0
Total	10	100

Justification

Table 36: Teachers Perspective towards CLIL in Developing Writing Skills

Theme /code	Number	Justification
CLIL Provides More Practice	4 / 40%	1. "It provides learners with more opportunities to practice the language and develop their writing skills." 2. "It enhances the students' level and their motivation." 3. "I think that this approach helps students to understand the purpose of writing and to acquire more skills." 4. "Yes, since learners are given the opportunity to write depending on their needs and interests, which will certainly have a great impact on the content they are dealing with."
Genuine Settings for Application	2/20%	1. "It creates genuine settings to apply." 2. "CLIL allows students to practice writing in real-world contexts, making the learning experience more relevant and practical."

Importance of practice	2/20%	1. "There is this saying that "practice makes perfect." Implemented written tasks, for example in CLIL, would help enhance and improve the student's language efficiency and proficiency in writing (and why not in speaking)." 2. "As I say, "read to write, listen to speak"."
Feedback	2/20%	1. "CLIL focuses on both content and language, which provides them with more practice and enhances them, especially using the feedback". 2. "Enhancing learners' writing skills through feedback on both content and language use is important."

All teachers agree that CLIL significantly boosts students' writing skills. They justified their answers saying that CLIL gives students lots of chances to write, lets them use their skills in real situations, reminds them to practice regularly, and gives them helpful feedback. Since all teachers thinks this way, at 100%, it shows they all believe CLIL is great for improving students' writing skills through different activities and reflects a positive attitude towards this approach.

Q18. Would you like to engage your students more in CLIL classes in the future?

Please justify your answer.

Table 37: Teachers Future Adoption for CLIL

	Number	*Percentage (%)*
Yes	9	90
No	1	10
Total	10	100

Justification

Table 38: Teachers Attitudes on CLIL as a Teaching Approach

Themes	Number / percentage	Justification
Desire for Mastery	3/30%	"I would like my learners to master both content and language." "I always focus on both content and language in tasks because content needs to be delivered through correct English." "To enhance their level."
Effectiveness and Integration of CLIL	4/40%	"It helps." "I would still give the same reasons since integrating content for language learning is as helpful as any other method or technique required to enhance the student's language skills. Of course, this would differ depending on the learner's level and basic skills, but it still needs to be integrated." "As I said above. Because it is a purposeful approach." "After getting to know this approach through your questionnaire, I think it is an effective way to enhance learners writing skills"
Exploration of New Methods	3/30%	"I would like to try new methods with my learners." "I want to explore new teaching methods. I believe that teaching techniques and English instruction require my students to have a strong command of the English language." "I would like to give it a try in the future and see the results of improvement."

The conclusive question on whether teachers desire to engage students more in CLIL classes in the future reveals a high level of interest, with 90% of teachers expressing a desire to do so. Their justifications indicate a collective aspiration for student mastery, belief in the effectiveness and integration of CLIL, and an eagerness to explore new teaching methods. This strong consensus underscores teachers' commitment to further incorporating CLIL principles

into their classrooms, driven by a shared goal of enhancing students' content knowledge and language proficiency through innovative and purposeful approaches to instruction.

2.4 Discussion of the Findings

Content and Language Integrated Learning (CLIL) has emerged as a promising educational approach, blending subject content with language learning to enhance students' academic achievement and language proficiency. Understanding teachers' attitudes towards CLIL is crucial for its successful implementation in educational settings.This discussion explores the findings from teachers' questionnaires, focusing on their attitudes towards CLIL and their readiness to embrace this innovative teaching approach.

Despite encountering challenges and obstacles, teachers exhibit a notable enthusiasm for embracing CLIL in their teaching practices. While formal training in CLIL is lacking, here is a willingness among teachers to engage in professional development initiatives to enhance their knowledge and skills in CLIL implementation. The results emphasize a strong level of interest and involvement in CLIL among teachers, as many are incorporating it into their teaching methods. This positive attitude towards CLIL shows teachers' dedication to developing students' writing skills, focusing on both academic content and language proficiency. Even though teachers encounter challenges like lack of time and resources, they recognize the significance of merging content and language in teaching writing and evaluating students. This acknowledgment highlights their commitment to offering inclusive learning opportunities that support students' overall development.

