

**Towards a New Consideration of the ESP Instruction:
Listening-Speaking Weaknesses and Films' Introduction
Case Study: First Year PhD Students of the Faculty of
Human and Social Sciences**

نحو اعتبار جديد لتعليم اللغة لغرض خاص ESP

Aouar Dallel⁽¹⁾

Department of Letters and Foreign Languages University Batna2
d.aouar@univ-batna2.dz

Pr. Aboubou Hachemi

Department of Letters and Foreign Languages, University Batna2
h.aboubou@univ-batna2.dz

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Abstract:

Away from what we may believe, mastering writing and reading in English is far from being learners' unique target in ESP instruction (English for Specific Purposes). Students want to understand what they hear in English and speak fluently in a way closer to that of English native speakers. However, the complexity which generally sketches the understanding and production of authentic English spoken language, in addition to teachers' poor consideration of those aspects, lead learners to experience anxiety, lack of self-confidence, lack of motivation and, obviously, poor feedback. As a result, the English language instruction becomes so weighty for both teachers and learners. These concerns led us to a descriptive research design to shed

¹ –Author Correspondent.

the light on the ESP instruction's actuality in the Faculty of Human and Social Sciences University of Batna1. A questionnaire was introduced to portray our first year PhD students' weaknesses in terms of English speaking and listening abilities. Also, we aimed to depict their attitudes towards introducing films in English as a support for their learning. Students' positive positions on the introduction of films in English into the classroom leads us to strongly recommend them as quite supportive and efficient pedagogical means in ESP learning as well as teaching.

Keywords: ESP instruction - listening and speaking weaknesses - Films in English (English spoken films).

الملخص:

عكس ما نعتقد، فإن إتقان الكتابة والقراءة باللغة الإنجليزية أبعد ما يكون عن الهدف الفريد لمتعلمي الإنجليزية لأغراض خاصة (ESP). يرغب الطلاب في فهم الإنجليزية المسموعة والتحدث بطلاقة بطريقة أقرب إلى المتحدثين الأصليين للغة. ومع ذلك، فإن التعقيد الذي يرسم بشكل عام فهم وإنتاج اللغة الإنجليزية المنطوقة، بالإضافة إلى سوء تقدير المعلمين لتلك الجوانب، يؤدي بالمتعلمين إلى اختبار القلق، وانعدام الثقة بالنفس، وانعدام التحفيز وبالضرورة ضعف النتائج. ونتيجة لذلك، يصبح تعليم اللغة الإنجليزية ثقيلًا على كل من المعلمين والمتعلمين. ألهمتنا هذه المشاكل إلى ضرورة تصميم هذا البحث الوصفي لغرض إلقاء الضوء على حقيقة تعليم الإنجليزية لأغراض خاصة (ESP) في كلية العلوم الإنسانية والاجتماعية بجامعة باتنة 1. تم تقديم استبيان لتصوير نقاط ضعف طلاب السنة الأولى دكتوراه من حيث قدرات التحدث والاستماع بالإنجليزية. أيضا، هدفنا لتصوير مواقفهم تجاه إدخال الأفلام باللغة الإنجليزية كوسائل دعم لتعلمهم. مواقف الطلاب الإيجابية حول إدخال الأفلام باللغة الإنجليزية إلى الفصل الدراسي قادتنا إلى التوصية بها كوسائل تربوية داعمة وفعالة في تعليم ESP.

الكلمات المفتاحية: تعليم ESP - ضعفا لاستماع والتحدث - الأفلام باللغة الإنجليزية (الأفلام المنطوقة بالإنجليزية)

1. Introduction

Teaching English as a foreign language has made a considerable step in the Algerian universities during the last

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decades. EFL instruction has been introduced in almost all the specialties as a fundamental tool for the sake of the scientific research development. This led to a specific attention towards the importance of focusing on EFL reading and writing skills over listening and speaking. The aim was to allow learners a wide access to a measureless range of documents in English.

