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**Department of English**



**Challenges of Teaching and Learning ESP Vocabulary**

The Case of the Department of Commercial Sciences at the University of  
Mohamed Seddik Ben Yahia, Jijel University

**Dissertation submitted in partial fulfilments of the requirements for the degree of  
Master in didactics of foreign languages**

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**2022-2023**

## **Declaration**

I hereby declare that the dissertation entitled “Challenges of Teaching and Learning ESP Vocabulary” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

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Date

18.06.2023

## **Dedication**

In the name of Allah,

I dedicate this work to my family who have always believed in me and been my source of strength and motivation during hard times.

I would also like to express my deepest gratitude to my friends Wissem, Rida, Houssein, Moussa, Thamer, Wail, Mino and Nousseiba, who were there for me during my university journey.

Finally, a special thanks to everyone who has shared memories with me.

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## **Dedication**

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second chances.

To my high school's English teacher Mr. Kannef for convincing my mom to let me  
continue my study.

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To my lovely nephew: Wassim

To my brothers: Farid, Badis and Nabil

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## **Abstract**

The main aim of this research is to investigate the challenges faced by learners and teachers in teaching and learning English for Specific Purposes (ESP) vocabulary. The study seeks to identify the underlying causes of these difficulties and propose effective solutions to overcome them. The hypothesis guiding this study posits that by recognizing and resolving the challenges faced in the instruction and acquisition of ESP vocabulary, it is possible to enhance the overall teaching and learning processes. The research methodology employed in this study utilizes a quantitative research approach, utilizing two questionnaires designed for both teachers and students. The students' questionnaire was submitted to 86 out of 193 third-year students at the department of Commercial Sciences at the University of Mohamed Seddik Ben Yahia-Jijel. It aims at gaining an understanding of the challenges students face in learning ESP vocabulary whereas the second questionnaire was submitted to 4 ESP teachers who teach at the same department. It aims at gathering information regarding the difficulties these teachers face when teaching ESP vocabulary and to gain insight into their perspectives on the students' challenges in learning ESP vocabulary. The results show that if teaching and learning ESP vocabulary challenges are identified, the teaching and learning processes could be improved. Based on the findings of this research, some pedagogical recommendations were suggested to help both learners and ESP teachers overcome their challenges.

**Keywords:** ESP, Vocabulary, Teachers, Learners, Difficulties.

## **List of Abbreviations**

- 1. EAOP:** English for Academic and Occupational Purposes
- 2. EAP:** English for Academic Purposes
- 3. EBE:** English for Business and Economic
- 4. ELT:** English Language Teaching
- 5. EOP:** English for Occupational Purposes
- 6. ESP:** English for Specific Purposes
- 7. EST:** English for Science and Technology
- 8. ESS:** English for Social Studies
- 9. GE:** General English
- 10. L1:** First Language
- 11. L2:** Second or Foreign Language
- 12. TEFL:** Teaching English as a foreign Language
- 13. VLS:** Vocabulary Learning Strategies

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## **General Introduction**

### **1. Background of the Study**

As trade and economic activities become more global, and science, technology, and international communication expand, English has become the primary language, especially in countries where it is taught as a foreign language. In various professions, English is increasingly recognized as the main language for communication. Many English learners want to learn the language, particularly in their specific field, because it is important for both academic and professional situations. This type of English instruction tailored to a specific field is called English for Specific Purposes (ESP). According to Basturkmen (2010, p.1), ESP is an approach to teaching English that focuses on the specific language and communication needs of learners within a particular discipline or context. Vocabulary is considered crucial in ESP because it helps learners understand the language and ideas related to their own field of work. However, teaching and learning vocabulary, especially in ESP, pose challenges for both teachers and learners.

Numerous studies have focused on understanding these challenges and proposing solutions to address them. For instance, Suardi and Juwita Eka Sakti (2019) conducted a study on the difficulties faced by teachers when teaching vocabulary at MTS Batusitanduk. The researchers employed a descriptive qualitative method and collected data through interviews. The findings of the study reveal that teachers encounter difficulties in several areas when teaching vocabulary. Firstly, they struggle with selecting which vocabulary to teach due to the vast number of words in English and variations in students' abilities. Secondly, implementing effective teaching techniques and introducing new vocabulary poses challenges because students often fail to pay attention, causing noise disruptions and displaying passiveness in vocabulary learning. Lastly, reviewing and evaluating students'



comprehension of the taught words proves to be difficult for teachers, as some students still struggle to grasp the meaning of the vocabulary.

Furthermore, Sari and Wardani (2019) conducted a study addressing the same problem and aimed to identify potential solutions. The study revealed that teachers and students face common challenges when it comes to teaching vocabulary, including limited knowledge of words, techniques, time constraints, and difficulties in selecting appropriate words. In order to overcome these challenges, teachers can utilize various techniques for teaching vocabulary. These techniques include using translation in the students' native language, employing visual aids such as pictures and real objects, using gestures to convey meaning, encouraging students to guess word meanings from context, incorporating drilling and repetition exercises, and utilizing dictionaries. In conclusion, the difficulties encountered in teaching vocabulary prompt English teachers to explore different approaches to address them.

Rohmatillah Rohmatillah (2014) conducted a research study entitled "A Study on Students' Difficulties in Learning Vocabulary" to investigate the types and factors contributing to students' challenges in vocabulary acquisition. The participants in this study were first-semester students from the English Education Department at IAIN who were enrolled in a vocabulary class. The research followed a qualitative design and incorporated elements of a case study. Data collection involved interviews and questionnaires, and the analysis was descriptive in nature. The results indicated that students encountered ongoing difficulties in learning vocabulary. The specific challenges faced by the students included: (1) pronunciation difficulties for most students, (2) struggles with writing and spelling, (3) difficulties arising from the various grammatical forms of words, known as inflections, (4) problems in selecting the appropriate meaning of words, (5) confusion in using words within the appropriate context, and (6) uncertainty when encountering idiomatic

expressions. Several factors contributed to the students' vocabulary learning difficulties, including: (1) disparities between the written and spoken forms of English, (2) the extensive number of words that students were required to learn, (3) limited sources of information about words, (4) the complex nature of word knowledge, as knowing a word entails more than just its dictionary definition, (5) difficulties in understanding the grammatical aspects of words, and (6) incorrect pronunciation resulting from the lack of similarity between English and the students' native language.

## **2. Statement of the Problem**

ESP has become increasingly significant and is being integrated into different departments and universities. Nevertheless, students and teachers within the Business and Commerce Department encounter obstacles when it comes to acquiring and delivering the essential knowledge and expertise in this field. These challenges prevent the efficient teaching and learning of Business English, specifically in regards to comprehending and utilizing vocabulary specific to ESP. To tackle these concerns, a thorough examination is required to explore and grasp the specific difficulties encountered by both students and teachers in the realm of vocabulary acquisition and instruction within an ESP context.

## **3. Research aims**

The main aim of this study is to investigate the difficulties encountered by learners and teachers when teaching and learning ESP vocabulary. Subsequent aims are to identify the causes behind these difficulties and suggest solutions to overcome those difficulties

## **4. Research Questions**

To achieve the above aims the following research questions must be answered:

- What are the challenges ESP teachers' encounters when they teach ESP vocabulary?

- What are the challenges that third year ESP learners face when learning ESP vocabulary at the department of Commercial Sciences at the University of Mohamed Seddik Ben Yahia-Jijel?
- What are the causes behind these challenges?
- Are ESP teachers aware about their students' challenges?
- What can be done in order to overcome these challenges?

## **5. Hypothesis**

The hypothesis guiding this study posits that by recognizing and resolving the challenges faced in the instruction and acquisition of ESP vocabulary, it is possible to enhance the overall teaching and learning processes.

## **6. Research Tools**

A quantitative research paradigm was adopted to achieve the aims of this piece of research. A questionnaire was handed to 86 out of 193 third-year students at the department of Commercial Sciences at the University of Mohamed Seddik Ben Yahia-Jijel. It aims at getting an insight into students' difficulties in learning ESP vocabulary. In addition, a questionnaire was administered to 4 ESP teachers teaching at the same department. This questionnaire aimed to gather information about the difficulties these teachers encounter while teaching ESP vocabulary and to understand their perceptions of the students' challenges in learning ESP vocabulary.

## **7. Significance of the Study**

This study will benefit the English language education. ESP, as a specialized branch of English language teaching, focuses on developing language skills specific to particular fields or professions. By investigating the difficulties faced in teaching and learning ESP vocabulary, this research contributes to improving the overall effectiveness of ESP

education. This, in turn, can have a positive impact on the language proficiency and communication skills of students pursuing specific professional paths.

## **8. Structure of the Dissertation**

The dissertation comprises two chapters. The first chapter is divided into two sections. The first section, entitled English for Specific Purposes, provides a complete overview of the origins of ESP and its branches, a distinction between ESP and GE, and ESP course with focus on the different roles of ESP teacher. The second section is about ESP Vocabulary; it reviews its definition, its types, and its importance. It also includes the vocabulary teaching approaches, vocabulary learning strategies, and learning difficulties in vocabulary learning. The second chapter; however is a practical section which presents the research methodology, the analysis of the data collected, discussion the findings along with some pedagogical recommendations.

**Chapter One:**  
**Literature Review**

## **Section One: English for Specific Purposes**

### **Introduction**

The use of language varies from solely being a means of interaction and communication to being the key tool in accomplishing specific purposes. Therefore, the needs of language learners form the basis for selecting the appropriate type of language to teach. This section focuses on defining ESP, discussing its characteristics, origins, and branches. Additionally, it aims to improve understanding of the concept by contrasting the role of language teachers in ESP with the role of teachers in EGP.

#### **1. Definitions of ESP**

ESP is a flexible term that has been problematic for many researchers, as stated by Strevens (1987, p. 109). "Producing a simple definition of ESP is not an easy task". Belcher and Hirvela (2001, p. 1) referred to ESP as "the teaching of English to students who have specific goals, such as those in science, business, technology, and other professions", according to Hutchinson and Waters (1987, p.19) ESP is a way of teaching languages in which the students' goals are central to all decisions about the course's content and teaching methods. The course is built around the students' objectives. This indicates that the course is specially designed to meet the needs of the students and should not deviate from that goal by putting the goals of the students first.