Additionally, teachers demonstrated their openness towards utilizing different CLIL principles. By incorporating process-oriented, product-oriented, and genre-oriented writing approaches, teachers strive to accommodate various learning styles and enhance meaningful learning experiences for their students. Integrated feedback and assessment play a pivotal role

in CLIL, reflecting teachers' commitment to nurturing both content knowledge and language proficiency in students. By providing feedback that addresses both linguistic accuracy and content comprehension, teachers create a supportive learning environment where students can refine their writing skills while deepening their understanding of subject matter. Moreover, by incorporating assessment methods that evaluate both content mastery and language usage, teachers ensure a comprehensive evaluation of students' progress, empowering them to identify areas for improvement and tailor instructional strategies accordingly.

To conclude, the findings from teachers' questionnaires demonstrate a setting characterized by positive attitudes towards CLIL among educators. Despite encountering challenges, teachers expressed a willingness to embrace CLIL as an innovative educational approach. Their desire to adopt CLIL underscores their commitment to providing enriching learning experiences for their students.

Conclusion

Overall, this chapter constitutes the practical part of the study, delving into the perspectives obtained from both the teachers' and students' questionnaires regarding their attitudes towards CLIL for writing skill development. The research process has illuminated positive attitudes on the efficacy of CLIL in enhancing learners' writing skills, shedding light on its potential as a transformative approach in the educational context. Through the analysis of teachers' responses, it becomes evident that CLIL holds promise for enriching language acquisition and subject-specific knowledge, despite prevailing challenges. Additionally, students' enthusiasm towards CLIL underscores its role in fostering holistic learning experiences and refining writing skills. The convergence of these perspectives underscores the transformative impact of CLIL in educational settings, paving the way for enhanced writing skills and enriched learning outcomes. Moving forward, these findings call for continued collaboration and support in integrating CLIL into curricula, ensuring its sustained implementation and positive impact on language education.

General Conclusion

Within the realm of language education, the development of proficient writing skills stands as a cornerstone of academic achievement and effective communication. Recognizing the complex nature of language acquisition, educators are constantly seeking innovative approaches to enhance students' writing proficiency. CLIL emerges as a promising pedagogical framework, offering an integration of content knowledge and language development. The primary objective of this study is to examine the attitudes of teachers and students towards the integration of CLIL methodologies in the context of writing instruction.

Our research consists of two chapters: a theoretical part, which consists of two sections that consider the two variables, CLIL and writing skills. Hence, the second chapter deals with the practical part of collecting, analysing, and discussing data using two questionnaires, one for third-year students of English at Mila University Centre and the other for teachers of English department from the same university.

In summary, the analysis of the collected data reveals a prevalent positive outlook among teachers regarding the integration of CLIL in improving writing skills. Similarly, Students show a strong preference for CLIL, wanting more involvement in CLIL-based teaching as they believe it improves their writing skills. This underscores the potential of CLIL as an effective pedagogical approach for fostering the development of writing skills. Educators are encouraged to leverage CLIL methodologies to provide students with enriched learning experiences that simultaneously enhance content knowledge and language proficiency.

Recommendations

In the light of the previously mentioned findings, several recommendations can be set to guide future practices and initiatives aimed at enhancing writing skills through CLIL. These recommendations are informed by the insights gleaned from the attitudes of both teachers and students, as well as the effectiveness of CLIL methods in fostering writing proficiency.

Curriculum developers should work to ensure that both content and language objectives are well defined and aligned with educational standards. This involves designing courses that balance subject matter and language skills, providing students with opportunities to apply their language knowledge in various content areas. A well-structured curriculum that incorporates CLIL principles will support a cohesive learning experience, fostering both content mastery and language proficiency.

The need for comprehensive training programs for teachers on CLIL methodologies. Effective integration of content and language teaching requires a deep understanding of both subjects and the strategies for effective integration of content and language instruction. Many teachers may not have had formal training in CLIL, which can hinder the implementation of this approach. By providing extensive training, educators can gain the necessary skills and knowledge to effectively apply CLIL in their classrooms, leading to improved student outcomes in writing and overall language proficiency.

