

Teaching and developing listening skills in ESP classes

Marina M. Isupova

Candidate of Philological Sciences, Associate Professor of the English Language Department
Diplomatic Academy of Russia's Foreign Ministry
Moscow, Russia
dep.eng.vo@dipacademy.ru
ORCID 0000-0002-2772-0986

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Abstract

The article deals with the difficulties faced by students who study in the International Relations programme at the initial stage of learning professional foreign language when listening to authentic texts with socio-political content. The survey conducted among the 2nd year students of one of the Moscow higher education institutions showed that the main reasons are difficulties of grammatical, lexical and psychological nature, as well as difficulties related to the comprehension of individual peculiarities of the speaker's speech. Lexical difficulties include lack of professional vocabulary, failure to understand the meaning of the text listened and having no knowledge of the topic of the message. Difficulties related to the comprehension of the individual peculiarities of the speaker's speech include the speaker's accent, pronunciation and the pace of speaking. Psychological difficulties in listening comprehension can be caused by the students' fear of making lexical and/or grammatical mistakes, fear of failure to grasp the meaning of the text listened, lack of experience in listening to messages of socio-political content (news programmes) and lack of self-confidence. The author offers a number of recommendations for solving the problems causing difficulties with comprehension of professional texts identified in the course of the survey. In particular, in order to help students to understand the topic of the text, it is suggested that before listening they should read news on the BBC website or other English news channels, followed by practicing such professional vocabulary that is often found both in written and broadcasted texts. To overcome grammatical difficulties, it is recommended that before listening to the text the students should practise those grammatical structures that may cause difficulties in the comprehension of the text.

Keywords

listening, teaching listening skills, ESP, listening news programmes, authentic materials.

Introduction

The last decade has brought extraordinary technological and multimedia tools to classrooms which make English language teaching much more effective and trend-sensitive to contemporary trends, shifting the learning paradigms taught in the class. Higher educational institutions have a broad range of options when it comes to fostering listening skills, and all of them can place students into contexts that are relevant to them. Students respond non-verbally to the listening speech through the tone, rhythm, and pitch of the voice; this is referred to as kinesics (Polyakova, 2019).

The teaching of English in advanced education centers is aimed at equipping learners with the capability to utilize English in their area of specialization. Consequently, the teaching of English to students specializing in International Relations is directed toward equipping the graduates with the skills of listening comprehension and reproduction of texts in English of a socio-political nature derived from foreign information sources, including news programs from the British Broadcasting Corporation (BBC). As noted by authors Burns and Siegel, listening is the most dominating skill required in learning a foreign language alongside reading, writing, and speaking. On one end, it is a foundational skill from which other skills develop (Burns & Siegel, 2023), and on the other end, it is a higher-order skill that encompasses the results of other skills mastered (Panevkina, 2020). Furthermore, even students who can understand General English texts find listening to professional English the most challenging skill to work with.

The term «listening», referred to as «auding», was first introduced into foreign language teaching methods by an American psychologist D. Brown in his 1950 publication «Teaching Aural English». In this work, the author dissected the terms «listening», «hearing» and «understanding», which were used in the same context. (Brown, 1950).

In Russia, the term listening was first introduced by Z.A. Kochkina, who described it as the process of perception and comprehension of spoken language in foreign languages. She defined three basic principles of teaching listening, the foremost being understanding speech without the aid of dictionaries or non-translational comprehension of the broadcasted audio material. The second principle is to approximate the pace of foreign language speech to the learner's native speech. The third principle focuses on the variety of texts utilized in the listening process, stressing the need to modify materials and avoid the use of the same material repeatedly. (Kochkina, 1964, p. 19).

G.V. Rogova and I.N. Vereshchagina (Rogova, Vereshchagina, 1988, p. 15) defined this term at greater depth, regarding the listening to be understanding the speech through ear as thinking, mnemonic, and perceptual activity of the learner. The authors' stance on considering listening in relation to an act of thinking is justifiable on the grounds that it concerns fundamental mental operations (such as comparison, analysis, synthesis, induction, deduction, abstraction, etc.).