However, this attention seems to be inappropriate and insufficient for two reasons. The first is traced by Learners' needs of a well-established ESP instruction to learn how to deal with the English spoken input with the same degree they are supposed to deal with the written one. In this respect, Katchen (2003) referred to textbooks shortage in terms of communication since they do not teach small talk and conversational interaction. The second rather reflects students' trends towards the different audio-visual input which trace today's technology; TV, mobile phones, computers, tablets, etc., the 'screen' is everywhere in all the areas so why not in studies and the scientific research?

Moreover, recent literature emphasized the idea that becoming fluent communicators is a logical upshot from learning any foreign language. Learners want to be able "to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media" (Harmer, 2007, p. 133). They want to speak similar English to native speakers' one, and be satisfied with their oral production. However, this is not surprising for two main reasons: (1)the characteristics of today's world as to be quite invaded by American-English films thanks to 'Hollywood';

(2)the universal aspect of the English language which makes its introduction in education as a foreign language an obligation. Hence, on purely communicative and scientific bases, it becomes approved that those who are unable to efficiently interpret and successfully produce English, (in addition, of course, to writing and reading) are seen isolated and quasi-illiterate. In this respect Boonkit wrote:

“As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community.”(2010, p. 1305)

Despite all this, the English instruction for specific purposes (ESP) remains slightly considered in our university system, except for departments who are initially specialized in TEFL (Teaching English as a Foreign Language). Even if its importance as an essential pedagogical tool has been approved by all and in all specialties, still few attempts have been made to trace a framework of how to successfully teach ESP learners and meet their needs. Frequency and Time limitations of the sessions add to the absence of language laboratories make the task harder for teachers to consider efficiently the English language listening and speaking skills within their classrooms and bring whatever efficient support for their learners.

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On the light of the already stated reasons, came the present study as an attempt to describe our learners' major difficulties over the acquisition of the listening and speaking skills in ESP classrooms. Also we aim to portray students' attitudes towards introducing Excerpts of English spoken films as a probable solution which may alleviate the density of the meant weaknesses.

2. Literature Review.

Over the last three decades, a revolutionary shift towards a serious consideration of listening and speaking, traced the field of EFL/ESL exploration. Researchers competed in reshaping EFL education to underline the best strategies for teaching listening and speaking, which were long been marginalized if compared with the large amount of literature exhausted in EFL reading and writing.

An important outcome of this shift is the assumption of the 'intertwined' relation between listening and speaking (Noon-ura, 2008). In other words, in EFL learning, developing listening is seen in combination with developing speaking. Jeremy Harmer emphasized listening frequency over the development of learners' perception and production of the target language on the basis that "the more students listen, the better they get, not only at understanding speech, but also at speaking themselves" (Harmer, 2007, p. 133). To be a good listener is supposed to involve collaboration with speakers and acting actively in asking for clarification in situations of misunderstanding (White, 1998, p. 13). Worth to notice here is the interchangeable nature of the

listener-speaker roles; in communication a listener becomes a speaker in case of answering a question or asking for clarification. This fact deepens the interrelationship between listening and speaking and suggests a parallel treatment of both of them; an unsuccessful listener is probably an unsuccessful speaker since s/he is unable to interpret the message correctly and then answers inappropriately (in case of a conversation) or find difficulty in adjusting his/her knowledge about how the words are pronounced and how and when they are used by natives.

2.1. The ESP Course

According to Collins Dictionary, ESP is an abbreviation of English for Specific (or Special) Purposes. It is the teaching of English to students whose first language is not English but who need it for a particular job, activity, or purpose. This fits with the kind of English instruction undergone in the Faculty of Human and Social Sciences. Our PhD students are of different branches (sociological, psychological, historical, philosophical, information and communication, and library sciences), accordingly, deserve a well-established teaching of the four skills of English with no exception and without excess of consideration of one at the expense of others.

The ESP instruction is supposed to enable students to (1) extract information from the different print documents and be able to understand and analyze the data; (2) be able to write correctly in English according to the rules and principles of the scientific written productions; (3) to interpret accurately the

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information available in a wide range of audio-visual products which are of a crucial importance for the specific nature and diverse demands of the human and social studies. Another aim is the mastery of English speaking to foster their communicative competences and enable them a comprehensive oral presentation of their works as potential researchers in the different scientific meetings.

