Toward Building a Taxonomy of EAP Activities in a Lithuanian Classroom

Julija KOROSTENSKAJA
Vilniaus universitetas
Užsienio kalbų institutas
Universiteto 5, LT-01513 Vilnius
julija.korostenskaja@uki.vu.lt

Introduction

However strange it may seem, after English had consolidated its reputation as a global language in Lithuania, both responsible academic managers and students started to express reservations about having English classes in their curricula to the effect that it is no longer uncommon to have the hour-load of teaching English reduced while some students themselves reveal that they would prefer having English among the optional subjects. The fact that students have studied English for about ten years imbues both students and academic authorities with the idea that the former have, as a result, become competent

Santrauka

Straipsnyje aptariami kai kurie pagrindinių komunikacinių kompetencijų ugdymo būdai besimokant akademinės anglų kalbos. Įsakoma mintis, jog bendros socialinės pasaulinės tendencijos apsunkina akademinės kalbos mokymosi būtiniškų suvokimą. Straipsnyje siūlomas daugialypis požiūris į akademinių kalbos įgūdžių lavinimą, remiantis pirmiausia JAV akademinių kalbos mokymosi patirtimi, pristatomos bei aptariamos užduotys, skirtos pagerinti akademinio žodyno recepcijos ir ypač produkcijos įgūdžių užsienio kalbos pratybų metu Lietuvos aukštosiose mokyklose. Tikimasi, kad straipsnyje analizuojamos užduotys įgyvendintos bei bus naudingos rengiant pažintinius užsiėmimus.

Esminiai žodžiai: akademinė anglų kalba, komunikacinių kompetencijų ugduymas, įgūdžių lavinimas, kalbinė produkcija, kalbinė receptija.
speakers enough. According to a mini-questionnaire study carried out in January-February 2012 (hereinafter the questionnaire), 26 out of 47 respondents have opted for an optional English course although 11 respondents (hence, 55% and 22% respectively) were ready to take an English course throughout their study at the university.

Having summarized in the title of his book a major caveat in present-day perceptions about English, John McWhorter (2003) suggests that the 20th century saw a big turn toward the spoken medium of language. Within the language learning domain, this change seems to have also brought about an inconvenient side effect: students are so comfortable using the more conversational language that they prefer not to improvise with new vocabulary (Dr. Linara Bartkuvienė – personal communication, Drazdauskienė, 2007). According to the questionnaire, 31 students (65%) stated that they “sometimes try to use more advanced vocabulary”, 9 students (20%) “preferred to use simpler vocabulary” while 7 respondents (15%) “liked experimenting with new vocabulary”. It seems that students are reluctant to accept the necessity of the “intentional complication” of conversing in English, which, given the current social trends, is understandable.

Considering all of the above, what are the ways to boost students’ performance in the academic classroom setting? How could the challenging task of developing academic competence be made more engaging and interactive? The objective of the present article is to discuss some of the ways that can be used in an English classroom seeking to promote the use of academic language. The subsequent sections are arranged in line with the principles laid out in the Common European Framework of References for Languages: Learning, Teaching, Assessment (www.coe.int; hereinafter CEFR) and provide a discussion of a series of EAP tasks developed for each of the basic competences and practiced with humanities students, viz. with students of Hindu, Japanese, Islamic, and Chinese specialities at the Oriental Centre, Vilnius University. The ultimate goal of these tasks is to maintain speech flow by expressly resorting to academic or “functional” vocabulary, i.e., phrases that serve the purpose of combining, making transitions to and logically ordering different ideas into one coherent text, such as speaking broadly, to cast light upon, which traditionally abound scholarly articles. A similar activity that that raises students’ awareness of the heterogeneity of scholarly language by involving the learners’ receptive strategies may be found in the section Receptive Activities below.

1. Productive Activities

1.1. Oral production

Speaking is an area where the fruits of toiling over learning new vocabulary are most immediate, yet it is the skill that language learners seem to be most apprehensive of (McIntyre and Gardner 1991). The number of the respondents regarding speaking to be their weakest or strongest skill is 10 (22%) and 14 (30%) respectively, while 23 respondents (48%) believe that it is speaking they will need in their future career the most.

