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IMPLEMENTING CLIL-METHODOLOGY IN UNIVERSITY FOREIGN LANGUAGE PRACTICE: WRITING A SUMMARY

Introduction. This article presents a methodological framework of enhancing academic writing competence among University students majoring in Bilingual Pedagogy. The framework is designed in accordance with one of the major principles of CLIL, which pinpoints an importance to advance CALP skills among cognizing subjects.

The purpose of this article is to promote the expedience of fostering academic language proficiency in Universities with a major focus on summarizing skills. Furthermore, it is also targeted at exposing the conventional format and specific features of a summary, and illustrate the techniques of teaching this complex skill. A special attention is focused on the rules and conventions of producing a quality summary, as well as the issues, which students may encounter while mastering CALP.

Results. The study identifies the phases and stages of learning to summarize and offers a congruous system of activities. The latter correlates with the singled out stages (receptive, reproductive and productive) and embraces preparatory and communicative types of activities, which in their turn fall into subtypes, each aiming at completing specific tasks and reaching definite goals. The devised system of activities is illustrated with corresponding instances of assignments.

Conclusion. Acquiring academic writing expertise and CALP skills are an integral part of a quality University education, which presumes developing apposite theoretical awareness, going through special training and abiding by established rules and conventions.

Keywords: *academic writing competence; CLIL-methodology; CALP skills; summary; academic proficiency; phases and stages of learning to summarize; system of activities.*

Introduction. Recently, there has been an increase of interest in one of the most pivotal issues in foreign language (FL) education within University curricula – CALP skills and respectively, academic writing competence (AWC). Inter alia, it incorporates such skills as comparing, classifying, synthesizing, evaluating, inferring, critical thinking, writing clearly and consistently, being able to formulate a quality thesis, generalizing and summarizing information. The close relationship between FL acquisition, advancing CALP skills and AWC has been in the focus of attention of a large number of scholars (see, for example, Ph. Ball, C. Be-

nette, C. Bauer, J. Clegg, J. Copland, S. Doyle, P. Elbow, T. Hedge, R. Hosking, K. Kelly, M. Kennedy, M. Kirkland, J. Langen, A. Robson, H. Smith and many others), who attach much importance to writing academically.

Voluminous research demonstrates that the ability of effective writing and summarizing is not a naturally acquired skill. Consequently, writing skills can be learned only via experience, which is conducive to boosting AWC among students. Commonly, writing communication is practised since early years and is culturally inherited as a specific set of knowledge, habits, skills and conventions, and yet its significant role still remains unknown for many people, whereas acquiring AWC is an important step in obtaining profound knowledge, confident awareness and academic proficiency [1]. Moreover, learning writing skillfully tends to be a very decisive step to make a successful career in any professional area. At the same time, the level of AWC is rather alarming nowadays, especially among University students, who study a FL as a major subject of their prescribed curriculum [2, p. 15].

Purpose and Tasks. Based on the foregoing, this article aims at spotlighting the phenomenon of AWC and CALP in English, identifying difficulties that University students may encounter on their way to academic proficiency, exposing the role and specificity of producing a quality summary, singling out the stages of developing students' ability to summarize, and devising a corresponding system of assignments facilitative to this.

Materials for analysis. Commonly, academic writing (AW) is required at a University level to display the acquired knowledge of the course, content and subject matter through which students are assessed. That underlying idea is advanced by a contemporary progressive pedagogical approach – CLIL-methodology. At present, CLIL is successfully implemented into University practice provided its principles are taken into count and followed. One of the weightiest principles of CLIL is *Developing General Academic Language* [3, p. 71–101]. General academic language is considered to be cross-curricular in nature: it is the language that is not specific to any one subject. Unlike subject-specific language, it is not conspicuous at large and needs to be made prominent for students to be able to absorb and assimilate it for future use. Moreover, general academic language makes up the CALP of the curriculum. CALP stands for Cognitive Academic Language Proficiency – the language necessary to understand and discuss content in the classroom. In addition to acquiring the language, subjects need to develop such CALP skills as *comparing, classifying, synthesizing, evaluating, and inferring* when developing AWC. General academic language relates closely to thinking skills within subject areas, and the teacher may identify the functions of language involved in these thinking areas and familiarize students with them.