In our view, the most comprehensive explanation of the term 'listening' is given by D. Shirinberg, who, unlike most other authors, has noted that listening depends on the learner's linguistic pragmatic knowledge. In Shirinberg's definition, listening is classified as a perception and recognition by air thought process (complex) of a foreign speech, which active within the confines of the learner's lexical experience. Moreover, this process of evaluation of the heard information takes place in the recipient's inner speech. (Shirinberg, 1973). Therefore, the definitions that we have so far come across have helped us appreciate listening is more than just hearing something. As one of the components in the instruction of the English language, listening is best described as hearing performed as a sophisticated mental operation in which alien speech is changed into understanding.

Materials and research methods

Nowadays the importance of developing listening skills is recognised in the Common European Framework of Reference for Languages (Common European..., 2018), where the degree of proficiency in this activity is defined in the descriptors for levels from Pre-A1 to C2. There is an ongoing process of experience sharing between Russian and foreign scientists covering the challenges in teaching for developing listening skill, as well as methodological experience and achievements in teaching and developing the skills of this type of speech activity.

Some scholars apply metacognition theories in studying learners' cognitive abilities and create teaching models for developing listening skills (Goh, 2021). The importance of improved foreign language reading ability with the development of listening skills is emphasised by S. Krashen (Krashen, 2018), who recommend developing reading skills for faster progress in listening. At the initial stages of learning, the shadowing technique is recommended, where the students repeat what they hear simultaneously with the speaker or immediately after listening, this helping the students to improve their pronunciation, listening and speaking skills (Hamada, 2019; Ginting, 2019).

Also, narrow listening technique is advised as one of the ways to help students in developing their listening skills and facilitating faster comprehension of the text they are listening (news stories), which not only helps the students to expand their vocabulary but also assists in faster comprehension of the text they are listening by repeated listening to the familiar topic of the message (Rozak, 2021). On the other hand, such method as extensive listening (in the same way as extended reading), when used frequently, not only improves listening skills but also has a positive effect on the students' general language development (Renandia, 2020, Yvon, 2019). Dictation is also considered to be an effective method that not only helps to increase confidence and motivation but also to improve listening and pronunciation skills (Saraghi, 2022).

Nonetheless, listening remains one of the most difficult English language learning techniques for the students. Speaker's speech rate and vocabulary difficulty level are cited as some of the listening comprehension hurdles by Agustiana (2018) and A.N. Hidayati (2020). Speaker's accent and speaking rate along with vocabulary shortages are viewed as the primary obstacles in listening comprehension by D. Setyawan (Setyawan, 2022). To these challenges S. Nadira and S. Varney add fuzzy articulation, audio quality, and absence of practice (Nadira, 2021). These researched barriers highlight the importance of utilizing authentic materials from the first year of university in order to avoid replacing textbook materials with teacher-input. In addition, literature on the subject stresses the importance of selecting listen-notes from speakers of different ages and genders from various English-speaking countries and regions (UK, USA, Australia, New Zealand, etc.) because the greater the exposure to English the students are exposed to, the easier their adaptation becomes (Osadchaya, 2017).

One major challenge preventing the successful comprehension of audio texts/messages is fear, which is viewed as one of the most significant and enduring challenges throughout the learning process. Among the several causes of fear, A.N. Hidayati (Hidayati, 2020) highlight the inability to handle the rapid pacing and vocabulary of the speaker.

In the case of understanding English, students view it as a kind of a barrier to comprehension, as they have to complete some exercises relating to the text, which in most cases leads to mental strain while working, whereas the problem experienced during listening leads to low motivation to learn the language. N.V. Ageyeva (2008) looks at the causes of psychological, cognitive, as well as emotional and borderline reasoning gaps in understanding foreign speech by air, and provides various methods for bypassing these cognitive blocks (Ageyeva, 2008).

An English language instructor must possess a working understanding of the psychology of the learner. Given the varying degrees of fatigue students face, the provided audio lecture must be supplemented with different multimedia resources, and the post-text exercises should be more visually oriented. Additionally, the accompanying audio materials should not exceed an ideal duration. First-year students at higher educational institutions should be provided with audio resources featuring no more than 100 vocabulary units, increasing the amount gradually over time (Grishina, 2022).