Revising assessment practices to align with CLIL objectives is essential for providing a holistic view of student performance. Assessments should evaluate both content mastery and language proficiency, reflecting the integrated nature of CLIL. This comprehensive approach to assessment ensures that students are recognized for their achievements in both areas, guiding further instruction and supporting continuous improvement in writing skills and content knowledge.

Limitations of the Study

While this study provides valuable insights into the attitudes of teachers and students towards the use of CLIL in developing writing skills, it is important to acknowledge certain limitations that may have impacted the findings. These limitations must be considered when interpreting the results and in the context of future research.

• The study's sample size, while representative, may not encompass all demographic variations or educational contexts, limiting the generalizability of the findings. For further studies and duplication of the research, a larger sample would prove the result findings and ensure better applicability of the results obtained.

• The results obtained are drawn from a specific educational context. The findings may be influenced by the different aspects of the setting, therefore, for further investigations, it is important to widen the range of the selection and replicate the study in a different setting and context to have a better understanding of any interfering variables.

• The duration of the study was limited, which may have restricted the depth of analysis and prevented a comprehensive longitudinal investigation into the long-term effects of CLIL on writing skills development. Such a timeframe might have influenced the ability to observe sustained changes and improvements in students' writing abilities.

• The study relied heavily on self-reported data from questionnaires, which can introduce biases related to participants' perceptions and the accuracy of their responses. This reliance on subjective data may affect the reliability of the findings.

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Appendices

Appendix 01

QUESTIONNAIRE ON STUDENTS'S ATTITUDES TOWARDS THE USE OF CLIL FOR FOSTERING WRITING SKILLS

Dear STUDENTS,

You are kindly invited to provide your responses to a set of questions. This questionnaire is designed for a research study about the significance of **content and integrated language learning** (CLIL) in fostering the development of learners 'writing skills.

Content and Language Integrated Learning (CLIL) is an educational approach provides a dual focus on **content knowledge** and **language proficiency**. This questionnaire aims to understand your experiences and attitudes towards writing in CLIL classes. Please be sure that any information you provide will be kept confidential.

Please, place a checkmark (✓) in the appropriate box (es).

Thank you, in advance, for your time and collaboration.

Section One: General information

    Q1.   **Do you enjoy writing?**
- ☐ **A lot**
- ☐ **Moderately**
- ☐ **Not much**
- ☐ **Not at all**

Q2.   How good are you at writing?

☐ **Excellent**

☐ **Above average**

☐ **Average**

☐ **Bad**

Q3.   How much have your writing skills improved through the past three academic years?

☐ **A lot**

☐ **Moderately**

☐ **Not much**

☐ **Not at all**

<u>**Section Two: Writing skills**</u>

Q4.   In your opinion, what is the most important element for an effective piece of writing?

☐ **Correct Grammar points (tenses, punctuation, spelling, etc)**

☐ **Good choice of Vocabulary**

☐ **Correct sentence structure**

☐ **Content and its development**

☐ **Coherence, relevance, and cohesion**

☐ **All of them**

☐ **Other …………………………………………………….**

Q5.   According to your experience with writing, what is the most challenging aspect in generating a piece of writing for you?

☐ **Correct Grammar points (tenses, punctuation, spelling, etc)**

☐ **Good choice of Vocabulary**

☐ **Correct sentence structure**

☐ **Content and its development**

☐ **Coherence, relevance, and cohesion**

☐ **All of them**

☐ **Other …………………………………………………**

Q6. **Which of the following approaches do your teachers usually follow?**

☐ **The process-oriented approach**

☐ **The product-oriented approach**

☐ **The genre-oriented approach**

☐ **All of the above**

Q7. **Do you believe that written expression sessions are sufficient enough for enhancing writing skills?**