Ph. Ball, K. Kelly and J. Clegg consider that such skills should embrace both process skills and manipulative skills [3, p. 78]. Particularly, in University practice, *the process skills* may imply: *observing* (using the learning styles and senses (hearing and seeing) to compile information about some phenomenon) and *classifying* (categorizing phenomena according to their similarities or differences, or to definite criteria), whereas *practical skills* are those, which the students may acquire during workshops or internship.

It is fair to admit that not all curriculum documents are explicit about the thinking skills needed in a given subject, as CLIL curriculum authors need to begin from the idea that all thinking skills must be explicitly defined and specified in the curriculum due to its relationship with language. These skills are typically of three types: scientific skills, thinking skills, and creative thinking skills (charted in table 1) [4].

Table 1

Classification of Skills in CLIL Classrooms

Scientific Skills	Thinking Skills	Creative Thinking Skills
science process skills	analyzing	synthetizing
observing	planning	generating ideas
categorizing	making decisions	predicting
diagrammatizing	asking questions	making generalizations
inferring	critical thinking skills	visualizing
predicting	comparing and	making hypotheses
communicating	contrasting	making analogies
using space-time relationships	classifying	inventing
interpreting data	sequencing	creating information
defining	prioritizing	brainstorming
hypothesizing	evaluating	converging
experimenting	making conclusions	diverging

As it has been mentioned above, general academic language constitutes the CALP of the curriculum. It presumes that in addition to acquiring the language per se, students need to develop such CALP skills as *comparing, classifying, synthesizing, evaluating, and inferring,* which may conduce to incrementally mastering academic writing competence. Ph. Ball, K. Kelly and J. Clegg

suggest a five-step approach to actualizing general academic language [3, p. 93]:

1) find a content 'text' (any piece of content info in a written, spoken, or audio-visual form);

2) underscore key 'concepts' (revolving around a theme);

3) identify general academic language (it implies examining common phrases and considering what thinking skill is being illustrated), for example [4; 5, p. 110]:

Table 2

Illustration of Thinking Skills in CLIL Classrooms

Defining	Specifying/Explaining	Exemplifying
allows for …	in particular	comprise
highlights the …	particularly	Incorporate
helps to distinguish …	specifically	encompass
takes into account …	namely	such as / like
poses a problem for …	I mean	as an illustrate
will continue to evolve	to put it another way	to illustrate
can vary depending on	in other words	for instance
was agreed upon after	that is (to say)	to name just a few
has been broadened to include	especially	to demonstrate
the definition of … has evolved	explicitly	to emphasize
there are multiple definitions of	with attention to	to clarify
the term … embodies a multitude of concepts which ..	to put it differently	to enumerate
this term has two overlapping, even slightly confusing meanings	may cause	a well-known / notable example of is...
widely varying definitions of … have emerged	can lead to	this is evident in the case of …
	can result in ..	this is certainly true in the case
	caused by	of …
	result from	the evidence of x can be clearly
… is used to characterize	stem from	seen in the case of …
to delineate	owing to	in a similar case as identified
to designate	because of ..	by …
to establish	as a result of …	… is a good illustration of
to ascertain	as a consequence of,	… illustrates this point clearly
to elucidate	therefore	this can be instantiated by …
to denote	consequently	it can be symbolized on …
to expound	hence	

4) establish the 'procedure' of the lesson (steps 1 to 3 govern the procedure: they assume asking comprehension questions requiring the students to reproduce some of the structures identified in the text);

5) embed general academic language into activities, for instance [4]:

A. Give a definition for the following concepts: approach, method, technique, procedure, model, activity, strategy, skill, competence, performance.