According to Mackay and Mountford (1978, p. 2), "ESP is generally used to refer to the teaching of English for a utilitarian purpose"; this means that English should be taught to achieve a specific goal in one of the language skills in the way that makes it easy for

students to use English for future needs. There is no doubt that all these scholars agreed that ESP programs should focus on the learner's reason for learning rather than the learner's occupation. Gatehouse (2001, p. 1) has confirmed that the emphasis of the term special in ESP should be on the purpose for which learners acquire the language.

## **2. Characteristics of the ESP**

Hutchinson and Waters (1987, p. 18) affirmed that ESP must be seen as an approach, not a product. ESP is not a particular language or methodology, nor does it consist of a particular teaching material. However, this whole analysis derives from an initially identified need on the part of the learner to learn a language.

Stevens (1988, as cited in Dudley-Evans and St. John, 1998) provided a list of characteristics of ESP. He stated that in order to define ESP, there is a need to distinguish between four absolute and two variable characteristics. Dudley-Evans and St. John (1998, pp. 4-5) offered a modified definition by removing the absolute characteristics that ESP is in contrast with "General English" and revised the number of variables characteristics. Therefore it became as follows:

### **2.1. Absolute characteristics:**

1. ESP is defined to meet the specific needs of learners.
2. ESP uses the underlying methodology and activities of the discipline it serves.
3. ESP is centred on the language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities.

### **2.2. Variable characteristics:**

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.

3. ESP is likely to be designed for adult learners at a tertiary level institution or in a professional work situation. It could, however, be for learners at the secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of language systems.

The absolute and variable characteristics are specific to ESP because learners' needs are of central importance when designing language activities.

### **3. Origins of English-Specific Purposes**

Since the late 1950s and early 1960s, ESP has become one of the most active branches of applied linguistics and teaching English as a foreign language (TEFL). English language teaching was primarily focused on general language proficiency and academic purposes rather than the specific needs of the learners in their professional settings. However, after the end of the Second World War in 1945, there was an unprecedented expansion in technology, and the world's economy changed; many people saw the need to learn English not for pleasure but because English was considered the accepted international language and language of technology. As with most developments in human activity, ESP was not a planned and coherent movement but rather a phenomenon that arose from a number of converging trends, such as the growing demand for English training in specific occupational or professional contexts and increasing globalization. Hutchinson and Waters (1987, p. 9) stated three reasons common to the emergence of ESP:

#### **3.1. The Demand for a new brave world**

After 1954, the world experienced a massive and unprecedented increase in all activities, especially the economic, technical, and scientific ones. This growth created a



world unified and dominated by two forces, "technology" and "commerce," whose relentless progress soon generated a demand for international languages. Moreover, Hutchinson & Waters (1987, p. 6, 7) declared that "ESP emerged due to the development of the world's economy, which entailed the progress of technology, the economic power of oil-rich countries and the increasing amount of overseas students in English-speaking countries," that is to say, this development was accelerated by the oil crises of the early 1970s, which resulted in a huge flow of funds and western expertise into the oil-rich countries. English suddenly became significant. Furthermore, commercial pressures began to exert an influence. Time and money constraints created a need for cost-effective courses with clearly defined goals. English has become a significant influence in universities and workplaces and accountable to the scrutiny of the wider world.

### **3.2. A Revolution in Linguistics:**

Traditionally, the goal of linguistics has always been to resolve and describe the rules of the language to its user, which we call grammar. However, there has been a shift towards a more practical approach since learners in ESP courses knew why they were learning English. In other words, they needed English for a clearly defined purpose that serves a particular domain or profession; the new studies were focused more on discovering how language is used in real communication; it is important to keep in mind that the language we are speaking and writing varies from one situation to another, so if language were like this, then it should be possible for linguists to determine the features of particular situations and make these features the basis of the learners' course. In the late 1960s and the early 1970s there were many attempts to develop particular varieties of English such as: Science and Technology (EST). Hutchinson and Waters (1987) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.

### **3.3. Focus on the Learner**

At the same time, new developments in educational psychology contributed to the rise of ESP. Learners' motivation towards acquiring a foreign language was the main focus in many studies by educational psychologists, who noticed the use of different learning strategies by learners; it was obvious that learners were seen to have different attitudes, goals, and interests, which would have an impact on their motivation to learn and, therefore, on the effectiveness of their learning. The idea was based on the statement, "Tell me what you need English for, and I will tell you the English you need. In short, language study and concepts of education change; the English language teaching changed with it, bringing us to ESP's teaching.

## **4. ESP vs GE**

In general, English Language Teaching (ELT) is a broad field; which is divided into two sub-branches which are: ESP and GE. The differentiation process between these two has taken much attention from researchers and scholars throughout decades of studies now. Hutchinson and Waters (1987, p. 53) reported that "In theory, noting in practice a great deal". That is to say, theoretically, both the English teacher and the ESP teacher will teach the same things related to English skills and English knowledge. Meanwhile, the ESP teacher will practically focus on the specific subjects and skills that relate to the students' needs.

It is important to remember that the ESP teaching approach is known to be learner-centred, where learners' goals and objectives are of supreme value. A further distinction between GE courses and ESP is that learners of the latter are primarily adults with a certain level of awareness regarding their learning needs and objectives. As a result, ESP courses are tailored to address these specific needs and interests. Jordan (1997, p. 18) stated that

"ESP is an approach to language teaching in which the content and methodology are determined by the learners' needs and purposes for learning". In fact, ESP courses emphasize developing skills relevant to the learners' future careers. For instance, commercial science students may focus more on speaking skills to interact effectively in commercial circumstances. According to Dudley Evans and ST John (1998, p. 17), ESP is "a multi-disciplinary activity" that has been described as goal-oriented, which is designed to guide learners towards a known destination efficiently". Moreover, the focus is on providing practical knowledge and skills, allowing learners to progress swiftly towards their goals.

On the other hand, the teaching approach in GE courses is language-centred, focusing on a broader understanding of the language rather than specific subject-related skills. Basturkmen (2006, p. 9) maintained that learners begin from a starting point of limited proficiency and aim to develop their language skills without a predetermined destination. Unlike ESP, GE courses are often mandatory modules in schools, where learners must learn English to succeed in examinations. Furthermore, it typically covers various topics and skills, including vocabulary work, spelling and grammar, pronunciation, and language functions. In contrast to ESP, the main objective behind GE courses is to provide a comprehensive understanding of the English language, enabling learners to communicate effectively in different contexts.

## **5. Branches of ESP**

According to Carter (1983, pp. 131-137), there are three varieties of ESP: English as a Restricted Language, English for Academic and Occupational Purposes (EAOP), and English with Specific Topics presented as follows:

### **5.1. English as a Restricted Language**

Mackay and Mountford (1978, pp. 4–5) asserted that the scope of this type is extremely limited, which allows the learners to acquire the English language for very restricted purposes, such as the language used by air traffic controllers or by waiters. In other words, learning English for a very restricted goal trains students to manage specific situations. In addition, this kind of ESP teaching restricts itself to a limited number of phrases and expressions, or, let us say it employs a number of formal items and patterns; thus, these learners remain unable to use English in any other different setting than the one they have been trained for.

### **5.2. English for Academic and Occupational Purposes**

Carter (1983) identified the second type of ESP as EAOP. He categorized both EAP and EOP under the same type of English. Despite the fact that these two share a common objective, namely employment, the means by which these objectives are attained are quite distinct. According to Hutchinson and Waters (1987, p. 16), ESP is divided into three branches in the Tree of Language Teaching (ELT): English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Studies (ESS) each of these subject areas is divided into two subfields: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) English for Technicians is an example of EOP for the EST branch, while 'English for Medical Studies' is an example of EAP. Furthermore, they also believed that both EAP and EOP are not distinguishable and that "people can work and study simultaneously; it is also likely that in many cases. The language learned for immediate use in a study environment will be used later when the student takes up or returns to a job. The following figure summarizes all these previous divisions:

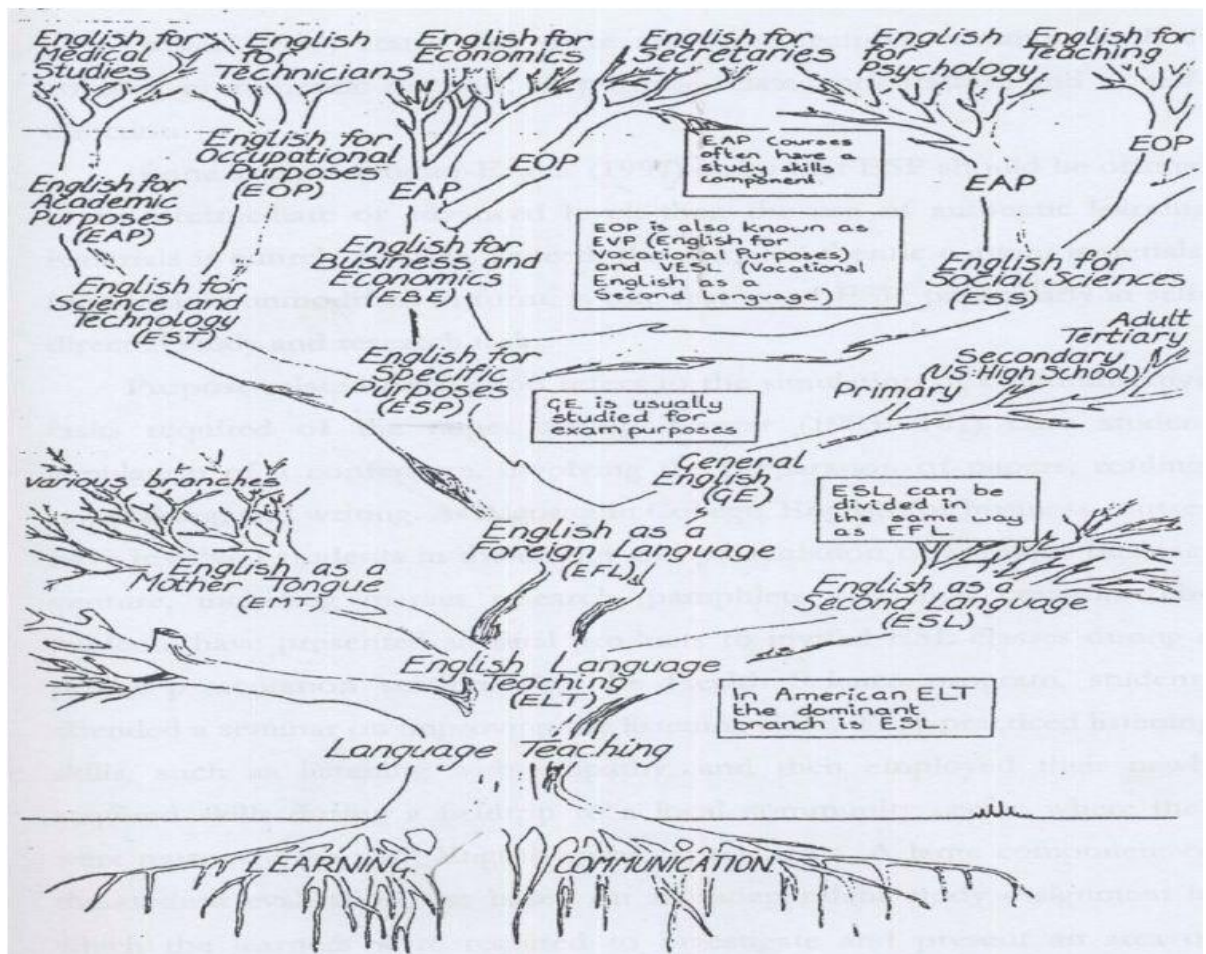


Figure1: ELT Tree. Hutchinson and Waters (1987, p. 17)

### 5.3. English with specific topics

The third and final form of ESP was identified by Carter (1983) as English with specific topics. He noted that the emphasis only changes from purpose to topic. This form of ESP is only required for a specific topic or time, such as when scientists need English for postgraduate literature studies, conferences, or working in foreign institutions.

## **6. Teaching ESP in Algeria**

English is considered as a mandatory subject at universities around the globe. Encompassing a wide range of disciplines, including biology, economics, business, technology, and tourism. However, the recent study by Assassi (2020, p. 440) has shown that the situation differs in Algerian universities; Arabic and French are the predominant languages of instruction, and English is the only language included in the curriculum. Nonetheless, upon enrolling in the English department after obtaining a Bachelor's degree, English becomes the primary language of instruction. Another study presented by Mazouzi (2019, p.21) in which she claimed that in Algeria, ESP has emerged as an innovative educational strategy, and it can be divided into (EAP) and (EOP). EAP which is taught in universities for both undergraduate and postgraduate studies, while EOP is taught in some private institutions and professional institutes.

## **7. ESP Course Design**

In ESP context, a course design is the elaboration of an educational programme to reach the desired goals on the basis of the information gathered about the targets of learners, their knowledge, and their skills. Strevens (1977, p.90) described ESP courses as Those in which the aims and the context are determined principally or wholly not by criteria of general education but by functional and practical English language requirements of the learner.

In relation to the factors affecting course design, Hutchinson and Waters (1987, p. 21-22) used Kipling's honest serving men to outline the basic question that we need to know before designing a course, as they believed that "Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for

subsequent processes of syllabus design, material writing, classroom teaching and evaluation." Therefore, teachers need to discuss each of the following questions:

- **Why** does the student need to learn?
- **Who** is going to be involved in the process?
- **Where** is the learning to take place? And what potential does the place provide?  
What limitation does it impose?
- **When** is the learning to take place? How much time is available? How will it be distributed?
- **What** does the student need to learn? What aspects of language will be needed, and how will they be described? What level of proficiency must be achieved? What topic areas will need to be covered?
- **How** will the learning be achieved? What learning theory will underlie the course?  
What kind of methodology will be employed?

It is important to know that these questions are presented under the title of three main headings as the following figure shows:

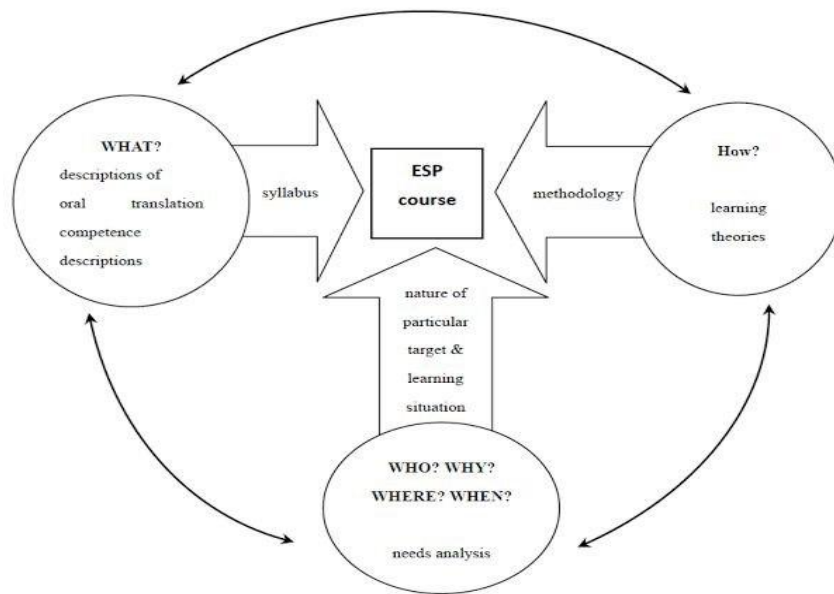


Figure 2: Factors affecting ESP course design (Hutchinson and Waters 1987, p. 22)

The first factor is Language Description, the answer to the question of what. Language description refers to the aspects and language skills learners develop during the session. The second factor is Theories of Learning which refers to how the learner learns a language, and the third factor is Needs Analysis which means that answering the questions provides data for the designer to participate during needs analysis on the nature of a particular target and learning situation. Therefore, for a satisfactory teaching-learning experience, the designer must carefully consider each of the aforementioned factors, and this is precisely what makes the entire procedure complicated, particularly in terms of application.

## 8. ESP Syllabus

According to Richards et al. (1992, p. 368), a syllabus describes the content of a course of instruction and the order in which it is taught. In other words, a syllabus contains the course's policies, rules, regulations, required texts, and assignment schedule also; it can tell us nearly everything we need to know about the course's structure and expectations.



However, designing a syllabus that best suits a particular group of students is not an easy task to undertake particularly for an ESP program. Owing to the diverse needs of students from different disciplines, there is no globally applicable official ESP syllabus template. Therefore, it is typically the teacher's responsibility to create a syllabus that meets the needs of his or her students. Consequently, there is a set of criteria that the syllabus designers need to follow when making decisions about the selection and grading of the content, also about what items to include, when and where they should be included.

According to Harmer (2001, p. 295), "Whatever type it is, every syllabus needs to be developed based on certain criteria". Likewise, He put four criteria to be taken into account by the teacher; they are as follows:

1. Learnability: The teacher should start with easy structures that are readily understood by the students, then progress to more complex ones as the students advance through the syllabus
2. Frequency: The teacher chooses items that are used more often. Each field has its vocabulary and registers within the ESP context, which should be introduced to the learners.
3. Coverage: These are words and structures that have a large scope of use than others; they are used more repeatedly than others. Thus, the teacher should teach those words and structures.
4. Usefulness: The teacher must teach a form of vocabulary that is employed based on its utility for learners, i.e. words that students use frequently to improve their linguistic ability.

It is important to take into account that each specific syllabus will vary based on the target field and learners' needs.

## **9.Types of Content in ESP**

Language teaching involves various types of content that contribute to the learning process. According to Bastrkmen (2019, p. 59), Real content and carrier content are two distinct types of ESP content. Real content refers to the specific language teaching point or the pedagogical aims that learners are expected to develop, such as language features or skills. It focuses on enhancing learners' awareness, production, or control of the language. At the same time, carrier content serves as the means of delivering real content, utilizing tasks and activities. It acts as the vehicle to convey the pedagogical aims to help learners.

Dudley-Evans and St. John (1998) argued that an ESP teacher's primary responsibility is to teach the real content. They emphasize that the language or skill content should precede the carrier content. Hence, by focusing on the real content, learners can develop a deeper understanding of language forms and skills. The latter enables learners to grasp the essence of the language and apply it in practical contexts relevant to their specific needs.

Real content and carrier content are crucial in language teaching. Real content focuses on the specific language features and skills that learners need to acquire, while carrier content acts as the vehicle to deliver this content.

## **10. The Role of ESP Teacher**

Most authors agreed that ESP teachers' duties entail much more than instruction. Dudley-Evans and St. John (1998, pp. 13-16) preferred the term practitioner rather than teacher. Moreover, they distinguished the following roles of ESP practitioners:

### **10.1. As a teacher**

When the teaching becomes more specific, the methodology employed by the instructor shifts. The teacher is no longer the primary source of knowledge. The students are frequently the most knowledgeable about the profession in these specific courses. The subject of the material is based on the student's knowledge. The teacher's primary responsibility is to foster genuine, authentic classroom communication.

### **10.2. As course designer and material provider**

Due to the lack of teaching materials for ESP courses, the more specialized the course, the rarer the teaching materials, one of the ESP teacher's responsibilities is to plan and provide course materials. Provision is not limited to selecting materials and producing enough copies for the class. When published materials are inappropriate, the teacher is responsible for adapting or writing his materials.