Students often complain about their difficulties coming up with the right word at the right time. But it also seems that sometimes they are merely unaware of the “other”, more appropriate for the purposes in hand, more academic way of speaking (Poelmans, 2003). Therefore, speaking is the domain where students have to be particularly motivated to explore the different ways and levels of sophistication to convey the same idea while focusing on the development of skills enabling to do so instantaneously. In addition, when a successful attempt on the part of the student does take place, it may be worth pointing it out explicitly to attract the others’ attention and set a certain benchmark for the class. Below a few speaking activities intended for use in an academic classroom and aimed at building academic vocabulary are suggested.

1.1.1. Impromptu speaking

This speaking activity involves minimum or no preparation while it may prove quite engaging in any setting with the focus on developing and enhancing fixed expressions falling within the domain of academic English (CEFR: 110).

The students are asked to think of a certain topic (either within their study field or, if suggested early in the course, within their general interest) they would be ready to speak about. They are then given one minute to plan their speech and are asked to speak on the topic for 2 minutes without making any unnatural pauses. The main objective is to maintain speech flow by expressly resorting to academic or “functional” vocabulary, i.e., phrases that serve the purpose of combining, making transitions to and logically ordering different ideas into one coherent text, such as speaking broadly, to cast light upon, which traditionally abound scholarly articles. A similar activity that raises students’ awareness of the heterogeneity of scholarly language by involving the learners’ receptive strategies may be found in the section Receptive Activities below.
1.1.2. Present bags

Students may approach acquiring new vocabulary more enthusiastically if they are offered to start collecting present bags, ordinary paper bags usually used for packing presents, by adding, for instance, any five words and/or expressions of their choice from every reading/listening exercise done in the English class. Sometimes the instructor may recommend a certain fixed expression or a relevant single word form for inclusion in their selection. The new vocabulary may be collected on slips of paper and then used, either as the student’s vocabulary book in the traditional sense, or as a resource for impromptu class activities. For example, several times throughout the term the students may be asked to select up to 10 slips of paper from their present bags and, depending on the situation, think of or be assigned a topic, which they will have to develop and present in the classroom using the words and expressions so he has selected.

1.1.3. Upgrading the text

The students may be offered an excerpt of a reading done in class or a summary of that reading written in simplified language prepared by the instructor in advance. The students’ task is then to restore the original vocabulary of the simplified version. After this activity has been demonstrated in class, the students may be asked to work in pairs to come up with their own interpretations of the selected excerpts of the text everyone has been familiarized with and then work “backwards” the excerpt modified by their peers. Alternatively, students may be asked to find in the media or come up with their own short paragraph depending on the situation, think of or be assigned a topic, which they will have to develop and present in the classroom using the words and expressions so he has selected.

1.1.4. Promoting thinking skills

To help develop thinking and critical skills, the following activity may be used1. The students are given slips of paper with verbs like “examine”, “analyse”, “discuss”, “describe”, “compare”. They are then invited to formulate a question with the verb they received. Questions may be asked on recent readings done for the class, or other subjects from the students’ curriculum. After that the student should either answer the question himself/herself, or address it to a classmate. The other student has to give as full an answer to the question as possible.

1.1.5. PIE

It is nice when there are communicable students who take pleasure in either merely speaking English or in sharing their ideas. It is nice when others join willingly, the class is friendly and relaxed enough, there is lively exchange of opinions, and everyone enjoys making their contributions as insightful as possible. This might not always be the case, however. In addition, there may be students who need additional encouragement and time to speak up.

Let us digress for a moment and recall the fundamental writing techniques. When writing an essay, students are often asked to substantiate their points by examples or provide their argumentation. The same method may be applied in all activities that involve speaking. Since students sometimes complain that they “do not know what to say”, making them aware of a certain communicative template may be an effective means to make them become better interlocutors. For example, the instructor may ask the students to seek to construct their class contributions on the following scheme: Present-Illustrate-Explain, or PIE for short. To clarify, the student not only has to present a certain point, but also to substantiate it by giving an example and, most importantly, to provide some concluding explanatory comments which would complete his/her thought and resonate with the initial point presented. It sometimes seems that the latter component of this tripartite combination is what plays a decisive role in making one’s comment sound either strong or weak.

1.1.6. Simulation

This activity involves several actors: the presenter, interlocutors and observer(s).

1. The students peruse the recent article they have read and pay particular attention to the vocabulary that was brought up as relevant. The students also have to come up with 3-4 questions based on the text and potentially inviting a discussion.