2.2. Listening Overview

Listening is an active mental ability which helps us understand the world around us (Rost, 2009). It has been defined as a complex process of interpretation allowing listeners match what they hear with what they already know (Rost, 2002). It includes listening for thoughts, feelings and intentions which requires active involvement, effort and practice (Gilakjani & Ahmadi 2011). Listening to spoken texts can be beneficial to pronunciation in terms of providing listeners with ‘good pronunciation models’ which allow them absorb better pitch, intonation, stress and the sounds of words whether considered in isolation or connected speech (Harmer, 2007, p. 133).

However, the aim in the present work is to consider the learners’ need for an instrumental instruction able to provide help and assistance in what concerns EFL listening comprehension. According to Pourhossein Gilakjani and Ahmadi, listening comprehension “is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge (2011, p. 979).

The aim then is to guide learners to think about their listening and develop the autonomy and self-confidence needed for mastering listening, also speaking as a result of the mastery of the former.

2.3. Speaking Overview

Speaking is defined as ‘one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue’ (Boonkit, 2010, p. 1306). Harmer brought the ‘speaking-as-skill’ concept to refer to the kind of activities where students are practicing real speaking events rather than just using speaking to practice specific language points (2007, p. 283). He believed teachers to have three main reasons for getting their learners to speak in the classroom: (1) providing students with rehearsal opportunities for the practice of real-life speaking in the safety of the classroom; (2) Providing learners with useful feedback on how much they know and how well they can use what they know about EFL; (3) bringing students to become autonomous speakers of the target language through helping them activate their knowledge as frequently as possible, and so recalling data become more automatic and less conscious (Harmer, 2007, p. 123).

2.4. Films as an Example of Authentic Video Materials

As defined by Jeremy Harmer, authenticity refers to describe texts or language written for native or competent speakers of a

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language (2007: 269). The importance of authentic materials, especially audio visual, in TESOL (Teaching English for Speakers of Other Languages) has been adverted by many researchers. King (2002, p. 33) held that films can motivate learners to “communicate in contemporary colloquial English”. Add to its authenticity films have another strong point: the visual aspect. An earlier study by Merringoff (1983) underlined the importance of images for memorizing the different information, since our brains remember better the visual data especially those bearing an emotional component. Moreover, in what concerns the language input, Ji emphasized the importance of (1) familiarizing students with colloquial speech and the variety of pace and accent, (2) developing their vocabulary and their awareness of how referring expressions are used, and (3) helping them develop prediction through the use of discourse markers (2015, p. 138). Kellerman highlighted the nature of the speech perception as to be a ‘bi-model process’ that relies on both listening to, and watching the information (1990, p. 274). Important to notice here, is the clear correspondence between the nature of both speech perception and the English films. In this respect, Wetzel (1994) highlighted the multiplicity of information TV, as a general authentic material, may offer to learners in terms of images, motion, sound and texts which enable them to learn through both verbal and visual means. Hence, introducing films as authentic video materials may be benefic since they can provide learners with both acoustic and visual data in a colloquial way necessary for the development of their listening-speaking skills. They offer a wide range of

paralinguistic cues and cultural data able to foster learners' communicative abilities.

3. Research Methodology

3.1. Choice of the methodology

Since the aim of the present study is mainly concerned with elucidating our PhD students' speaking and listening weaknesses in addition to their stances about the introduction of films in English as helping pedagogical tools, we opted for a descriptive methodology to draw a clear picture of the study goals.

3.2. Subjects

In the present study we have adopted a purposive sampling, by selecting 33 out of 42 first year PhD students of different branches in the faculty of Human and Social Sciences of Batna1 University. All the elements are our students in ESP course, and the majority has been our students during the License and Master stages for at least 3 or 4 years. Consequently, we assume knowing our learners' capacities and limits as to master, more or less, English writing and reading skills, but having considerable difficulties in the two other skills (listening and speaking). At the time of data collection, they had been learning EFL for at least 9 years, except for some students who belong to the classical system, but still we assume their good level in writing and reading English. Hence, our use of the purposive sampling is justified by: (1) accessibility, since the elements are already our

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students; (2) they have acquired enough experience in the writing and reading English; and (3) they express a serious desire to become fluent speakers of English and lessen their problems especially when listening to authentic English of native speakers.