### **10.3. As a researcher**

An ESP teacher must meet the demands of the students. Initially, he should investigate their objectives to determine what they truly wish to achieve. Then, research is required to design a course, create instructional materials, and determine the specific interests of ESP students.

### **10.4. As a collaborator**

ESP teachers are also viewed as collaborators. Dudley-Evans and St. John (1998) refer to collaboration with subject matter experts by this term. From their perspective, it could be simple cooperation in which the ESP teacher learns about the subject curriculum

or tasks the students must complete in their professional environment or collaboration, in which specialist studies or activities are integrated with the language.

### **10.5. As Evaluator:**

The ESP practitioner is frequently involved in testing students, evaluating courses, and assessing instructional materials. Tests are administered to determine whether students have the necessary language skills to pursue a particular academic course or career and to determine the student's language proficiency level. While the course is being taught, at the end of the course, and after the course has concluded, the course design and teaching materials should be evaluated to determine if the learners can employ what they have learned in situation for which they were unprepared. It is possible to modify the curriculum based on evaluation through discussion and ongoing requirements analysis (Bojovi, 2006).

### **Conclusion**

In summary, this section has demonstrated that despite being a relatively new interdisciplinary field, ESP has already taken a significant role in language teaching. This is primarily attributed to its aspect of considering the learners' needs in the design of instructional syllabi.

## **Section Two: Vocabulary**

### **Introduction**

Learning a foreign language encompasses the acquisition of several components that build upon each other. One of these components is vocabulary, which refers to knowledge of the terminology of the target language. This section provides a detailed definition of this aspect of language along with an illustration of its importance. It also explores the significance of vocabulary in the development of receptive and productive skills. Furthermore, it presents various teaching approaches and learning strategies related to vocabulary. Lastly, the section highlights some of the major challenges faced during vocabulary learning.

#### **1. Definition of Vocabulary**

Learning a new language cannot be isolated from vocabulary because it is essential to every language. Vocabulary can be defined in numerous ways. It is commonly believed that vocabulary is a person's accumulation of words, but it is the knowledge of words and their meanings, uses, formation, and grammar (Harmer 1991, p.158). Ur (2009, p.60) defined vocabulary as approximately the foreign language-taught words. According to Hornby (1995, p.1331), vocabulary is the total number of words in a language; all the words known to a person or used in a particular book: a subject, a catalogue of words with their meanings, particularly one that is included with a textbook.

In a different definition, Richards and Renandya (2002) state that "vocabulary is a fundamental component of language proficiency and serves as the basis for how learners speak, listen, read, and write" (p.255). According to Hatch and Brown (1995, p.1), vocabulary is a list of words for a particular language or a list or set of words that individual language speakers may employ.

According to the above definitions, vocabulary is the total number of words required to communicate ideas and express the speaker's meaning. Therefore, it is essential to acquire an extensive vocabulary.

## 2. Types of Vocabulary

According to Dudley Evans (1998, pp. 82-83), there is significant overlap among the six categories of vocabulary outlined by Baker. It appears that these categories can be broadly divided into two areas: vocabulary that is commonly used in everyday language but is more frequently encountered in scientific and technical contexts for description and discussion, and vocabulary that holds specialized and limited meanings within specific disciplines, with potential variations in meaning across different fields.

Types of Vocabulary	Examples
General vocabulary that has a higher frequency in a specific field	Academic: factor, method, function, occur, cycle; evaluative adjectives such as relevant, important, interesting; tourism: verbs such as accept, advise, agree, confirm; collocations, such as make a booking, launch a campaign
General English words that have a specific meaning in certain disciplines	Bug in computer science; force, acceleration and energy in physics; stress and strain in mechanics and engineering

**Table 1.1:** *Vocabulary (Dudley-Evans and St John, 1998, p.83)*

Nation (2001) made a second distinction based on how frequently (its frequency) and widely (its range) vocabulary occurs in language. He classified vocabulary into four categories.

## **2.1. High Frequency Vocabulary**

High-frequency words are the most significant group of language words. These words appear frequently in all types of language usage. They are required for formal and informal language use, including speech and writing, as well as novels, conversation, newspapers, and academic texts. The majority of the words is relatively brief and serves as function words.

## **2.2. Academic Vocabulary**

Academic vocabulary is frequently and extensively used in a particular field, for instance, the vocabulary of newspapers, children's literature, and very casual conversation. Academic terms are not as prevalent in other types of language use. The words on the academics word list are crucial for students who will use English for academic study in senior high school, universities, or technical colleges.

## **2.3. Technical Vocabulary**

Most technical terms are restricted to a single specialized field, but a few technical terms can also be found in other fields, sometimes with the same meaning and sometimes with a distinct one. For instance, bypass and neck are common medical and technical terms in this field. They also exist outside of this region. Those who specialize in a particular field must rely heavily on technical terminology.

## **2.4. Low-Frequency Vocabulary**

Low frequency vocabulary consist of (1) words that are not frequent or varied enough to be high frequency words (abort, absorb, accelerate, accent, accusation, acid, acre), (2) technical words from other areas (one person's technical vocabulary in another person's low-frequency vocabulary), and (3) words that occur rarely.

### **3. Importance of Vocabulary**

Vocabulary is an essential aspect of any language acquisition. It is a fundamental instrument for effective communication with others. A large and diverse vocabulary provides language learners with the appropriate words to use at the appropriate time and enables them to express their thoughts, ideas, and emotions. Wilkins (1972) stated, “Without grammar, very little can be communicated, and without vocabulary, nothing can be communicated.” (pp.11-12).

Vocabulary plays a vital role in teaching and learning foreign and second languages. Without vocabulary, language abilities cannot be improved.

#### **3.1. Vocabulary and the Receptive Skills**

First, a broad vocabulary enables students to comprehend diverse reading materials. Understanding the meanings of texts, gaining deeper insights, and appreciating the author’s intended message are facilitated by acquiring a more extensive vocabulary (Anderson and Freebody, 1981). Second, a robust vocabulary is essential for adequate listening comprehension among students. According to Staehr (2009), vocabulary size is crucial for comprehending spoken language. When students have a large vocabulary, they can recognize and comprehend a greater variety of words and phrases and make connections between what they hear and what they already know. This improves their ability to follow conversations, comprehend crucial information, and accurately interpret spoken language.

#### **3.2. Vocabulary and the Productive Skills**

Firstly, vocabulary knowledge forms the backbone of effective spoken communication. Learners with an extensive vocabulary can articulate their thoughts and ideas precisely, allowing them to engage in meaningful conversations and better comprehend those of others. Thornbury (2002, pp.27-28) emphasizes the role of



vocabulary in establishing communication, stating that while grammar allows limited expression, a vast vocabulary enables learners to convey almost anything. Secondly, vocabulary plays a critical role in the writing process for learners. A rich vocabulary enhances their ability to express ideas clearly, select appropriate terminology, and convey meaning effectively in written form. McCutchen (2011) emphasizes the importance of a broad vocabulary for cognitive aspects of writing, allowing students to produce high-quality written products. Furthermore, a rich vocabulary enables writers to create engaging and coherent writing because they can select the most appropriate words to convey their intended message.

In conclusion, vocabulary is vital for effective communication and language acquisition. It enhances comprehension, facilitates meaningful conversations, and improves writing skills. A strong vocabulary is essential for successful language learning.

#### **4. Vocabulary Teaching Approaches**

Celce-Murcia (2001, pp.5-8) classifies the main language teaching patterns of the 20th century into nine distinct groups. The following section provides a concise analysis of the significance of vocabulary and its teaching methods within each of these approaches.

##### **4.1. Grammar Translation Method**

During the early decades of the twentieth century, the Grammar-Translation Method was widely used. It sought to cultivate reading skills, especially for literature. Students were expected to acquire grammatical rules and vocabulary using bilingual word lists. Lessons frequently included vocabulary lists, and exercises involved translating between the target language and the students' native language. Students were also tasked with finding antonyms, synonyms, or definitions of words encountered in reading passages. Recognising cognates between the two languages was also emphasised. Students must

identify and acquire the spelling or sound pattern corresponding to the target language and their native language (Larsen-Freeman, 2000).

#### **4.2. Direct Method**

The Direct Method, which emphasises oral communication in a foreign language, emerged in the late nineteenth century as a reaction to the Grammar Translation Approach. In this approach, vocabulary precedes grammar (Larsen-Freeman, 2000). Concrete words were taught using objects, images, and physical demonstrations, whereas abstract words were taught through topic-based grouping or association of ideas (Zimmerman, 1997).

#### **4.3. Reading Approach**

Following the publication of the Coleman Report in 1929, the Reading Approach gained popularity in the United States until World War II (Richards & Rodgers, 2003). Its main focus was on enhancing reading comprehension skills, with a particular emphasis on building a robust vocabulary. The majority of vocabulary instruction involved extensive reading of authentic texts in which students encountered new words in context. The use of dictionaries and word analysis was encouraged to improve comprehension.

#### **4.4. Audio-lingual Approach**

The Audio-lingual Approach acquired popularity during the middle of the twentieth century. Intensive listening and speaking activities were used to emphasise oral skills. Grammar was emphasised heavily. In this approach, the primary goal of language instruction is to acquire the grammatical and phonological structures of a language; as a result, vocabulary learning is kept to a minimum (especially in the early stages), and new words are introduced and chosen based on their simplicity and familiarity to make grammar practise possible (Zimmerman, 1997).

#### **4.5. Oral-situational Approach**

Also known as Situational Language Teaching, the Oral-situational Approach originated in Britain and emphasised the development of oral proficiency in commonplace situations. Vocabulary was taught through situational dialogues and role-plays, allowing students to practise functional language. Vocabulary selection procedures ensured coverage of essential general service vocabulary (Richards & Rodgers, 2003). The approach aimed to improve students' vocabulary use in specific communicative contexts.

#### **4.6. Cognitive Approach**

The Cognitive Approach acquired popularity in the late twentieth century and emphasised the mental processes involved in language acquisition. Vocabulary was considered essential to language acquisition, particularly at the intermediate and advanced levels. This method distinguishes between common expressions, specialised words for topics such as politics, and functional words (Richards & Rodgers, 1986).