2. The relevant roles are written on slips of paper, the number of which is the same as the number of students in the class. The students draw lots to distribute the roles: the idea is to distribute roles among everyone in the class thereby forming one group. Alternatively, the activity may proceed in two sessions by splitting the group into two subgroups, each consisting of about 6-7 students. Of them, there is one presenter, 3-4 interlocutors, and

---

1 This as well as the PIE activity has been adapted from Shulman http://www.nvcc.edu/.
1-2 observers. The goals and objectives of each of the roles may be given out as handouts. Thus, for example, the presenter’s task is to open and run the discussion based on a recent reading and/or listening exercise, to interact with the interlocutors making sure that everyone is given an opportunity to speak, to stimulate exchange of opinions and so on. The objective is to keep the discussion going for about 7-10 mins. The interlocutors are instructed to answer the presenter’s questions as well as ask their own, agree or disagree with the opinions voiced and, more generally, contribute to creating a lively discussion. During the discussion, the observers take notes along a set of pre-established set of criteria, assessing the themes touched upon and the efficiency of the participants: e.g., whether the presenter has succeeded in inviting equal contributions from the interlocutors, whether the latter have been active enough and have been propelling the discussion by asking relevant questions and debating, whether there have been any topics that could have been discussed, and so on. At the end of the discussion, the observers share their insights and suggestions with the class. Although at first sight, the observers may seem somewhat less involved in the process, the value of their contribution should not be underestimated. First, the observers serve as certain mediators between the instructor and the students thereby contributing to the creation of a closer collaborative environment where the strata “instructor” vs “students” are leveled. Second, the observers are invited to focus on their critical thinking skills as they compare the participants’ responses with the expectations of the (potential) audience. Third, their final comments may in fact be interpreted as self-assessment and consequently, as a worthy alternative to classroom assessment traditionally done by the instructor (Reitmeier, Vrchota, 2009). This activity may be repeated, each time changing the roles. It may also serve as a preparatory stage for leading a discussion with the entire class.

1.2. Written production

1.2.1. Writing essays

It seems that there is never enough time for writing essays in the regular classroom. They need much time to prepare for, much time to produce, and just as much time to read, comment on and eventually evaluate, while lack of time may negatively affect the final outcome (CEFR: 163). Yet nearly half of the respondents (22 students, 46%) perceive their writing skills to be the weakest. Language educators will hardly object to an opinion that, in order to learn to write, one should devote at least one term to just writing. Interestingly, while this is not the case in Lithuanian higher schools, accelerated one-semester or regular two-semester writing courses are mandatory in US universities, regardless of the student’s specialty. Given this requirement, writing classrooms host engineering, biology, agriculture and humanities undergraduate students who produce up to four essays per term. Each submission is preceded by an exploration into the genre of the upcoming writing project and a thorough examination of at least one sample essay. It is important to point out that writing projects, while serving the ultimate goal of fostering academic writing competences, are very engaging in terms of their content. For example, written assignments include, among other numerous options, writing a strong response essay (which combines writing a summary and a response to a given article), writing a comparison of two advertisements that pursue the same advertising goal, but are designed using different advertising techniques; writing an evaluation of an internet website; writing a surprising essay, i.e., an essay in which the writer puts forward an unexpected solution to a well-known problem; writing a synthesis essay, in which the main task is to combine about five sources into one article; and writing a series of essays that essentially simulate writing a research paper. The latter series comprises an exploratory essay devoted to an analysis and exploration of a certain concept or term; writing a research proposal and writing a research per se (cf., e.g., Ramage et al 2003; Horowitz, 1986). As can be seen, the possibilities for advancing and improving one’s writing skills are many, and if anybody perceived writing as a complicated and tedious task, s/he will probably change his/her mind as the writing course comes along the way. The ideas presented throughout this section are just ideas, but it is believed that they may be effectively incorporated into the English classroom setting in Lithuanian schools of higher education.