B. Identify the stages of the communicative and cognitive procedure with corresponding aims and learning outcomes.

C. Specify and exemplify the tasks for the activities of the communicative and cognitive approach.

D. Instantiate the strategies of the communicative and cognitive approach.

E. Create initial talk time.

At the same time, it deems requisite to keep in mind that AW comes in various types and is governed by certain rules and practices, which follow traditional conve-rtions [6, p. 169] that are to be observed. Consequently, it involves a definite set of academic skills, specifically CALP skills.

One of the most highly valued skills for University students is the ability to effectively summarize information into a more concise and readable form. That is primarily what a summary does – informs readers without requiring much time to extract the information they need. Moreover, by summarizing students demonstrate that they clearly understand a text and can communicate that understanding to others [7]. Besides, a summary omits details, and does not include the reader's interpretation of the original, as it restates only the main points of the source

text without providing examples or particulars [8].

The literature concerning writing a summary is quite voluminous: a great deal of emphasis at that is placed on its *specific properties.* Though scholars focus on different characteristics of a successful summary, basically, there are four most general criteria for this type of AW that can be prioritized [9, p. 283]:

– it does not use direct language;

– it is shorter than the original: as a rule, 1/3 of the original text;

– its specific statements are combined and generalized;

– it holds only the key ideas of the original, without instances and iterations.

With regard to the aforementioned, S. Doyle (2013) elucidates five essential characteristics of a summary, specifically, it [7]:

– captures the most essential information, that embraces controlling ideas, major findings, conclusions and implications;

– is highly readable: it presumes that people skim through summaries to obtain the sought-for information as fast as possible;

– can exist on its own, which implies that students are supposed to produce their summary as a highly condensed and compressed (although very close to the original text) piece of writing;

– is agreeable to the original source, therefore cognizing subjects cannot supply any add-on information; besides, they are to refrain from personal comments or interpretations;

– is concise and succinct, hence, students are expected to get by with a minimum number of lexical units that still retain the key ideas and main meaning of the summarized original text, although not at the expense of clarity and condensation.

– Additionally, A. Rockowitz (2017) contributes to the abovementioned characteristics positing that a quality summary must be [10]:

– comprehensive: it should contain only those ideas that are indispensable to the author's development of the thesis or main ideas;

– pithy, terse, and compact: subjects are supposed to abstain from iterations, even if the author restates the same ideas, or abuses repetitions;

– coherent: it should be meaningful as a standalone piece of writing;

– self-sufficient: students should not replicate the author of the source text, conversely, they are to report what they have read and manifest the clear understanding of what they are summarizing.

As any specific type of AW, a summary has a clear-cut structure. Typically, the structure of a summary comprises three coherent parts – the introduction, the main body and the conclusion. Respectively, each part has its own distinctive features [11; 12, p. 500]:

1) the introductory section completes three functions: first, it introduces the subject matter of a summary, and more specifically, the issue with respect to the subject; second, it incorporates the thesis of the summarized text – the stance that the paper is going to take on the issue in question; third, it mentions something about how the remainder of the paper is going to be organized, what to expect and how the arguments are going to unfold. The next paragraph instantiates these: *In the article "Foreign Language Acquisition: a Communicative and Cognitive Paradigm", the author introduces a new conceptual framework of learning a foreign language by students of linguistic fields. The framework rationally employs multidisciplinary scientific attainments, which may ensure the effectiveness of foreign language acquisitio*n. *A spiral model of cognition is advanced to conduce to achieving positive results in a training course...* [13, p. 378];

2) the body paragraphs of a summary imply that: the number of paragraphs depends on the length of the source text; each body paragraph starts with a topic sentence; each paragraph focuses on a separate controlling idea and the most important details from the original text; the ideas in the paragraphs are cohered and conjuncted via transitional words and phrases; the ideas are rephrased and restated, there is no copying phrases and sentences from the source information;

3) in the concluding paragraph, the pivotal ideas and the underlying meanings of the original text are summed up – they restate and reaffirm the main thesis, and review and recapitulate the focal points of the paper.