#### **4.7. Affective-humanistic Approach**

The Affective-Humanistic Approach emphasises learners' affective and emotional aspects, fostering an environment that is supportive and learner-centred. This method emphasises the memorisation of vocabulary pairs consisting of a target word followed by its native translation. In this method, lexis and lexical translation are emphasised more than contextualisation, and success claims are frequently based on the many words that can be acquired (Larsen-Freeman, 2000).

#### **4.8. Comprehension-based Approach**

The Comprehension-based Approach acknowledged the significance of listening comprehension, which, given the right conditions, would contribute to the spontaneous

development of speaking, reading, and writing abilities. Postovsky (1974) and Winitz (1981) emphasised the similarities between acquiring a first and second language. In this approach, grammatical structure and vocabulary took primacy over other language areas, with the meaning given priority over form (Larsen-Freeman, 2000).

#### **4.9. Communicative Approach**

The Communicative Approach, in its varied interpretations, emphasises the functional application of language and authenticity in the second language classroom. Learners were encouraged to communicate their messages and intentions using available linguistic resources, emphasising fluency over accuracy. In this approach, vocabulary was often given secondary status and was primarily taught to facilitate functional language use (Decarrica, 2001).

In summary, different language teaching approaches varied in their emphasis on vocabulary instruction. While some methods prioritized vocabulary acquisition through translation, reading, or situational practice, others focused more on grammar or fluency. Each approach had its own perspective on the significance and teaching methods of vocabulary within language learning.

### **5. Vocabulary Learning Strategies**

VLS play a crucial role in acquiring and retaining new words. These strategies, a subset of language learning strategies, encompass the various processes by which learners obtain, store, retrieve, remember, and use vocabulary items. Scholars have proposed different classifications for vocabulary learning strategies

#### **5.1 Schmitt Classification**

Schmitt (1997, p.203) VLS as "the processes by determination strategies, entails determining various aspects of the new word, such as its part of speech, derivatives,

images, related word lists, and contextual application. Learners may also consult dictionaries to determine the meaning of a word. The second sub-strategy, social strategies, entails collaborating with others during the learning process. Teachers play an essential role in this strategy by providing translations of the term in the learner's native language, explanations of the word's meaning in the target language, and example sentences. Group activities can also be used to discuss and investigate the meaning of new words.

The second form of VLS, consolidation strategies, emphasises retention of newly encountered words. This category includes social, memory, cognitive, and metacognitive strategies. The objective of social strategies for vocabulary consolidation is to practise and strengthen vocabulary through interactions with native speakers. These interactions allow students to apply and consolidate their vocabulary knowledge.

Memory strategies aid students in establishing strong associations between new words and their memories. Various techniques, such as associating words with images, personal experiences, stories, activities, contexts, synonyms and antonyms, collocations, word lists, rhyming words, keywords, semantic and formal features, derivatives, and parts of speech, can be used to accomplish this.

Complementing memory-based strategies, cognitive strategies rely on repetition, note-taking, labelling, and listening. These strategies enhance the learner's engagement with the vocabulary items, fostering deeper comprehension and excellent retention. Metacognitive strategies, conversely, emphasise self-regulation and awareness of the learning process among students. They involve visual or aural multimedia tools, including testing, evaluation, and follow-up as essential elements.

Importantly, metacognitive strategies can be implemented at any stage of vocabulary acquisition, making them beneficial during the discovery and consolidation phases. This

study aligns with Schmitt's classification system for vocabulary acquisition strategies, which includes these fundamental strategies (Schmitt, 1997, as cited in Al Shuwairekh, 2001).

## **5.2. Nation Classification**

Nation (2001, pp. 217-222) presented a taxonomy of VLS, which can be classified into three main categories. The planning category, focused on selecting what to prioritize and when to prioritize it, is further divided into four sub-categories: choosing words, choosing the aspect of word knowledge, choosing strategies, and planning repetition. The sources category, which focuses on acquiring information about words, encompasses seven sub-categories: analysing the word, use word part, learning from word cards, using context, using a dictionary, consulting a different source in L1 and L2; and using parallels in L1 and L2. Lastly, the processes category, concerned with building knowledge, consists of three sub-categories: noticing, retrieving, and generating.

## **6. Difficulties in Vocabulary Learning**

The acquisition of vocabulary is a crucial aspect of language learning, and it can present significant difficulties for students. Thornbury (2004) stated the following are the most common vocabulary acquisition challenges:

### **6.1. Pronunciation**

Learning vocabulary can be difficult, particularly in terms of pronunciation. Pronunciation is one of the most crucial aspects of language acquisition, and it can be challenging for a variety of reasons. Numerous English words have distinctive sound patterns that can be difficult to master, and research indicates that words that are difficult to enunciate are more challenging to learn.

In addition, words in a foreign language may be pronounced differently based on their context or regional differences. Ur (1984, pp.17-18) discusses how different pronunciations of the same terms affect the learner, stating, "If a word is pronounced differently in informal speech than the way it was said formally or when it was learned, the listener may not recognise it as the same word, or even miss its existence entirely." This makes it difficult for learners to know the precise pronunciation of a word, particularly if they have only ever seen it in written form.

## **6.2 Spelling**

According to Mezrigui (2012), it is asserted that English spelling is a significant challenge for both non-native and native learners due to the substantial disparity between the writing system and pronunciation.

The learner might be familiar with a word when spoken but struggle to spell it accurately. Similarly, they could recognize a written word but have difficulty pronouncing it correctly. There's also the possibility of mislearning the pronunciation altogether. For example, the consonant sound /f/ can be written using different combinations of letters, such as 'f', 'ff', 'gh', and 'ph'.

How to spell certain compound patterns, such as boyfriend, is an additional challenge. The difficulty resides in determining whether they should be written as one word, two separate words, or separated by a hyphen (boy friend, boy-friend). The same issue applies to words such as whenever, but forever, and wholly, but altogether (pp. 48-49).

In addition, Learners may have difficulty spelling words with silent letters, such as 'receipt,' 'honest,' and 'muscle'. These difficult-to-remember letters can result in errors in

both pronunciation and penmanship. Also, it can be difficult to distinguish between words that are similar in pronunciation or appearance, such as 'their,' 'there,' and 'they're.'

### **6.3. Length and Complexity**

Learners of English frequently struggle with the length and complexity of newly acquired vocabulary words. Long words with multiple syllables and complex morphemes are notoriously difficult to remember and employ accurately. Words such as 'photosynthesis' and 'catastrophic' can be challenging to understand and use in context. Similarly, mastering words with multiple meanings or nuances can be difficult for students. In addition, lengthy words may be less common in ordinary speech, making them less memorable for students.

### **6.4. Meaning**

Understanding the meaning of vocabulary words can be a significant obstacle for vocabulary acquisition. Others may have multiple meanings or nuanced connotations, making them difficult to comprehend. Depending on the context, the word "cool" can imply many different things, such as fashionable, calm, or distant.

Furthermore, many terms have multiple meanings based on their usage or context. For instance, the word "set" has multiple meanings, including to place something in a particular position and to make a decision. Additionally, terms can have meanings that are difficult to distinguish. For example, the words "happy," "joyful," and "gleeful" all refer to positive emotions, but their connotations vary slightly.

### **6.5. Grammar**

The morphology of the words they are attempting to acquire is a source of grammatical difficulty for students. For instance, if the morphology of a word substantially



differs from its equivalent in the learner's native language, it can be difficult to recall how the word is used in context. This can lead to confusion regarding whether a verb like "appreciate," "adore," or "hope" should be followed by an infinitive (such as "to swim") or a -ing form (such as "swimming"). These small changes in morphology can have a substantial effect on the meaning of a sentence, making it essential for students to comprehend the grammar rules associated with their new vocabulary.

## **6.6. Meaning and Idiomaticity**

In addition to a word's literal meaning, connotation refers to the emotive or cultural connotations it carries. For instance, the word "home" may have positive connotations of security and safety for some individuals, while for others it may have negative connotations of confinement or imprisonment. Similarly, words such as "freedom," "justice," and "equality" have strong affective connotations that vary depending on the cultural background and personal experiences of the learner. Additionally, terms can have multiple connotations that can be challenging for learners to identify or comprehend. For instance, the term "childish" can have both negative (immature, petulant) and positive (playful, innocent) connotations. Consequently, learners may struggle to use words with the correct connotations in context, which can hinder their ability to communicate effectively and convey their intended meaning (Gower, Philips, and Walter, 1995).

Learners may struggle to comprehend the meanings of idioms in most languages, especially if the idioms are culturally specific or have historical roots. Idioms can also be difficult to remember because learners must frequently memorise the phrase rather than individual words. Moreover, idiomatic expressions may vary based on context or speaker, making them even more difficult for students to comprehend.

In summary, vocabulary learning presents challenges in pronunciation, spelling, word complexity, meaning comprehension, grammar usage, connotations, and idiomatic expressions. Overcoming these difficulties requires focused instruction and practice to improve language proficiency.

## **Conclusion**

The purpose of this section was to provide an overview of the main elements that highlight the importance of vocabulary. It also serves as a starting point for the overall aim of the study, which involves investigating the challenges faced by both learners and instructors in approaching vocabulary. In other words, by providing a comprehensive definition of vocabulary and presenting techniques and approaches for teaching and learning this aspect, this section established a strong background knowledge to delve into the narrow scope of this research.

## **Chapter Two:**

## **Fieldwork**

## **Section One: Research Methodology**

### **Introduction**

This chapter focuses on the fieldwork conducted as part of this study, which aims to investigate the challenges teachers and students encounter in the context of ESP vocabulary. It seeks to investigate how these obstacles are addressed and handled. The chapter is divided into two sections. It begins with an overview of the primary data collection methods and an explanation of the population and sample selection procedures. In the second section, the questionnaires of the students and the teachers are presented, analysed, and interpreted. The chapter concludes by discussing the research questions' findings and verifying the proposed hypothesis's validity.