3.3. The Instrument

As mentioned before, the aim behind our choice of the present study is to make an attempt to describe our students' difficulties in what concern listening and speaking English. More precisely, we try to shed the light on these two language skills which, even if of great importance, remain slightly considered, or not at all, in our ESP classrooms by teachers as well as by learners. Also, we attempt to suggest alternatives to the old-fashioned classical teaching based on students' preferences as heavy viewers of films and the accessibility of such means, in terms of the low cost and availability in the market and the Net. Hence, learners' attitudes on the introduction of excerpts of films in English, as an example of the wide range of audio-visual pedagogical means, is to be described in the present work.

For the already presented goals, we adopted the questionnaire as a means of data collection instrument. It was divided into four sections and bears 16 between close and open questions. The first section deals with general information about the elements in terms of age and previous experience in English. The second deals with students' difficulties in ESP instruction especially in terms of the English language listening and speaking. The third section investigates learners' attitudes on whether or not they like to watch English spoken films. The two last sections are

about listening and speaking implications while watching films in English, according to learners' previous experience. The elements of the present study were invited to answer the questions as clearly and honestly as possible and were given enough time to fulfill this task.

4. Results and Discussion

4.1. Learners' Difficulties in ESP Instruction

Students' answers about their attitudes towards the ESP course were unanimously positive. This, at least, proves their enthusiasm and interest towards learning English and eliminates any negative impact that may be generated from hate of the English language or the lecture in general. However, despite learners' unanimous interest for the ESP course, they declare encountering difficulties in acquiring English speaking and listening skills. Among the participants, a majority of about 88% (29) declared the development of their listening and speaking abilities as the main intention from attending ESP course, with a percentage of about 55% (16) for speaking and 45% (13) for listening, largely exceeding results for writing 6% (2) and reading 6% (2). Out of the 29 students who showed interest in listening and speaking a majority of 72% (21) of them assumed listening to be the most difficult skill of EFL over 28% (08) for speaking. We believe Learners' assumptive confidence in their speaking abilities to result from their erroneous estimation of what is meant by a good speaker. They probably confuse the ability to speak with mastering the characteristics of fluent and accurate English speaking.

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In general results of this section seem quite evident, since the Algerian educational system gives little interest to the development of FL listening and speaking skills, allowing EFL learners a mere support in the writing and reading aspects of the English language, and leaving the two others to learners' personal efforts and desires. As a matter of fact, learners feel quite satisfied with the level they reached in writing and reading, but feel a greed for the two others. Add to this, and assuming the reality of the universality of the English language in the scientific research, the majority of PhD students justified their choices in the desire to participate in the different international conferences and study days all over the world and, of course, be able to understand and be understood.

Learners expect their teacher to be of great support to help them reach their objectives from such instruction. In terms of listening, students' answers were analyzed and reformulated in the following suggestions: (1) to be allowed a more exposure to English with all its differences and dialects; (2) introducing adequate tasks as to help them overcome certain difficult aspects of English as segmentation and pronunciation; (3) attending language laboratories, if possible, to develop their listening. In terms of speaking, students' answers were organized as follows: (1) not rely on the teachers English alone since s/he is not a native speaker and then does not provide for the best source of learning; (2) allowing more space for learners to speak in English and

lessening the teacher's talk (3) use more dialogues and conversations in the classroom where everybody must be implemented; (3) providing students with a well-structured instruction in quite equipped classrooms or laboratories; (4) using authentic videos as a pedagogical tool to acquaint learners with real examples of how do English and American people speak. Students' suggestions show a clear consciousness of the problems they have and a considerable enthusiasm to overcome their disabilities. Also, we consider awareness on the part of our students of the need to enlarge the scope of their English language knowledge and adopt a holistic approach in learning English in order to satisfy the nature of the human sciences research.