Enhancing listening comprehension on the English language is not only difficult from a psychological perspective, but it also presents vocabulary and grammatical problems. Due to missing pieces of audio texts, they often do not understand them due to gaps in vocabulary knowledge. To resolve this issue, students explain the English text consisting of unfamiliar lexical items through its holistic comprehension. For this, probabilistic forecasting is useful, which is why students should develop such skills from the onset of their studies in institutions of higher learning. The prediction mechanism can be explained in this way Paniova (2020) states that the students attempt to reconstruct the unrecognizable or miscomprehended lexical units based on their overall understanding of the entire text (Panevkina, 2020).

Results and discussion

The purpose of this study is to identify the main problems faced by students, especially in the first years of learning, in developing the skills of listening to professional texts and, based on the findings, make the process of teaching students listening skills more effective.

The research method used in this research is survey method. In order to identify the nature of the main difficulties encountered in the process of listening to news stories by students at the initial stage of learning, a

survey of 67 second year students in one of the Moscow universities (majoring in International Relations) was conducted.

In the course of the survey, the respondents answered the following questions: how often during listening to a professional text (in our case, news programmes) do you encounter difficulties of lexical (lack of professional vocabulary, failure to understand the meaning of the text you listen, lack of knowledge of the topic of the message), grammatical, psychological nature (fear of making lexical/grammatical mistakes, fear of failure to understand the meaning of the text, lack of experience and lack of self-confidence) and do you think that such individual peculiarities of the speaker's speech as accent, pronunciation and speaking rate affect comprehension of the text/message.

The findings of the research enabled to identify the main difficulties encountered by the students during listening to professional texts: lexical difficulties; grammatical difficulties; psychological difficulties; difficulties in perceiving individual particularities of the speaker's speech. Besides, the survey allowed identifying the most frequent difficulties encountered by students in listening.

Lexical difficulties encountered by students are presented in table 1. The data are given by the number of the respondents' answers.

Table 1. Lexical difficulties encountered by learners during listening in ESP classes

Lexical difficulties	Never/Seldom	Periodically	All the time
Lack of professional vocabulary	9	17	41
Failure to understand the meaning of the text/message	11	16	40
Having no knowledge of the topic of the text/message	10	48	9

Individual peculiarities of the speaker's speech that cause difficulties in students' comprehension of the text listened are presented in table 2. The data are given by the number of the respondents' answers.

Table 2. Individual peculiarities of the speaker's speech that cause difficulties in listening comprehension in ESP classes

Individual peculiarities of the speaker's speech	Never/Seldom	Periodically	All the time
Accent	22	25	18
Pronunciation	3	5	59
The speaker's speaking rate	6	17	44

Influence of grammatical difficulties accompanying the process of listening in English language classes at higher education institutions is presented in table 3. The data are given by the number of students' answers.

Table 3. Influence of grammatical difficulties encountered by learners during listening in ESP classes

Influence of grammatical difficulties	Never/Seldom	Periodically	All the time
	13	43	11

Psychological difficulties accompanying the process of listening in English language classes at higher education institutions are presented in table 4. The data are given by the number of students' answers.

Table 4. Psychological difficulties encountered by learners during listening in ESP classes

Psychological difficulties	Never/Seldom	Periodically	All the time
Fear of making lexical/grammatical mistakes	6	14	47

Fear of failure to understand the meaning of the text	4	15	48
Lack of experience	41	14	12
Lack of self-confidence	7	15	45

Conclusion

Survey results suggest that the students' primary difficulties while listening to English texts stems from the way the audio text is pronounced (the speaker's accent and rate of speech), as well as the student's lack of familiarity with a wide range of lexical items, topics of the texts they are listening to, and the probabilistic prediction mechanism during the initial stages of learning. Understanding is also impeded by other grammatical and psychological difficulties such as the fear of making lexical or grammatical errors and worry about failure to grasp the meaning of the text.