#### **1. Population and Sampling**

The participants in this study comprise English for Specific Purposes (ESP) teachers and third-year LMD students from the Department of Commercial Sciences at Mohammed Seddik Ben Yahia University. A sample of 86 students was randomly selected for this study out of a population of 193 students; the reason behind the selection is that they have been exposed to ESP vocabulary for three years and are supposed to be aware of their difficulties in learning ESP vocabulary. Another sample of 4 ESP teachers was selected to investigate the difficulties of teaching ESP vocabulary and their views on the difficulties encountered by their students.

#### **2. Research Methodology**

Aliaga and Gunderson (2002) describes quantitative research methods as the explanation of an issue or phenomenon through gathering data in numerical form and analysing it with the aid of mathematical methods, in particular statistics. In other words, quantitative research systematically investigates phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. It collects

information from existing and potential participants using sampling methods in addition to distributing surveys and questionnaires.

### **3. Description of Students' Questionnaire**

This questionnaire was designed to investigate learners' difficulties while learning vocabulary and the factors that contributed to these difficulties. The questionnaire was translated into Arabic to ensure that students could fully grasp the meaning of the questions and provide suitable answers for each question. The questionnaire is divided into two sections, each containing open-ended, close-ended, and multiple-choice questions. The first section, titled "General Information," consists of three questions designed to collect basic information about English learners and their level of interest in the language. The second section, titled "Difficulties in Learning ESP Vocabulary," consists of ten questions to gather students' perspectives on the importance of vocabulary, the difficulties, and the reasons for these difficulties.

### **4. Description of Teachers' Questionnaire**

The teachers' questionnaire has been created to examine the challenges that teachers encounter while teaching ESP vocabulary. The questionnaire is divided into three sections, encompassing open-ended questions, close-ended questions, and multiple-choice questions. The first section, titled "General Information," comprises seven questions intended to gather basic information about ESP teachers. The second section, "Teachers' Challenges in Teaching Vocabulary," consists of seven questions aimed at obtaining a comprehensive understanding of vocabulary instruction and the specific difficulties teachers face in this regard. The final section, "Teachers' Views on Students' Difficulties in Learning Vocabulary," encompasses eight questions. Each question seeks to collect the teachers' perceptions on the difficulties faced by their students in learning ESP vocabulary.

## Section Two: Data Analysis

### 2.1 The Analysis of Students' Questionnaire

#### Section One: General Information

#### Question One: Do you consider learning English important for you?

**Table 2.1:** *Importance of learning English for students*

Responses	Number	Percentage (%)
Yes	<b>78</b>	<b>90.6%</b>
No	<b>8</b>	<b>9.3%</b>
Total	<b>86</b>	<b>100%</b>

Table 2.1 investigates the significance of English language learning for students. The results indicate that a notable majority of students recognize the importance of acquiring English language skills. In contrast, a minority of respondents expressed a lack of importance assigned to learning English. These results suggest that students possess an understanding of the vital role played by English language acquisition.

#### Question Two: For which purposes do you need to learn English?

- A. Academic purposes (related to study).**
- B. Professional purposes (related to job).**
- C. Both.**

**Table 2.2:** *Purposes behind learning English*

Responses	Number	Percentage (%)
A	23	26.7%
B	11	12.7%
C	52	60.4%
Total	86	100%

Table 2.2 presents the reasons behind individuals' motivation to learn English. The data suggests that a majority of respondents (60.4%) identified a dual necessity for English proficiency, encompassing both academic and professional domains. Specifically, 26.7% of the students cited academic purposes as their primary motivation for learning English. Additionally, 12.7% of the respondents emphasized the importance of English for professional purposes, indicating their belief that English proficiency is essential for their career growth and achievements.

**Question Three: Which type of English do you need to learn?**

- A. EGP (English for general purposes).**
- B. ESP (English for specific purposes).**
- C. Both.**

**Table 2.3:** *Students Preferences Type of English*

Responses	Number	Percentage (%)
A	23	26.7%
B	06	6.9%
C	57	66.2%
Total	86	100%

The primary goal of the question is to examine the preferences and requirements of English language learners. Based on the data provided, a significant proportion of students (66.2%) expressed a desire to learn both English for General Purposes (EGP) and English for Specific Purposes (ESP). In contrast, a relatively small percentage of respondents (6.9%) specifically chose ESP as their preferred focus. Meanwhile, a noteworthy portion of participants (26.7%) indicated a need to learn English only for general purposes. This suggests that these learners prioritize developing English proficiency that is more broadly applicable, without a specific focus on specialized or professional contexts.

## **Section Two: Challenges in Learning ESP Vocabulary**

### **Question Four: Does your teacher teach you vocabulary?**

**Table 2.4:** *Vocabulary teaching in classroom*

Responses	Number	Percentage (%)
Yes	<b>52</b>	<b>60.4%</b>
No	<b>34</b>	<b>39.5%</b>
Total	<b>86</b>	<b>100%</b>

Table 2.4 illustrates that out of the total sample of 86 students, 52 students reported that their teachers do teach them vocabulary. On the other hand, 34 students indicated that their teachers do not teach them vocabulary. This highlights the potential variation in teaching practices among the teachers in the sample, indicating that some may prioritize vocabulary instruction while others may not focus on it as much.



**Question Five: To what extent vocabulary is important to you?**

- A. Very important.**
- B. Important.**
- C. Not important.**

**Table 2.5: Students Perceptions to the Importance of Vocabulary**

Responses	Number	Percentage (%)
A	53	61.6%
B	29	33.7%
C	04	4.6%
Total	86	100%

The purpose of question is to assess the awareness of learners regarding the significance of vocabulary. Upon analysing the data presented in the above table, it can be inferred that a majority of students, specifically 61.6%, expressed a high level of importance assigned to English vocabulary. Additionally, a significant portion of students, accounting for 33.7%, indicated that vocabulary is important for them. In contrast, only a small proportion, 4.6%, stated that vocabulary is not important from their perspective. This suggests that the vast majority of students recognize the value and significance of acquiring vocabulary skills in English.

**Question Six: Which type of vocabulary does your teacher focus on?**

- A. General vocabulary.**
- B. Specific vocabulary related to the field of commerce.**
- C. Both.**

**Table 2.6: Students Vocabulary Exposure**

Responses	Number	Percentage (%)
A	11	12.7%
B	58	67.4%
C	17	19.7%
Total	86	100%

The provided table presents the students' perceptions regarding their teachers' emphasis on vocabulary instruction. The findings indicate that a significant majority of teachers (67.4%) concentrate on teaching specific vocabulary relevant to the field of commerce. In contrast, a relatively small proportion (12.7%) pays attention to general vocabulary teaching. Additionally, 19.7% of teachers incorporate both specific and general vocabulary in their instruction. This suggests that some teachers understand the significance of achieving a balance between teaching specialized terminologies and establishing a solid base of general vocabulary knowledge.

**Question Seven: For which reasons do you think you should learn vocabulary?**

- A. To read specialized literature.**
- B. To write research papers.**
- C. To answer exams questions.**
- D. To participate in seminars, discussions, etc.**
- E. To find a job.**
- F. To listen and watch videos and documents related to the field of commercial science.**

**Table 2.7:** *Students reasons behind learning vocabulary*

Responses	Number	Percentage (%)
A	8	6.9%
B	8	6.9%
C	18	15.6%
D	17	14.7%
E	43	37.3%
F	21	18.2%
Total	115	100%

The seventh question explores the motivations behind students' vocabulary acquisition. Referring to the information provided in table 2.7, a considerable proportion of students, 37.3%, believe that learning vocabulary is crucial for securing a job. Additionally, 18.2% of students view vocabulary acquisition as a means to understand and engage with materials in the field of commercial science. On the other hand, a smaller proportion of students, only 6.9%, focus on learning vocabulary to either read specialized literature or write research papers. Similarly, 14.7% learn vocabulary to participate in seminars and discussions, while 15.6% prioritize it for answering exam questions.

**Question Eight: Do you find difficulties in learning vocabulary?**

**Table 2.8:** *Difficulties of vocabulary learning*

Responses	Number	Percentage (%)
Yes	<b>46</b>	<b>53.4%</b>
No	<b>40</b>	<b>46.5%</b>
Total	<b>86</b>	<b>100%</b>

The objective of this question is to determine whether learners encounter challenges in the process of vocabulary acquisition. According to the data depicted above, it appears that a significant percentage of the students, over half of them (53.4%), face challenges when it comes to learning vocabulary. On the other hand, 40 respondents (46.5%) stated that they do not encounter difficulties in this regard. These results emphasize the varying experiences and struggles students may have when it comes to acquiring and mastering vocabulary.

**Question Nine: Which type of vocabulary is more difficult to learn? Please justify.**

- A. General vocabulary.**
- B. Specific vocabulary.**
- C. Both.**

**Table 2.9: Difficult Type of Vocabulary to Learn**

Responses	Number	Percentage (%)
A	6	6.9%
B	48	55.8%
C	32	37.2%
Total	86	100%

Table 2.9 illustrates the kind of vocabulary that students struggle with in learning. The majority of respondents (55.8%) find specific vocabulary to be more difficult to learn compared to general vocabulary. However, it is worth noting that a significant portion of respondents (37.2%) perceive difficulties in learning both general and specific vocabulary, indicating that both types can pose challenges in different contexts or for different students.