4.2. Learners' Experience with English Spoken Films and Listening Difficulties

The reality that, today, we become more and more prone to the screen (TV, internet, tablets, iPods, mobile phones, cinema, etc.) inspired us as to start thinking about the way to take profit from such dependence. And since nobody can deny the over-existence of TV in our daily lives, we thought it may be quite worthy to attempt to introduce excerpts of films in English, for two reasons: (1) even in quite formal situations as in the classroom, films remain attractive and funny; (2) pretty rich sources of the communicative and cultural sides of the English language and its speakers.

In the present section, we aim to inspect our PhD students' attitudes towards watching English spoken films. However, no

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special attention is given to the nature of the English language, whether British or American; since the aim is mainly to verify our students' acceptance or rejection of those kinds of films, in addition to their listening abilities and difficulties while watching.

When asked about their attitudes about watching films in English, about 2/3 of students 85% (28) showed a positive reaction over those 15 % (5) who rather answered 'No' to the meant question. However, after comparing students' answers and their ages, we noticed a potential relation between them; all the five students who expressed negative attitudes towards films in English are relatively old aged (see table 1). It is worthy to remind here that our PhD students are from different ages and some belong to an age range of more than 50 years old. Those latter showed no significant interest towards watching English films, and with a very low frequency. They mainly justified this attitude in being far more interested by reading books and novels than 'wasting time in front of the screen', as mentioned in one of the answers. This difference in tendencies between youngsters and old students makes us suppose that films in English, or on a larger scale, the English talking 'screen' may have greater influence on the new generations than on their counterpart elders.

Like/dislike watching films in English	Students' ages			
	25-35	36-45	46-55	Total

Yes	100%	100%	0%	85%
No	0	0	100%	15 %
Total (%)	100%	100%	100%	100%
Total (F)	(20)	(8)	(5)	(33)

Table1. The relation between students' age and their attitudes towards watching films in English.

Moreover, students expressed the difficulty they generally encounter with the language of films in English. They reported that even when knowing the story (in case they saw the film in another language or previously read the story in a book) still the language presents a big deal of difficulty, despite the large vocabulary they may have. This may be explained in the special feature of English which makes it difficult to anticipate the pronunciation of words out of their written forms; add to learners' speaking weaknesses that lead them to create some erroneous pronunciation and take them for granted while reading whether silently or out loud. This creates a sort of new personal vocabulary quite different from real English which generally misleads learners when they try to relate what they hear in the film with the registered factious articulation they have created.

Moreover, speed, pronunciation and lexical segmentation of the words in the discourse were the most claimed factors by those students. This is quite obvious; regarding the difficult aspect of oral English generally claimed by speakers of other

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languages. Also, those claims reflect students' lack of experience with the listening instruction, which is, according to many researchers, of a considerable importance and a great difficulty (Harmer, 2007; Lynch, 2009; Nation & Newton, 2009; Vandergrift and Goh, 2012).

On the other hand, all the learners who approved watching films in English showed a considerable degree of frequency; since 27 out of 28 answered 'often' and only one student answered 'sometimes'. Besides, 25 students (89%) justified their love for English-talking films in the kind of fun and pleasure that characterize their watching; this confirms, at least, their comfortable position with the possibility of introducing English films as a pedagogical means in our ESP classrooms. Three students (11%) referred to their conscious will to support their linguistic knowledge, but no special and clear attention has been given to the listening and speaking abilities. This is not surprising, regarding the complexity and the hidden aspect of listening and speaking.

Not surprisingly, all the 33 elements asserted their reliance on cinematographic subtitles to understand the content of films in English, even for the minority who rarely watch such films. Regarding their original language and the nowadays large variety of Arabian TV channels, which generally display American and British films with subtitles, students probably refer to Arabic-language subtitling. And when asked about the frequency, a great majority of 30 students (91%) reported their frequent reliance against only 3 (9%) selected the 'from time to time'

option and nobody selected 'rarely'. This again, reflects learners' great weaknesses in terms of listening to the spoken English language. Despite the special nature of films which normally provide helpful pictures bearing enough cultural and situational information, body movements (kinesis), movement of the lips, etc. learners still rely heavily on subtitles which probably does not serve their needs to improve the listening and speaking intricacies. So, before any attempt to introduce excerpts of films as a pedagogical tool into the ESP classroom, we first must be sure they are free from subtitles.