Selection of specific difficulties indicated in the survey results may increase listening comprehension if the students would be provided with easier texts that build in complexity. Adapting materials to suit students' levels has proven to be very effective to help learners meet established educational objectives. This adaption without compromising the integrity of the content is what I recommend to other educators at the higher learning institutions.

It is proposed that some problems arising from lack of professional vocabulary and comprehension of the topics of texts/messages might be assisted through reading news on the BBC website or English news channels coupled with selecting specialized vocabulary relevant to the text which occurs in both written and spoken form. It may also be advisable to do gap-filling exercises for textbook scripts of the contained news text-fill in essential understanding the gap with words exercises. For easier comprehension, students may be assigned to listen to several recordings on a specific topic, such as Negotiations, over several classes. Moreover, the students can be instructed to use the given keywords to anticipate the content of the news. To aid students capture and use professional vocabulary in oral communication, teachers could ask them to incorporate 12-15 words and phrases into a story describing the political situation of a country that might be fictitious.

Understanding the text can be influenced by the accent and rate of speech of the participants, for example, J. Biden. Hence, continental understanding is best achieved when speakers from different countries and regions such as the UK, USA, Australia, etc. are included along with recordings of the speeches of prominent political figures. Accuracy might be impacted by students not correctly identifying certain structures as used to doing, subjunctive mood, or absolute participial construction, along with the other factors like using would for actions that took place in the past, perfect infinitive with modal verbs where the meaning of the text may be distorted. Students should be instructed to practice specific grammatical structures which, in the teacher's perception, outline the difficulties in grasping the text prior to listening to it.

To mitigate the psychological barriers of comprehension, enhancing motivation by listening to student answers during class promotes self esteem and confidence while providing an avenue for satisfaction with the activity, in this case, listening comprehension.

To summarize, we can consider that training students in higher education to attend and understand news broadcasts in English is of particular concern in the methods of teaching because it deals with all forms of the students' EL communication. This listening 'as a type of speech communication and discursive activity' is considered to be not thoroughly studied and therefore needs attention, particularly in the development of effective techniques for teaching English for specific purposes at higher educational institutions, research in this field is still limited.

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Развитие навыков аудирования профессиональных текстов на занятиях ESP в вузе

Марина Михайловна Исупова

Кандидат филологических наук, доцент кафедры английского языка

Дипломатическая академия МИД России

Москва, Россия

dep.eng.vo@dipacademy.ru

ORCID 0000-0002-2772-0986

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Аннотация

В статье рассматриваются трудности, с которыми сталкиваются студенты, обучающиеся по программе «Международные отношения», на начальном этапе обучения профессиональному иностранному языку при аудировании аутентичных текстов общественно-политического содержания. Проведенный опрос среди студентов 2 курса московского вуза показал, что основными причинами являются трудности грамматического, лексического и психологического характера, а также трудности, связанные с восприятием характерных особенностей речи говорящего. К лексическим трудностям относятся незнание профессиональной лексики, непонимание смысла аудируемого текста и незнание темы сообщения. К трудностям, связанным с восприятием характерных особенностей речи говорящего, относятся акцент, произношение говорящего и темп произношения текста. Психологические трудности в восприятии аудируемого текста могут быть вызваны боязнью студентов допустить лексические и/или грамматические ошибки, боязнью не уловить смысл аудируемого текста, отсутствием опыта в аудировании сообщений общественно-политического содержания (новостных программ) и неуверенностью в себе. Автор предлагает ряд рекомендаций для решения выявленных в результате опроса проблем восприятия профессиональных текстов. В частности, для решения проблемы непонимания тематики аудируемого текста предлагается предварительное чтение новостей на сайте BBC или других новостных англоязычных каналов с отработкой профессиональной лексики, которая часто встречается как в письменных, так и в эфирных текстах. Для преодоления грамматических трудностей рекомендуется перед прослушиванием текста предложить студентам отработать те грамматические конструкции, которые могут вызвать трудности в восприятии текста.

Ключевые слова

аудирование, обучение аудированию, английский язык профессиональной деятельности, аудирование новостных программ, аутентичные материалы.

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