When writing essays, students usually follow practices they acquired during their studies in secondary school. They are used to the same routine way of accomplishing any writing assignment: they write an essay at home; then the essays are collected, read, corrected and graded by the instructor, and in the end, all the student is interested is his/her final grade. Yet although competent writing is arguably the most challenging task in mastering English, the way to producing the final draft may be facilitated by collaborative work done in class that foregrounds writing as a process. Although multi-draft models are known in composition as well as ESL contexts (Eckstein et.al. 2011), the practice of peer-reviewing
essays has been largely attributed to L1 environments (Grabe, Kaplan, 1996). Nevertheless, it is believed that peer-reviews can be successfully incorporated in L2 learning settings. After the writing assignment has been distributed and dates for submission the final draft announced, students may be invited to bring their first draft of the essay to class for peer-review. The instructor prepares a list of questions intended to help the writer take better control of his/her work and the reviewer to formulate his/her opinions on the essay. The questions may address issues like overall organisation, clarity of expression, effectiveness of the introduction and the conclusion, logical ordering of ideas, mechanics (spelling, punctuation), and style. The writer may also be asked to bring two or three questions dealing with specific areas in his/her essay to the peer-review so as to get an opinion from a colleague before the essay actually reaches the instructor.

To prevent some of the more obvious faults of an academic essay, a checklist for both Writer and Reviewer may also be provided by the instructor. Below is one example of the checklist:

- Is there a catchy introduction?
- Does the introduction have the main statement to capture the idea of the entire essay?
- Are parts of the essay proportionate?
- Are contractions used in the essay? (must not be)
- Does the essay progress?
- Does the essay read as one whole, or does it sound awkward at times?
- Does the conclusion recapitulate the main idea expressed in the introduction?
- Is inversion used? (encouraged)

Having a writing workshop in class with students reading each other’s projects before those are actually submitted to the instructor may be a mutually valuable experience. On the one hand, the instructor has more guidance over the writing process and thus contributes to the creation of a better product; on the other, the students become more conscious and conscientious writers as they collaborate in writing an essay of their own, and also learn from each other by enacting the roles of both the writer and the reviewer.

1.2.2. A case for “I"

Some words should be said on using the pronoun “I” in students’ essays. Having passed their State English examinations, first-year students frequently have a rather negative perception of the use of “I” in an essay and choose either “we” or “you” to give the direction to their thoughts. While the latter option seems to be discouraged on both continents of Europe and America, the use of “I” has once been given an interesting interpretation by Purdue University Professor Robert Channon (Indiana, USA). Professor Channon suggested that in general, the Europeans tend to be avoiding using the pronoun “I” in their academic output. Meanwhile, in the US, the use of “I” is justified since the author is then considered to be consciously assuming responsibility for the opinions s/he expresses. Feeling responsible for one’s thoughts and suggestions on the one hand and feeling capable of introducing change may be a weighty argument in favour of encouraging Lithuanian students to voice their standpoint in a more straightforward manner. In this light, a discussion on the use of “I” and its implications early in the course may constitute a valuable part of the English classroom and contribute to the creation of a personalised, friendly environment.

1.2.3. Writing a blog page

This may be a good activity to prompt writing skills in an informal way and, more specifically, may be regarded as a contribution to the development of creative writing skills of L2 students (CEFR, 61). Regardless of how busy they are, students do spend a fair amount of time in front of their computer screens and an investigation of their interest reveals that most of them do have certain specific hobbies. However shy and modest students may be, they nevertheless appreciate when someone expresses genuine interest in their extracurricular activities and are invariably willing to share their experiences. If classroom setting permits, it may be useful to introduce an activity developing writing skills that is an alternative to keeping a log or a journal, which is fairly customary in traditional academic classrooms: to invite students to create a blog page, or even run a personal website, and supplement it with their observations and new projects throughout the agreed period of time (possibly a term). The practice of going online has been tested in other writing-related settings (e.g., see Tardy, 2010). While writing a Wikipedia article may be too challenging a start for practicing academic writing, running a blog on an adequate topic seems to be appropriate and more personalized for Lithuania-based students. This activity may also be an eye-opening experience for the student: at least for the time being, many of them are not aware of the fact that, besides social networks, they can actually create and run their personal websites or blogs for free. Meanwhile, the opportunities are rich: e.g., http://wordpress.org, www.blogger.com, www.thoughts.com, or www.weebly.com, to mention but a few. Moreover, the latter platform is even intended...
Toward Building a Taxonomy of EAP Activities in a Lithuanian Classroom

Akademinės anglų kalbos įgūdžių ugdymo būdų sisteminimo galimybės Lietuvos mokymo institucijose