**Question Ten: Which aspects of vocabulary do you struggle with?**

- A. Pronunciation.**
- B. Spelling.**
- C. Length and complexity.**
- D. Meaning.**
- E. Grammar.**
- F. Idiomaticity.**

**Table 2.10:** *Students Difficult Aspects of Vocabulary*

Responses	Number	Percentage (%)
A	26	20.6%
B	9	7.1%
C	23	18.2%
D	26	20.6%
E	23	18.2%
F	19	15%
Total	126	100%

With reference to the information in the table 2.10, it can be observed that respondents struggle with different aspects of vocabulary. Pronunciation and meaning are the aspects of vocabulary that pose the most challenges, as both were selected by 26 respondents (20.6%) each. Grammar and the length/complexity of vocabulary were identified as problematic by 9 respondents (18.2%) each. Spelling and idiomaticity were mentioned by 9 respondents (7.1%) and 19 respondents (15%) respectively as areas where they face difficulties. This reveals that students are fully aware of the aspects of vocabulary they struggle with the most

**Question Eleven: What are the reasons behind these difficulties?**

- A. Poor level of English.**
- B. Lack of motivation to learn English.**
- C. Lack of interest and reading.**

**D. Poor vocabulary learning strategies.**

**E. Lack of exposure to the field of study.**

**F. Difficulties of the specialized terms.**

**G. Poor reading strategies.**

**H. Lack of contextual knowledge.**

**Table 2.11:** *Students Reasons behind Vocabulary Difficulties*

Responses	Number	Percentage (%)
A	30	20.1%
B	19	12.7%
C	28	18.7%
D	21	14%
E	15	10%
F	13	8.7%
G	7	4.6%
H	16	10.7%
Total	149	100%

The aim of this question is to discover the factors that affect the process of learning vocabulary. According to table 2.11, respondents identified various reasons affecting the process of vocabulary learning. A total of 20.1% respondents attributed their difficulties to a poor level of English. 12.7% respondents mentioned a lack of motivation to learn English as a contributing factor. Similarly, 18.7% respondents cited a lack of interest and reading as

a reason for their vocabulary struggles. 14% respondents believed that poor vocabulary learning strategies played a role in their difficulties. 10% respondents indicated a lack of exposure to the field of study as an obstacle. 8.7% respondents specifically mentioned the difficulties of specialized terms as a reason. 4.6% respondents believed poor reading strategies were responsible for their vocabulary challenges. Finally, 10.7% respondents attributed their difficulties to a lack of contextual knowledge. This reveals that students are fully aware of the reasons behind the difficulties that face when learning vocabulary.

**Question Twelve: What do you do when you encounter difficult terms?**

- A. Ask the teacher.**
- B. Use a dictionary (definition, translation).**
- C. Ignore the word.**
- D. Use translation applications.**

**Table 2.12:** *Ways to Deal with Difficult Terms*

Responses	Number	Percentage (%)
A	8	7.1%
B	26	23.2%
C	8	7.1%
D	70	62.5%
Total	112	100%

The aim of this question is to understand the strategies that students employ when they come across unfamiliar terms during their learning process. The most common strategy used by respondents to tackle difficult terms is relying on translation applications,



as chosen by 62.5% of respondents. Using a dictionary, with a percentage of 23.2%, is another popular approach to understanding difficult terms. Additionally, a smaller proportion of respondents (7.1%) either asks the teacher or ignores the difficult word. This indicates that students employ various approaches to overcome challenges related to unfamiliar vocabulary.

**Question Thirteen: Please add any further comments or suggestions to overcome the difficulties in learning vocabulary in ESP classes.**

The students provided different suggestions:

1. "Giving more interest to English."
2. "Watching educative videos, English movies and speaking with native speakers."
3. "Listening to podcasts."
4. "Putting more importance to English in the field of education through teaching English for businesses."
5. "The person should learn this language as an important one, with using books, Google translate, applications because it helps a lot."

## **2.2. Discussion of Students' Questionnaire**

The first section of the questionnaire, titled "General Introduction," provided an overview of the students' attitudes and perceptions regarding the English-learning process. Most students acknowledged the importance of English proficiency for their academic and professional development. Moreover, the majority of students prioritized enhancing their English proficiency over focusing on specialized or professional contexts.

In the section entitled "Challenges in Learning ESP Vocabulary," the collected data revealed that the vast majority of students understood the value and importance of

acquiring English vocabulary skills. However, they encountered obstacles while acquiring and mastering vocabulary. Aspects of pronunciation and meaning were determined to be the most difficult. The questionnaire data also revealed that students knew the reasons for these challenges.

Firstly, students struggled with vocabulary because their overall proficiency in the language was weak. Secondly, their lack of interest or drive to learn English hindered their vocabulary acquisition. Thirdly, the students' limited engagement in reading activities and a general lack of interest in the language affected their vocabulary development. Fourthly, learners may have employed ineffective methods or lacked effective techniques for expanding their vocabulary. Fifthly, students' struggled with vocabulary related to a particular subject or domain because they had limited exposure to it. To address these difficulties, students suggested placing greater emphasis on English within education.

### **2.3. The Analysis of Teachers' Questionnaire**

#### **Section One: General Information**

##### **Question One: Which degree do you hold?**

- A. License in English.**
- B. Master in English.**
- C. Magister in English.**
- D. Doctorate in English.**
- E. Degree in Economics.**

**Table 2.13:** *Degree held by teachers*

Responses	Number	Percentage (%)
A	0	0%
B	4	4%
C	0	0%
D	0	0%
E	0	0%
Total	4	100%

The objective of this question is to determine the level of education of English teachers specializing in commercial sciences. As indicated in the table, all of the teachers possess a master's degree in English.

**Question Two: What is your employment status?**

**A. Part time teacher.**

**B. Full time teacher.**

**Table 2.14:** *Employment status of teachers*

Responses	Number	Percentage (%)
A	4	100%
B	0	0%
Total	4	100%

The objective of this question is to gather information regarding the employment status of the respondent. As indicated in table 2.14, it can be observed that all the teachers are employed as part-time teachers.

**Question Three: How long have you been teaching English?**

The information provided by all the teachers indicates that they have collected a solid five years of experience in teaching English. This indicates that they are actively involved in the profession and highlights their extensive knowledge and skill in the field of teaching English.

**Question Four: Do you know what ESP stands for?**

**Table 2.15:** *Knowledge of teachers concerning ESP*

Responses	Number	Percentage (%)
<b>Yes</b>	<b>4</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

The purpose of this question is to determine whether the teachers possess knowledge about ESP. According to the information presented in the preceding table, all the teachers have confirmed their familiarity with the acronym "ESP," which stands for English for Specific Purposes. This response implies that all the teachers possess knowledge regarding the term "ESP" and its definition.

**Question Five: Have you received any training to teach ESP?**

- A. Yes**
- B. No**

**Table 2.16: Teachers ESP Training**

Responses	Number	Percentage (%)
<b>A</b>	<b>0</b>	<b>0%</b>
<b>B</b>	<b>4</b>	<b>100%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

The purpose of this question is to determine whether the teachers received any form of training to teach ESP. The data in table 2.16 indicates that all the teachers responded negatively. This suggests that none of them have received specialized training specifically focused on teaching English for Specific Purposes. This suggests that their understanding and proficiency in ESP could come from sources other than formal training, such as personal experiences or alternative learning methods.

**Question Six: How many hours do you teach ESP per week?**

Every teacher responded by stating that they teach for one and a half hours per week, equivalent to one session.

**Question Seven: According to you, for which purpose (s) do students of commercial sciences need to learn ESP?**

- A. Academic purposes (related to study)**
- B. Professional purposes (related to job)**
- C. Both**

**Table 2.17:** *Teachers Perceptions about Students Learning ESP*

Responses	Number	Percentage (%)
<b>A</b>	<b>0</b>	<b>0%</b>
<b>B</b>	<b>2</b>	<b>50%</b>
<b>C</b>	<b>2</b>	<b>50%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

The aim of this question is to gather opinions regarding the purposes for which the students should learn ESP. According to the above table, it is evident that half of the teachers (50%) hold the belief that students should acquire vocabulary for both academic and professional purposes. Conversely, the remaining half (50%) opines that vocabulary should be learned solely for professional purposes. In general, the answers show that the teachers have varying viewpoints on how much importance should be placed on teaching ESP to students studying commercial sciences.

### **Section Two: Teachers' Challenges in Teaching Vocabulary**

**Question Eight: Do you teach vocabulary to students of commercial sciences?**

- A. Yes**
- B. No**

**Table 2.18:** *Teaching vocabulary to students of commercial sciences*

Responses	Number	Percentage (%)
<b>A</b>	<b>4</b>	<b>100%</b>
<b>B</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

According to the information provided in the above table, it is apparent that all the teachers (100%) agree that they incorporate vocabulary instruction into their teaching practice. This shows that the teachers understand that vocabulary is an important component in language teaching.

**Question Nine: Which kind of vocabulary do you focus on?**

- A. General vocabulary**
- B. More specialized vocabulary related to the field of commerce.**
- C. Both**

**Table 2.19:** *Type of Vocabulary Taught*

Responses	Number	Percentage (%)
<b>A</b>	<b>0</b>	<b>0%</b>
<b>B</b>	<b>3</b>	<b>75%</b>
<b>C</b>	<b>1</b>	<b>25%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

The purpose of this question is to investigate about the specific types of vocabulary that the teachers prioritize in teaching. Table 2.19 reveals that the majority of teachers (75%) focus on the instruction of specialized vocabulary specific to the field of commerce. Interestingly, only one teacher (25%) mentioned their focus on both general and specific vocabulary. This suggests that the teachers mainly focus on teaching vocabulary specific to the field of commerce, and they do not give as much attention to teaching general vocabulary.

**Question Ten: Which kind of vocabulary is more difficult for you to teach? Justify.**

**A. General vocabulary**

**B. Vocabulary related to the field of commerce**

**C. Both**

**Table 2.20:** *The Difficult Type of Vocabulary to be taught*

Responses	Number	Percentage (%)
<b>A</b>	<b>0</b>	<b>0%</b>
<b>B</b>	<b>4</b>	<b>100%</b>
<b>C</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

According to the data displayed in the table, all the teachers agree that vocabulary associated with the field of commerce poses greater challenges in terms of teaching. This observation indicates that the teachers as a group believe that teaching vocabulary related to commerce is more challenging and harder to teach compared to other types of vocabulary.