According to O. Vovk (2019), the process of writing a summary is grounded on the preliminary devised outline of the source text, as well as on a series of sequential moves. It means that the writer is to [9, p. 283]:

– state the surname and initials of the author of the source text;

– mention the title of the text;

– specify the source data of the information;

– identify and indicate to which field of knowledge the text belongs;

– locate the controlling idea of each paragraph;

– group the paragraphs according to the basic ideas of the source text;

– frame the main concept of the text.

Furthermore, writing an efficacious summary requires following definite moves [14, p. 40–43]:

1) skimming – reading the text quickly in order to identify its central ideas;

2) scanning – making clear that special passages of the text have got all the main facts and ideas;

3) marking – underlining the most significant words;

4) making notes – writing down key-words that sum up the meaning of the text, but which need not necessarily occur in the text;

5) summing up in a simple form – summarizing the key-words in simple sentences;

6) summing up in a complex form – combining the simple sentences by using relevant conjunctions, participle constructions or infinitives;

7) checking – comparing the original text with one's own version to find out that all the essential information has been included.

In particular, the singled out moves involve [8]:

– organizing one's notes into an outline, which embraces the main ideas of the text without details, such as dates, numbers or statistics;

– writing an introductory paragraph that begins with a frame, which comprises an in-text citation of the source and the author (utilizing at that reporting verbs in the present tense to introduce the main idea of the text);

– including the main idea of the text in the first sentence, and only then mentioning the major aspects and factors that are also discussed in the source information;

– supporting the topic with essential arguments raised by the author, but omitting all references to details;

– concluding the text in one sentence;

– presenting a full reference for the citation.

Results. Having studied and analysed the voluminous literature concerning writing summaries, we generalized them and singled out the phases progressing through which incrementally students will acquire CALP skills of summarizing different types of academic texts for any subject area [13, p. 333; 9, p. 167]:

1) first reading: students peruse the source text, focusing on the understanding of the author's crucial ideas.

2) second reading: students identify the focal points of the source text.

3) taking notes: students make a list of these focal points of the text.

4) writing: students commence writing a summary, stating the data of the original source, such as the author's name and the title of the text.

5) editing and proofreading: subjects re-read their summary and make certain that they have accurately represented the author's central ideas, without any spelling or grammar mistakes.

6) revising: students double-check their summary or request someone else to review their work to make sure that everything is stated and reported correctly and accurately.

It seems plausible to assume that the suggested strategy may appear efficacious provided cognizing subjects are able to overcome the difficulties they may encounter while learning summarizing, since it is recognized as one of the most complex areas of students' academic development.

The first challenge for students is the requirement to be competent in writing academically. It claims writing as an expert in the field, even though learners are far from having sufficient awareness on the matters they summarize. Moreover, students may have a difficulty to establish their ideas and tend to describe rather than analyze and generalize the issues in their papers [15, p. 14].

Employing CALP language and grammar is the second gross problem for students who are not native speakers of the language. Besides, some learners are also inclined to overuse informal language, whereas it is expected to be academically formulated. The solution to this problem is to keep the flow of the summary under control and be very specific about the context of a phenomenon being discussed in the paper [16].

Another serious obstacle that hinders enhancing the skills of summarizing is the ability to apply a paraphrasing technique and use reporting and synonymous verbs conveying the same meaning as in the source text without adding any new ideas [17].

It is considered that numerous words and phrases used in science with or without dual meanings may also appear challenging for the students: "...the logical connectives used to link sentences and ideas can present a barrier to the reading and understanding of science" [18, p. 8]. The instances that follow illustrate academic phrases that may serve as logical connectives (transition and opening words and phrases) [5, p. 94–98]:

Table 3

Examples of Logical Connectives

in the event that	hitherto	correspondingly
granted (that)	therefore	eventually
given that	furthermore	subsequently
with this in view	in the light of	consequently
to this end	henceforth	respectively
with this in mind	in line with	to the effect that
in the similar vein	inasmuch as	nonetheless
in order to	that aside	regardless of
in view of	in terms of	notwithstanding
given these points	with regard to	conversely

It is clear therefore that subject language has to be made more conspicuous to students. Moreover, as far as CLIL is concerned, language needs to be arranged alongside the content in the curriculum [18, p. 11; 3, p. 71].