Julija KOROSTENSKAJA

1.2.4. Writing abstracts

This activity arguably presents a marginal case of written production activities, since it may also be perceived as falling within the domain of mediating activities (CEFR: 87). Teaching students how to write abstracts may serve as a transitory stage towards the ultimate goal of developing summary writing skills. An efficient way to teach students to write abstracts and summaries is through providing them with a substantial number of examples. As writing summaries at the early stages has been noticed to cause more difficulties to students, writing an abstract may be a useful exercise explaining both abstract- and summary-writing techniques. Thus, in the introductory session, the instructor distributes a substantial number of abstracts collected beforehand in such a way that every student or pair of students gets at least one abstract. The students are then instructed to read their abstract and, when done, to exchange abstracts with a colleague. Reading abstracts may last for about 10 minutes. Then the students are asked to come up with their observations on the regularities they have encountered in the structure and content of the abstracts they have read. After the relevant components have been discussed, such as the purpose, the vocabulary, statement of objectives and content of the abstracts, the students are asked to write their own abstract for a recent reading done in class.

2. Receptive Activities

2.1 Aural reception

According to the questionnaire findings, 11 respondents (24%) are confident in their listening skills the least, while 7 respondents (15%) regarded their listening skills to be the strongest. Meanwhile listening seems to have always been a peculiar area of teaching a language (Ur, 1992). Given the prerequisite of teaching English for academic or specific purposes, listening nevertheless seems to be the skill where fulfilling the requirement is the hardest: an English textbook by a recognized publisher and international radio stations, BBC primarily, constitute a certain pool from which recordings (albeit of an adequate level), may be obtained. But, given the growing requirements for an EAP classroom to prepare students within a relatively short period of time for conducting and processing scholarly discus-

2 Adapted from Tardy, series of lectures on Teaching English Composition ENGL 102, Spring Term 2003, Purdue University, Indiana, USA.

sions (Bankowski, 2010), these traditional sources may not be substantial. In recent times, however, the situation has been changing, largely thanks to the unprecedented expansion of the Internet and possibilities it provides to any inquisitive user. Thus a broad range of audio lectures may prove an adequate alternative listening resource. This is by no means a novel practice (see, for example, Lebauer, 1984), but informal discussions with Vilnius University language educators reveal that this medium is largely unexploited. Meanwhile the Internet abounds in audio lectures; some of them even include video versions on YouTube, which in itself is a precious channel of authentic communication in the target language. Audio lectures may be of varying length, but they seem to be exactly the medium the students have to be well prepared for after they have completed their course of English at a Lithuanian institution, both in terms of language competence requirements at more advanced levels and students’ real needs. Longer excerpts develop discourse processing skills while lecture form approximates the medium of lecturing in English the students will be increasingly exposed to throughout the subsequent years of study. Besides, assigning audio lectures for listening may be perceived as the instructor’s modest contribution to exposing the student to the materials of immediate relevance to his/her specialty. As one of the students of Chinese Studies once revealed, “I listened to this lecture probably four times, when I was writing my project for X”. The student later remarked that “there is no problem with finding printed material on the Internet, but I have not been able to find any audio lectures like this one before”. Could there be a better justification available?

One might make an objection that audio lectures can only be used in classrooms with students maintaining a high level of language competence. However, experience shows that adaptation to this medium takes but a few classes; besides, a practical solution for students less developed listening comprehension skills may be easily found. If an audio lecture is assigned for listening at home, the instructor may set a time limit during which the students are to work on the assignment. After the allotted time has elapsed, the student may stop listening and taking notes, even if s/he has not been able to complete listening to the entire lecture. This way prepares the student to approach the assignment in a more relaxed way, taking pleasure in listening to authentic material pertaining to his/her field and being confident in his/her capacity to accomplish the task without necessarily completing listening to the lecture.
2.2 Visual reception

Given their experience in school as well as excellent Internet coverage of all topics one could think of in English, students are fairly confident in their extensive reading skills. In fact, 46% of the respondents perceive their reading skills to be the strongest. However, early in their university life, most students are not used to reading complicated specialty articles. Consequently, given the fact that a significant part of their assignments for other classes are based on reading authentic scholarly texts, many of them still perceive the fulfillment of their homework. The difficulties are notorious and have been discussed elsewhere (see, for example, Francis et. al. 2006, Strimaitienė, Vabalienė, 2007). It is hard for students to understand scholarly vocabulary and complex sentence structures in academic texts, let alone to discuss and draw inferences about the entire text. While it is the most immediate objective of an Academic English classroom to expand the student’s command of scholarly vocabulary and equip him/her with substantial inventory of lexical and grammatical structures to be able to cope with an authentic scholarly text.