☐ **Yes**

☐ **No**

Please, Justify your answer

…………………………………………………………………………………………………

………………………………………………………………………………………………

Section Three: Content and integrated language learning (CLIL) methods

Q8. **What type of tasks you typically preform inside the class?**

☐ **Written production (such as essays, paragraphs, reports, emails, etc)**

☐ **Multiple choices**

☐ **Problem solving activities**

☐ **Debates**

☐ **Role plays**

☐ **Presentations**

☐ **Project-based learning**

☐ **Games**

☐ **Other …………………………………………………………..**

Q9. **How do you feel about writing tasks that require both content knowledge and language proficiency?**

☐ **Enjoy the challenge of integrating content and language skills**

☐ **Find it difficult to balance content and language requirements**

☐ **Prefer writing assignments focused solely on language features**

☐ **Prefer writing assignments focused solely on content development**

☐ **Other …………………………………………………………**

Q10. **In your opinion, which of the following aspects should be the primary focus of teachers in evaluating and assessing your written productions?**

☐ **Linguistic proficiency**

☐ **Content development**

☐ **Both**

Q11. **What do you think about giving feedback on both the accuracy of the content and the language proficiency can help you improve your writing skills in a Content and Language Integrated Learning (CLIL) classroom?**

☐ **Feedback should focus on language proficiency only to improve writing.**

☐ **Feedback on both content and language helps students develop a deeper understanding and enhance their writing.**

☐ **Feedback is not important for improving students' writing skills in a CLIL classroom.**

Q12. **How motivated are you to improve your writing skills through Content and Language Integrated Learning (CLIL) activities?**

☐ **Highly motivated, as it combines language learning with interesting content**

☐ **Moderately motivated, depending on the specific content areas**

☐ **Not motivated, prefer traditional language learning methods for writing skills improvement**

Q13. **Does CLIL plays a pivotal role in fostering students' writing skills ?**

☐ **Yes**

☐ **No**

If yes, CLIL methods can enhance writing skills by:

☐ **Providing opportunities to practice writing in authentic contexts**

☐ **Overcoming writing difficulties through constant teachers' feedback**

☐ **Focusing on genre-specific writing in different content areas which allows diversity in writing styles**

☐ **Allowing the development of writing topics through content knowledge integration**

☐ **Others (please specify)**

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

Q14. Would you like to be engaged more in CLIL classes in the future?

☐ **Yes**

☐ **No**

Please justify,

………………………………………………………………………………………

……………………………………………………………………………….

The end,

Thank you for your time and efforts.

Appendix 02

QUESTIONNAIRE ON TEACHER'S ATTITUDES, EXPERIENCES, & ROLES IN CLIL FOR FOSTERING STUDENTS' WRITING SKILLS

Dear teachers,

You are kindly invited to provide your responses to a set of questions. This questionnaire is designed for a research study about the significance of **content and integrated language learning** (CLIL) in fostering the development of learners 'writing skills.

The focus of this study is to investigate teachers and students' attitudes toward the CLIL methods and their self-assessments of their writing competence in English under CLIL.

Your contribution to this study is appreciated and will play an important role in ensuring the validity of this research. Please be sure that any information you provide will be kept confidential and will only be used for the purpose of this study.

Please, place a checkmark (✓) in the appropriate box (es) .

Thank you, in advance, for your time and collaboration.

Miss Guidoum Ikhlas

Miss Chaima Belouad

<u>Section one:</u> Background information

Q1. **What is your degree?**

- ☐ **License (BA)**
- ☐ **Magister/Master (MA)**
- ☐ **Doctorate (PhD)**

Q2. **How many years of experience do you have in teaching?**

- ☐ **From 1 year to 4 years**
- ☐ **From 5 years to 10 years**
- ☐ **More than 10 years**

Q3. **What module do you teach?**

…………………………………………….

<u>Section Two: Target Professional Competence in CLIL</u>

Q4. **How much do you know about CLIL?**

- ☐ **A lot**
- ☐ **enough**
- ☐ **A little**
- ☐ **Nothing**

Q5. **Considering CLIL as teaching Content and a foreign language simultaneously, have you ever used CLIL in delivering your content?**

- ☐ **Always**
- ☐ **Sometimes**
- ☐ **Not much**
- ☐ **Never**

Q6. **Have you received any formal training (lectures, seminaries, conferences ...) in how to implement CLIL in your teaching practice?**

- ☐ **Yes**
- ☐ **No**

Q7.   Are you able to plan content (Needs, goals, objectives, materials, tasks, etc.) and language integrated lessons according to the stated curriculum?