On balance, the difficulties, which cognizing subjects may confront while learning to create effective summaries, may also incorporate using correct grammar, utilizing pertinent vocabulary, observing coherence and cohesion, following the structure of an AW message. To overcome these difficulties, students are supposed to continuously practise in AW during their academic career in order to acquire sought-for proficiency and expertise, as nothing so develops the facility of academic expression as writing itself.

As it has been mentioned above, in order to acquire summarizing skills, students are expected to progress incrementally through established stages, aiming at fulfilling concrete tasks. Specifically, subjects gradually advance from the pre-writing level (which incorporates an understanding of the input, its internalization and integration into the existing expertise of learners) to the communicative level (involves students' acquiring some degree of academic mastery to be able to produce targeted academic texts). Respectively, with regard to the singled-out levels researchers distinguish two basic types of assignments: 1) pre-writing, or preparatory; 2) communicative, or creative [9, p. 283–285].

To this end, scholars provide a lucid division of assignments to be accomplished at different levels of advancing a skill of summarizing. Commonly, this procedure encompasses three coherent *stages* [13, p. 338]:

1) receptive – aiming at familiarizing students with a sample-text or a template of a summary, and specific features of its structural constituents;

2) reproductive – related to acquiring the skills of producing a modified output, that is individual structural elements of a summary, employing a set of appropriate academic clichés;

3) productive – characterized by a high level of AWC and CALP skills, enabling students to come up with effective summaries due to acquired academic expertise.

Respectively, a corresponding system of activities correlating with the singled-out stages come in three interrelated groups [13, p. 339]:

The first group of activities encompasses preparatory assignments that fall into two subtypes aiming at:

– *developing the habits of operating the academic material;*

– *acquiring the ability to convey information logically and sequentially.*

Among the first subtypes, the following tasks are to be distinguished:

Exercises in locating the basic parts of the text. Commonly, such tasks train students in perusing the text carefully and identifying its structural elements [9, p. 290]:

– *locate the main parts of the text;*

– *read through the text carefully and pinpoint its basic structure;*

– *study the topic sentence of each paragraph in the text and comment on its meaning;*

– *skim the article and discover its main idea; divide the article into sections and highlight the most essential information of each section;*

– *come up with a one-sentence summary of each section in your own words; avoid any evaluation or comments; employ synonymous words and expressions.*

Exercises in expanding the sentence patterns. The primary purpose of this group of exercises is to raise students' awareness of the variety of sentence structures for producing effective summaries. Such tasks aim at elaborating on the topical sentence of each paragraph of a summary (the introduction, the main body and the conclusion), making use of appropriate transition words and phrases [9, p. 291]:

– *expand the given sentences with adjectives, adverbs and prepositional phrases;*

– *choose the transition that best expresses the relationship between sentences;*

– *enlarge the given sentences employing appropriate transitional words and phrases.*

Exercises in reshuffling the sentences (paragraphs) to situate them in logical fashion [9, p. 291]:

– put the sentences in the correct order;

– read the text and make an outline of it;

– restate the sentences to make them more understandable;

– arrange the points of the given outline in the logical sequence.

Among the second subtypes of exercises – acquiring the ability to convey information logically and sequentially – the following may appear handy:

Exercises in paraphrasing the text. They may help students to better understand the source text and convey its main ideas employing a paraphrasing technique. By paraphrasing, students prove that they understand the argument from the source text, activate vocabulary and develop their sense of an appropriate word choice. In other words, paraphrasing gives writers more freedom on how they want to convey the ideas [9, p. 292]:

– paraphrase the given sentences to avoid plagiarism;

– read the sentences given below and choose the best paraphrase for them;

– read the text and paraphrase it in your own words;

– without looking at the original source, restate its ideas in your own words.