2.2.1. Personalising the author

It has been observed that students more readily “absorb rather than evaluate” information and the skill of “evaluative reading” should be given more consideration in EAP classes (Dobson and Feak, 2001). One way to develop more vested thinking about an article currently analysed in class may be by asking the students to imagine a situation in which they meet the author of the article at a party. They are then asked to come up with text-related questions they would address to the author (adapted from Allyn and Bacon, 2003).

Alternatively, students may be invited to read through the already familiar article and find instances where, in their opinion, the author has not been clear enough, or ideas they feel have not received proper attention. In this type of activity the students may demonstrate their individuality and come up with quite unexpected and very different questions about various parts of the reading. Though informal, activities like this one may be demanding quite a lot of input and effort on the part of the students. As one student remarked after one such session, “I even feel tired because we had to think in this exercise”.

3. Interactive Activities

3.1 Spoken interaction

There can be hardly any foreign language classroom which would ignore a genre like presentations in its setting. Below is one more idea to provoke students’ thinking and creative skills and, more generally, put them in an even more responsible role of a presenter interacting with his/her audience: leading a discussion.

In this kind of activity, the student is given a chance to facilitate the entire class for a pre-determined period of time. The student is asked to lead a discussion devoted to an article of his/her choice, perhaps approved by the instructor beforehand. The article is distributed among the classmates, at least one class before the discussion is due. The student has to prepare questions on the reading that would invite the class to respond, think of a proper introduction and conclusion, consider the possible turns in the conversation. In other words, the student is invited to be a discussion leader and moderate the discussion with the ultimate goal of developing “the collective creation of meaning” (CEFR, 84). It is also valuable experience for the students as they then feel the significance of their preparation and performance and will probably do their best to, as the Chinese say, “keep the face”. When leading the discussion, the student addresses his/her classmates by the name and asks questions s/he prepared in advance. Toward the end of the activity, the moderator has to round up the discussion with some concluding remarks intended to comprise both thoughts developed at home and responses from the colleagues voiced in the classroom. This activity may become an effective supplement to making presentations, as it is more interactive and invites everybody’s participation.

3.2 Written interaction

In secondary school English curricula, written interaction is most frequently practiced through writing miscellaneous types of letters. At the university level, however, writing letters gives way to email correspondence between the instructor and the students on daily matters and writing essays related, as a rule, to materials covered in class. Nevertheless, there may be an activity within this domain practiced in a university-level English classroom, viz. writing a job application or a study enquiry letter. Both types of letters are likely to become a useful supplement in student’s portfolio of his/her written projects and in all probability, they will be used more than once throughout the student’s career. Experience shows that students have not yet developed a substantial understanding of either the need of or the high expectations the addressees usually pose to these kinds of letters and therefore, it is only additional guidance and stimulation that can equip the students with a valuable piece of writing that may truly

3 Adapted from Madden & Rohlck, 2000.
open new opportunities in their careers. It may be suggested that letters of this kind be written toward the end of the English course, when students become aware of employment opportunities or possibilities of going abroad to further their education. Taking into consideration the fact that there might still be less motivated students, writing an application or a study enquiry letter may be offered as an optional writing project while stressing its long-lasting validity and openness to subsequent adjustment. If this writing project has been agreed upon, students may be asked to find a job advertisement or a study program which could be of potential interest to them thereby increasing student motivation to write a letter in pursuit of real, rather than hypothetical, goals. After students have been provided with general guidelines and at least a few examples, they proceed to compile a letter of their own. As job application and study enquiry letters are an intimate and sensitive area closely related to one’s strengths and weaknesses, they should probably be sent directly to the instructor, thereby avoiding the stage of the otherwise recommended peer-review stage.

Conclusion

The goal of the present article was to combine some of the US and Lithuanian methodological approaches as a way to contribute to constructing a taxonomy of activities which, as it is hoped, can be successfully incorporated into the Academic English classroom. The suggestions concerned the principal communicative activities in language acquisition. While focusing on L2 Academic English environment in the Lithuanian setting, it is believed that the activities discussed may have a broader application and be adapted for use in ESP environments or even geographical regions beyond Lithuania.

References


Poelmans P., 2003, Developing second-language listening comprehension: Effects of training lower-order skills versus higher-order strategy. The Netherlands: LOT.


Ur P., 1992, Teaching Listening Comprehension. CUP.


Ur P., 1992, Teaching Listening Comprehension. CUP.