    ☐ **Yes**

    ☐ **No**

    ☐ **maybe**

Q8. Are you able to deploy strategies to support language learning in content classes?

    ☐ **Yes**

    ☐ **No**

    ☐ **Maybe**

Section three: CLIL and writing Skills

Q9.   What type of tasks you typically assign inside your content class?

    ☐ **Written production (such as essays, paragraphs, reports, emails, etc)**

    ☐ **Multiple choices**

    ☐ **Problem solving activities**

    ☐ **Debates**

    ☐ **Role plays**

    ☐ **Presentations**

    ☐ **Project-based learning**

    ☐ **Games**

    ☐ **Other (…………………………………………………………….)**

Q10. How frequently do you include writing instruction within the CLIL framework in your classroom?

    ☐ **Always**

    ☐ **Sometimes**

    ☐ **Rarely**

    ☐ **Never**

Q11. **Which of the following writing approaches is typically used in your CLIL**

classrooms?

    ☐ **The process-oriented approach**

    ☐ **The product-oriented approach**

    ☐ **The genre-oriented approach**

    ☐ **All of the above**

Q12. **How do you feel about writing tasks that require both content knowledge and**

language proficiency?

    ☐ **Prefer writing assignments focused both on language features and content**

      development

    ☐ **Prefer writing assignments focused solely on language features**

    ☐ **Prefer writing assignments focused solely on content development**

    ☐ **Other (………………………………………………………)**

Q13. **In assessing and evaluating learners' written productions within the CLIL**

framework, would you primarily focus on:

    ☐   **Linguistic forms (grammatical points, syntax, coherence, cohesion,**

        punctuation, etc.)

    ☐   **Content knowledge**

    ☐   **Both of them (integrated assessment)**

Q14. **How do you think giving specific feedback on both the accuracy of the content**

and the language proficiency can help students improve their writing skills in a

Content and Language Integrated Learning (CLIL) classroom?

    ☐ **Feedback should focus on content development only**

    ☐ **Feedback should focus on language proficiency only to improve writing.**

☐ **Feedback on both content and language helps students develop a deeper understanding and enhance their writing.**

☐ **Feedback is not important for improving students' writing skills in a CLIL classroom.**

Q15. In your opinion, which of the following is a potential limitation (s) that you may face when implementing Content and Language Integrated Learning (CLIL) for writing skill development?

    ☐ **Time limitation**

    ☐ **Availability of resource**

    ☐ **Teacher lack CLIL training (knowledge about CLIL principles)**

    ☐ **Low student motivation**

    ☐ **All above**

    ☐ **Other (…………………………………………………………)**

Q16. Should teachers prioritize writing tasks to enhance language proficiency and learning in CLIL lessons?

    ☐ **Strongly agree**

    ☐ **Agree**

    ☐ **Disagree**

    ☐ **Neutral**

Q17. In your experience, does the CLIL approach contribute significantly to the development of students' writing skills?

    ☐ **Yes**

    ☐ **No**

Please justify your answer

....

....

....

Q18. **Would you like to engage your students more in CLIL classes in the future ?**

☐ **Yes**

☐ **No**

Please justify your answer

....

....

....

The end.
Thank you for your Time.