Further, when asked to depict the kind of difficulties they generally encounter when watching films, students' answers differed in the style but were similar in meaning which helped us over the reformulation and reorganization of those answers into the following eight categories (see table 2).

Categories	Examples of Students' Listening Weaknesses	Percentage %	Frequency (F)
a. In terms of the spoken input source	- I rely on subtitles, only when the sound is not clear enough.	3%	(1)

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<p>b. In terms of pronunciation</p>	<p>- Even if I know the word I can't recognize it when pronounced by a native speaker</p>	<p>27.2%</p>	<p>(9)</p>
<p>c. In terms of grammar and discourse</p>	<p>- I sometimes confuse the verb and the noun, the 's' of the plural form and the 's' of the verb conjugated in the present simple....</p>	<p>9%</p>	<p>(3)</p>

d. In terms of speech' speed	<ul style="list-style-type: none">- When I stop to think about what I have already heard, I miss the rest of the speech.- Speed is my biggest problem!	12.1%	(4)
e. In terms of segmentat ion	<ul style="list-style-type: none">- I don't know where a word ends and when the next starts...- I hear a whole sentence as to be one word.	18.1%	(6)

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<p>f. In terms of vocabulary</p>	<ul style="list-style-type: none"> - Sometimes I feel actors as talking Chinese! Words are very different... - I don't understand every day English. - Generally, I recognize Scientific English words, or English words which are close to French words, ... 	<p>18.1%</p>	<p>(6)</p>
<p>g. In terms of culture</p>	<ul style="list-style-type: none"> - Even if I recognize all the words with 	<p>6%</p>	<p>(2)</p>

	<p style="text-align: center;">their meanings, I still fail in making a logical connection between them! ... ‘hot dog’ ... - Native speakers use the language in a bizarre way! ... like when they use proverbs and so...</p>		
h. Lack of self-confidence	<p style="text-align: center;">- Sometimes I understand the message but I do not know why I keep</p>	6%	(2)

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	<p>seeking for the translation in Arabic.</p> <p>- Even if I understand I feel the need to check my understanding to be reassured.</p>		
Total		100 %	(33)

Table2. Students’ answers about their listening difficulties while watching films in English.

Students’ answers, shown in table 2, reflect a great deal of problems regarding listening to the English oral input; with pronunciation 27.2 %, segmentation 18.1% and vocabulary 18.1% to having the biggest shares. Additionally, speed of the spoken English language figures among the cited problems with a percentage of 12.1%, in addition to the FL cultural aspect and lack of self-confidence with equal proportions of 6% and finally with only 3% for the quality of the sound. However, the percentage and frequency of those categories may not reflect the real array of learners’ difficulties with EFL listening; and so

needs a more established investigation on a larger group to reach evidence. The aim, here, is not to provide a certain classification of the previous categories, rather it is (1) to highlight those limitations,(2) describe students' consciousness of their listening deficiencies and (3) show whatever real intention to defeat them.

In fact, students' responses are quite logical regarding their prior limited experiences to the writing and reading performances. The reference, here, is to the poor instruction over the conscious analysis of the spoken text which cannot be reached without a well-structured teaching and special support on the part of EFL teachers to develop learners' listening abilities and gain self-confidence. However, what we mean by 'structured teaching' the kind of instruction in which teachers consider deeply their students' listening problems to bring adequate help and support. Limitations over the ESP sessions' time and lack of specialized language laboratories are neither in teachers', nor learners', favors. Yet, this is not a valid excuse to ignore listening and limit learners to the mere acquisition of writing and reading!

4.3. Listening is the Precursor of Speaking

As mentioned earlier, the last three decades' research has adverted the existence of a tight relation between listening and speaking performances. For instance, Nation and Newton (2009, pp. 37-8) believe listening to be the 'precursor' of speaking, not only in the foreign language but even in one's first language. This means that we cannot expect a development in the English

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speaking ability without seriously considering and enhancing English listening.