Exercises in streamlining and condensing the text. This group of tasks familiarizes students how to establish the essential ideas and consolidate important details that support them. Besides, it enables learners to focus on key words and phrases of an assigned text that are worth noting and remembering. Summarizing exercises also train students in condensing and reducing the source text to the main points for more concise understanding [9, p. 292]:

– write a short version of the text, including the most important points, using your own words;

– read the text and write a paragraph of about 100 words summing up its main issues;

– read the article and, in a paragraph of not more than 250 words, answer the given question.

Exercises in arranging sentences in a logical sequence and combining them to make a coherent whole. Knowing how to combine sentences into one paragraph and arrange them logically and sequentially is an essential skill [13, p. 338]:

– arrange the sentences to make a meaningful paragraph;

– rearrange the sentences that follow to form a meaningful paragraph;

– arrange the sentences to form a logical sequence between sentences to construct a coherent whole.

The second group of exercises is of communicative nature; it is targeted at writing a summary of the given source text, a chapter of the book, an article, etc. Such exercises also fall into several subgroups, each focusing on the specific features of a summary structure and a process of its writing [13, p. 339]. They may be as follows:

Exercises in writing the introduction of a summary. This group of exercises is crucial for writing a summary, as the introduction is one of the most significant structural components of this type of AW with its own specific features. For instance, it starts with an overview of the source text, which includes the author's name and the title of the text and ends with a thesis statement that presents the main idea of the text, [19; 9, p. 294]:

– write the introduction of a summary beginning with the source information of the text (including the author's name and the title of the article);

– read the original text, identify the introduction and locate the thesis in it;

– write the introduction of the source text with a one-sentence thesis statement.

Exercises in writing the main body of a summary. The central part of students' summaries is the main body. Conventionally, it consists of the paragraphs, the number of which depends on the length of the original text. Each of the paragraphs focuses on a separate idea of the source text [19]. When writing the paragraphs, students are supposed not only to include in them the ideas from the original text restated in their own words but also relevantly utilize appropriately transitional words and phrases, for instance [13, p. 340; 5, p. 120]:

– write the body of the summary without repeating the original author's words;

– write the body of the summary including the most important data and omitting minor points;

– read the main part of the original text, locate the controlling idea of each paragraph, then group the paragraphs in accordance with the major ideas of the text, and formulate the key concepts of the summary;

– summarize the original text, elucidating the most crucial ideas and concepts from it.

Exercises in writing the conclusion of the summary. The main purpose of the conclusion of the summary is to sum up its pivotal ideas and underlying meanings of the original text. Accordingly, subjects are expected to restate the thesis, review and

summarize the key points of the source text. Moreover, they are to write it in several sentences, since when writers have summarized the source text, their summary is considered to be completed [19]. For instance [20]:

– come up with the conclusion of the article in one sentence;

– conclude the summary with a final statement reflecting the significance of the article from the author's standpoint;

– read the introductory paragraph of the text, then read the concluding paragraph of the same text; pay attention to the way the author restates the thesis and summarizes the key points of the writing in the concluding paragraph; rewrite the concluding paragraph so that it provides larger implications on the thesis rather than repeats the whole argument of the paper.

Exercises in producing the first draft of a summary using a template. They teach students do acquire summarizing skills following a definite format. After completing such exercises several times, learners acquire a dynamic stereotype of accomplishing such assignments [5, p. 122]:

– come up with a summary following the given sample;

– produce the summary of an article making use of the provided template (Table 4).

Table 4

TEMPLATE of Writing a Summary

In the article/chapter/book "…" the author (or the name) discusses (focuses on, concentrates on, deals with, describes, reveals, asserts, explores, investigates, provides, studies, argues, claims, maintains, posits, contends, reports, states, reports, refutes the claim, argues against, challenges…) …

The author broaches the matter of.