ملخص

الكتابة بلغة أجنبية مهمة صعبة بالنسبة للمتعلمين. يعاني العديد من طلاب اللغة الإنجليزية كلغة أجنبية (EFL) من صعوبة في إتقان هذه المهارة حتى في المراحل المتقدمة من حياتهم الأكاديمية. يوفر التعلم المتكامل للمحتوى واللغة (CLIL)كنهج مبتكر تركيزاً مزدوجاً على معرفة المحتوى والكفاءة اللغوية. تهدف هذه الأطروحة إلى التحقيق في مواقف المعلمين والطلاب تجاه استخدام التعلم المتكامل للمحتوى واللغة في تطوير مهارات الكتابة. تسعى الدراسة للإجابة على سؤالين رئيسيين: (1) ما هي مواقف المعلمين تجاه استخدام المحتوى واللغة المتكاملة في تطوير مهارات الكتابة لدى المتعلمين؟ (2) ما هي مواقف الطلاب تجاه استخدام المحتوى واللغة المتكاملة في تطوير مهارات الكتابة لديهم؟ تم تقديم استبيان لـ 10 معلمين في مركز جامعة ميلة لفهم آرائهم حول استخدام أساليب التعلم المتكامل للمحتوى واللغة لتطوير مهارات الكتابة لدى المتعلمين، وتم تقديم استبيان آخر لـ 70 طالباً من طلاب السنة الثالثة في نفس الجامعة لقياس ردود أفعالهم ومواقفهم تجاه التعلم المتكامل للمحتوى واللغة في تحسين مهارات الكتابة لديهم. يستخدم هذا البحث منهجية مختلطة تجمع بين أساليب جمع البيانات النوعية والكمية. كشفت التحليل عن رد فعل إيجابي بين المعلمين تجاه استخدام التعلم المتكامل للمحتوى واللغة في تحسين مهارات الكتابة على الرغم من العديد من العقبات التي قد يواجهها المعلمون. كما أظهرت ردود الطلاب موقفاً إيجابياً للغاية تجاه التعلم المتكامل للمحتوى واللغة لتطوير مهارات الكتابة. عبر الطلاب عن رغبة قوية في زيادة مشاركتهم في فصول التعلم المتكامل للمحتوى واللغة، مسلطين الضوء على دوره الأساسي في تحسين مهارات الكتابة لديهم. لذلك، يوصى بتقديم المزيد من الفرص للطلاب للمشاركة في فصول التعلم المتكامل للمحتوى واللغة، مما يؤدي في النهاية إلى تحسين مهارات الكتابة.

الكلمات المفتاحية: التعلم المتكامل للمحتوى واللغة (CLIL)، مهارات الكتابة، والمواقف.

Résumé

L'écriture dans une langue étrangère représente une tâche complexe pour les apprenants. De nombreux étudiants en anglais langue étrangère (EFL) rencontrent des difficultés à maîtriser cette compétence, même à des stades avancés de leur parcours académique. L'enseignement intégré des contenus et des langues (CLIL), en tant qu'approche novatrice, propose une double focalisation sur la connaissance des contenus et la maîtrise linguistique. Cette dissertation a pour objectif d'examiner les attitudes des enseignants et des étudiants envers l'utilisation du CLIL dans le développement des compétences en écriture, en répondant à deux questions principales : quelles sont les attitudes des enseignants et des étudiants face à l'intégration des contenus et de la langue pour développer les compétences en écriture ? .Un questionnaire a été soumis à 10 enseignants du Centre universitaire de Mila afin de recueillir leurs opinions sur l'utilisation des méthodes CLIL pour développer les compétences en écriture des apprenants, et un autre questionnaire a été distribué à 70 étudiants de troisième année d'anglais de la même université pour évaluer leurs réactions et attitudes envers le CLIL dans l'amélioration de leurs compétences en écriture. Cette recherche adopte une approche méthodologique mixte, combinant des méthodes de collecte de données qualitatives et quantitatives. L'analyse a révélé une réaction positive des enseignants envers l'utilisation du CLIL pour améliorer les compétences en écriture, malgré les divers obstacles qu'ils peuvent rencontrer. De même, les réponses des étudiants ont montré une attitude très favorable envers le CLIL pour développer les compétences en écriture. Les étudiants ont exprimé un fort désir d'accroître leur participation aux cours de CLIL, soulignant son rôle crucial dans l'amélioration de leurs compétences en écriture. En conséquence, il est recommandé de fournir aux étudiants davantage d'opportunités de s'engager dans les cours de CLIL, ce qui devrait ultimement conduire à une amélioration des compétences en écriture.

Mots clés : Apprentissage intégré des contenus et des langues (CLIL), compétences en écriture, et attitudes.