This fact has been investigated within the last section of the questionnaire. Learners' answers showed a slender consciousness about fostering their English speaking performances. Only 12 (26.3%) among the 33 learners assumed to rarely concentrate on how do native speakers of English converse; mainly in terms of new vocabulary and paralinguistic cues (gestures, manners, lips' movements). However, this does not exclude the fact that learners' can develop their speaking skill in an unconscious way regarding the complex cognitive operations of the mind.

However, students showed a better impression towards introducing English films as a pedagogical tool to support their speaking and listening competencies. Twenty-nine students (88%) answered yes to the relevant question. Even those who were reluctant about watching English films at the beginning seemed more enthusiastic for introducing them into the classroom.

Students' high cooperation with this section is largely due to their belief that watching films in the classroom is different from outside; they seek for the teacher's support and well framed watching based on scientific findings. Some referred to the positive ambiance those pedagogical means may bring into the classroom to reduce anxiety and hide the difficult aspect of the listening activity. In this respect, Eken (2003) assumed that the

value of films lays in their richness of daily conversations and their being a medium of enjoyment. In what concerns the four remaining unenthusiastic elements, they did not provide explanations for their positions. Probably, this is due to their inability to anticipate any relation between watching films and developing the meant skills. Also, this position may be the very result of an old negative experience with the difficulty which characterizes the authentic language likely to be found in the meant English films.

5. Recommendations

In the light of the present work results, we emphasize teachers' and learners' serious consideration of the listening and speaking aspects of the English language as follows:

- Regarding the complex nature of the acquisition and the mastery of the speaking and listening skills, learners need a heavy support on the part of their teachers.
- Learners need a rich and diversified learning to cover all the linguistic, communicative and cultural aspects of the language.
- The teaching method and pedagogical tools must be accommodated with learners' level of proficiency and their needs.
- For a well established instruction, teachers must accompany films with adequate well planned meaningful and useful tasks (King 2002).

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- Learners must be allowed enough time to speak in English in order to practice their knowledge, memorization better, gain confidence and become self-reliant learners.
- Learners should watch films in English as extra activities outside the classroom, (without relying on subtitles) so that they become more accustomed with the authentic English language they will later accentuate in the classroom through a more structured practice.
- The teacher must be sure that the films selected for use within the classroom are free from subtitles.
- Teachers must attract the attention of learners to the different cultural aspects of the English and American speakers to help them accept the existence of the ‘Other’ different; enlarge the scope of their knowledge about the foreign culture; and deepen their awareness and comprehension of their own culture through comparisons and analyses.
- Whenever possible, learners’ enthusiasm must be enhanced as to involve them in taking decisions about their learning according to their preferences (e.g., participate in selecting the films in English).

6. Conclusion

All in all, the ESP course deserves more consideration and equivalent value as all the other disciplines designed for the different human sciences curricula. Fostering English writing

and reading skills alone appears to be no longer sufficient to satisfy our PhD students' greed for learning English. However, supporting them to develop their speaking and listening skills, in addition to writing and reading, allow them become proficient potential researchers able to take profit from a wide range of audiovisual information and English broadcast programs.

Moreover, the tight relationship which has been proved in, the last two decades, between listening and speaking performances brought the evidence that the acquisition of the latter cannot happen without the mastery of the former. Hence, a serious consideration of listening in our ESP classrooms is required to support learners in, not only, understanding the spoken English but also coping positively with their limitations as efficient and confident EFL speakers.

Furthermore, the accessibility and rich nature of the English spoken films in terms of linguistic, communicative and cultural data attracts our attention to the hopeful benefices those means may bring to the ESP course. Students' positive attitudes towards those films confirmed, at least, our assumptions in what concerns their power to bring life into the classroom and minimize anxiety which generally characterize the English language learning. Also, results of the present work makes us enthusiastic vis-à-vis the introduction of those films as valuable pedagogical means for the development of ESP learning and the provision of whatever needed facilities and knowledge for the sake of the scientific research goals. However, the way films must be used within the classroom and the associated tasks have not been investigated in

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the present work and, hence, necessitate further accurate investigations.

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