The article/author characterizes…

The idea is maintained that…

It also suggests possible ways of…

This paper presents an integrated overview of.

To begin with, (Author's last name) briefly outlines…

The author holds the view that…

It is revealed that.

The attempt is made to employ…

… is identified as a current target of…

… is looked upon/viewed as

The premise is advanced that..

The author goes on to say that…

The idea is justified that

The key aspect that is also explored in the article/chapter/study/book is…

Another point.

The article (author) further states that …

(Author's last name) also states/maintains/argues … that …

(Author's last name) also believes that –

Finally, (Author's last name) concludes that …

To sum up, …

Exercises in revising and proofreading the final draft of a summary. The section of editing a written academic paper is a crucial step in producing high-quality academic texts. At this stage, authors are expected to compare the original text with their own text to find out that they have put into it all the essential information. Moreover, there are some other important points to be checked, such as excessive repetitions, grammar, spelling or lexical errors, or redundant examples and personal opinions, for instance [3]:

– read the summary and add transitions where necessary;

– read the summary and check it for grammatical and spelling errors;

– check the summary focusing on how its paragraphs fit together, use appropriate academic vocabulary;

– read the summary and check its conformity to the original text;

– check the length of your summary to make sure that it is 1/3 of the original text;

– read your written paper and make sure that there are no spelling or grammar mistakes.

Conclusion. To sum up, enhancing AWC fostering and CALP skills among students majoring in Bilingual Pedagogy is an important endeavor targeted at developing learners' general competence, critical thinking, logic and writing expertise. The illustrated complexes of activities may facilitate students' acquisition of AWC and the skills of producing summaries that meet the requirements of academic writing style. In order to write academically, students are expected not only to operate their knowledge and skills, but also appropriately use academic vocabulary, transitional and reporting words, which make such papers really sound academically efficacious.

Further Implications. This article contributes to the understanding of how an academic writing course within University curricula may be organized. It also offers several insights into the process of advancing CALP skills and AWC. Though it is far from being conclusive it nevertheless provides implications for further research into the cognitive aspects of developing academic proficiency of University students.

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УПРОВАДЖЕННЯ CLIL-МЕТОДОЛОГІЇ В ІНШОМОВНІЙ УНІВЕРСИТЕТСЬКІЙ ОСВІТІ: НАПИСАННЯ АНОТАЦІЇ

Анотація. *Вступ. У статті представлено методику формування компетенції в академічному письмі у студентів університету спеціалізації Середня освіта. Представлена методика розроблена відповідно до базових принципів CLIL-методології, в якій підкреслюється важливість вироблення у студентів академічних умінь та розвитку іншомовного академічного мовлення.*

Метою цієї статті є висвітлити формат та особливості анотації як виду академічного письма та проілюструвати прийоми навчання написання якісних анотацій. Особлива увага приділяється академічним правилам і конвенціям написання анотації. Окрім цього, у статті описуються труднощі, з якими студенти можуть стикнутися під час оволодіння уміннями академічного письма та формування відповідної компетенції.

Результати. У статті детально диференційовано фази та етапи навчання написання анотацій, а також запропоновано релевантну систему вправ, які корелюють з виокремленими етапами (рецептивним, репродуктивним та продуктивним) і містять підготовчі та комунікативні типи вправ, що, своєю чергою, підрозділяються на підтипи, кожен із яких спрямований на розв'язання певних завдань і досягнення конкретних цілей.

Висновки. Досягнення високого рівня шуканої іншомовної компетенції в академічному письмі та відповідних умінь є невід'ємною частиною якісної університетської освіти, що вимагає спеціального навчання і довготривалої методично коректної практики, а також передбачає дотримання традиційних академічних правил і конвенцій.

Ключові слова*: компетенція в академічному письмі; CLIL-методологія; вміння академічного письма; анотація; академічна компетентність; фази і етапи навчання написання анотації; система вправ.*