The teachers justified their answers as follows:

1. "The lack of practice in English."
2. "The hardness of vocabulary."
3. "It is a little bit hard to pronounce and easy to forget."
4. "Sometimes I find it hard to be pronounced and memorised."
5. "ESP terms are not always familiar."
6. "Deficiency in comprehension."

**Question Eleven: Which difficulties do you encounter in teaching vocabulary?**

- A. Students' poor level of English**
- B. Students' lack of interest**
- C. Lack of resources**
- D. Lack of prior knowledge in the English of commerce**
- E. The difficulty of terms related to the field**
- F. Lack of training to teach ESP**
- G. Class size**
- H. Time constraint**

**Table 2.21:** *Teachers Difficulties in teaching vocabulary*

Responses	Number	Percentage (%)
A	3	18.75%
B	3	18.75%
C	3	18.75%
D	0	0%
E	1	6.25%
F	1	6.25%
G	3	18.75%
H	2	12.5%
Total	16	100%

The aim of this question is identify the obstacles faced by teachers when teaching ESP vocabulary. The data derived from the table indicates that teachers face various challenges when it comes to teaching vocabulary. These include students' low English proficiency, lack of interest, limited resources, and large class sizes. Additionally, a small proportion of respondents expressed time constraints and the difficulty of specific terms as noteworthy obstacles. Furthermore, a minority, constituting 12.5% of participants, identified a lack of training in teaching English for Specific Purposes (ESP) as a contributing factor to the encountered challenges in vocabulary instruction. Teachers also noted other difficulties, such as minimal contact and collaboration with college teachers.

These challenges highlight the importance of addressing students' proficiency levels, encouraging active participation, providing sufficient resources, and providing teachers with suitable training to improve vocabulary teaching.

**Question Twelve: Which aspect (s) of vocabulary is (are) more difficult for you to teach to students?**

**A. Pronunciation**

**B. Spelling**

**C. Length and Complexity**

**D. Meaning**

**E. Grammar**

**F. Idiomaticity**

**Table 2.22: Teachers Difficult Aspect of Vocabulary to Teach**

Responses	Number	Percentage (%)
A	1	14.2%
B	0	0%
C	2	28.5%
D	0	0%
E	1	14.2%
F	3	42.8%
Total	7	100%

The objective of this question is to determine which aspect of vocabulary poses the greatest challenge for teachers to teach. The information outlined in table 2.22 indicates that teaching idiomaticity is considered the most difficult aspect of vocabulary for the majority of teachers, as indicated by 42.8% of the respondents. Additionally, 28.5% of the participants reported that teaching the length and complexity of vocabulary poses challenges. On the other hand, only 14.2% of the teachers found pronunciation and grammar to be challenging when teaching vocabulary.

**Question Thirteen: What do you do when you encounter difficult terms?**

- A. Use a dictionary**
- B. Ask other teachers (subject teachers)**
- C. Ignore the term**

**Table 2.23:** *Teachers Ways of Handling Difficult Terms*

Responses	Number	Percentage (%)
A	4	100%
B	0	0%
C	0	0%
Total	0	100%

As per the information presented in the table, all the teachers (100%) indicated that they rely on a dictionary when they come across difficult terms. In addition, teachers mentioned that they utilize online resources, such as searching on Google, to address challenging vocabulary. This suggests that teachers use different methods to improve their

own understanding of difficult words and ensure they can explain them accurately to their students.

**Question fourteen: How do you overcome the challenges encounter in teaching ESP vocabulary?**

The teachers' reported that they overcome the challenges as follow:

1. "Small classes to create a suitable atmosphere for learning."
2. "Providing variety of materials."
3. "Having collaboration with teachers of English."
4. "Having ESP training."
5. "Providing different resources in the domain."

**Section three: Teachers Views on Students Difficulties in Learning Vocabulary**

**Question fifteen: What is the level of your students in English?**

- a. **Good**
- b. **Average**
- c. **Bad**

**Table 2.24:** *Teachers Perceptions toward Students Level in English*

Responses	Number	Percentage (%)
A	0	0%
B	3	75%
C	1	25%
Total	4	100%

The intention behind this question is to know if the teachers are aware of the level of their students. Analyzing the data presented in table 2.24, it is evident that the majority of teachers reported their students to have an average level in English. Merely 25% of the teachers stated that their students possess an advanced level of proficiency in the language.

**Question sixteen: Do your students enjoy learning English?**

**A. Yes**

**B. No**

**Table 2.25:** *Teachers perceptions toward Students Interest in Learning Vocabulary*

Responses	Number	Percentage (%)
A	2	50%
B	2	50%
Total	4	100%

Referring to the above table, it can be observed that there is a divide among the teachers regarding their students' attitude towards learning English. Specifically, half of the teachers (50%) reported that their students enjoy learning the language, while the other half (50%) indicated that their students do not. This shows that the teachers have different opinions about how interested and involved their students are in the process of learning English.

**Question seventeen: Are your students aware about the importance of learning vocabulary in ESP classes?**

**A. Yes**

**B. No**

**Table 2.26:** *Students Awareness about the Importance of Vocabulary*

Responses	Number	Percentage (%)
A	4	100%
B	0	0%
Total	4	100%

The data presented in table 2.26 reveals that every single teacher reported their learners' awareness regarding the importance of vocabulary. This agreement among the teachers suggests that they all agree and think the same way. It shows that the students in the classroom have learned and understood the importance of vocabulary in language learning.

**Question eighteen: Which type of vocabulary is more difficult for the students to learn? Justify.**

**a. General English**

**b. Vocabulary related to the field of commerce**

**c. both**

**Table 2.27:** *Teachers Perceptions toward Students Difficult Type of Vocabulary*

Responses	Number	Percentage (%)
A	1	25%
B	2	50%
C	1	25%
Total	4	100%

Examining the data presented in table 2.27, it can be observed that half of the teachers indicated that students encounter the greatest difficulties with specific vocabulary. In contrast, a mere 25% of the teachers expressed the belief that students struggle either exclusively with general English or with both general and specific vocabulary.

They justified their answers as follow:

- “Learners do not have background knowledge about their specialties; that is why it is difficult for them to grasp its vocabulary.”

**Question nineteen: Do your students have sufficient background knowledge to learn vocabulary related to their field?**

**A. Yes**

**B. No**



**Table 2.28:** *Teachers perceptions toward Students pre-knowledge on vocabulary*

Responses	Number	Percentage (%)
A	0	0%
B	4	100%
Total	4	100%

According to the information presented in table 2.28, it is evident that all the teachers are in agreement that their students lack sufficient background knowledge to effectively learn vocabulary.

**Question twenty: Which aspect(s) of vocabulary is (are) more difficult for your students to learn?**

- a. Pronunciation**
- b. Spelling**
- c. Length and Complexity**
- d. Meaning**
- e. Grammar**
- f. Idiomaticity**

**Table 2.29:** *Teachers perceptions toward students Difficult Aspects of Vocabulary*

<b>Responses</b>	<b>Number</b>	<b>Percentage (%)</b>
<b>A</b>	3	27.2%
<b>B</b>	2	18.1%
<b>C</b>	2	18.1%
<b>D</b>	2	18.1%
<b>E</b>	1	9%
<b>F</b>	1	9%
<b>Total</b>	11	100%

The data from the table suggests that the most difficult aspect for students to learn is pronunciation (27.2%). Additionally, a small percentage of teachers emphasized the spelling (18.1%), meaning (18.1%), length and complexity (18.1%) as notable difficulties for students. Furthermore, a minority of participants, comprising 9%, identified idiomaticity as a difficult aspect faced in learning vocabulary.

**Question twenty-one: What are the reasons behind these difficulties?**

- a. Poor level of English**
- b. Lack of motivation to learn English**
- c. Lack of interest in reading**
- d. Poor vocabulary learning strategies**
- e. Lack of exposure to the field of study**
- f. Difficulties to the specialized terms**
- g. Poor reading strategies**

#### **h. Lack of contextual knowledge**

**Table 2.30:** *Teachers perceptions towards Students Vocabulary Difficulties*

<b>Responses</b>	<b>Number</b>	<b>Percentage (%)</b>
<b>A</b>	4	16.6%
<b>B</b>	3	12.5%
<b>C</b>	3	12.5%
<b>D</b>	3	12.5%
<b>E</b>	3	12.5%
<b>F</b>	2	8.3%
<b>G</b>	2	8.3%
<b>H</b>	4	16.6%
<b>Total</b>	24	100%

The objective of this question is to collect the teachers' views on the factors that contribute to challenges faced by their students. The information outlined in table 2.30 indicates that poor level of English and lack of contextual knowledge are the most contributing factor to vocabulary learning difficulties. Additionally, 12.5% attributed the factors of difficulties to a lack of motivation to learn English, lack of interest in reading, poor vocabulary learning strategies, and lack of exposure to the field of study. Finally, 8.3% attributed their students' difficulties to poor reading strategies and difficulties of the specialised terms.

**Question twenty-two: Would you offer any suggestions and recommendations to help students overcome these difficulties?**

The teachers provided different suggestions:

1. “We should increase the students’ motivation to learn.”
2. “They must follow effective learning strategies to improve their level in English language.”
3. “To know how important is learning English nowadays especially concerning ESP.”

**2.4. Discussion of Teachers’ Questionnaire**

The first section of the questionnaire reveals that the teachers have been teaching English long enough to have an adequate experience in the field of education. However, it is notable that none of these teachers have received prior training to teach English for Specific Purposes (ESP). This implies that they may encounter certain challenges when teaching an ESP course.

The second section investigates the difficulties teachers face in teaching vocabulary. The majority of teachers agreed that they primarily emphasize teaching specialized vocabulary within the commerce domain rather than general vocabulary. However, all teachers agreed that teaching commercial vocabulary presents greater complexity, particularly in idiomatic expressions and length. These challenges arise due to their students’ low proficiency in English, lack of interest, limited resources, and large class sizes. Moreover, the teachers proposed various approaches to overcome these challenges, including reducing class sizes to create a suitable learning atmosphere and providing additional resources, materials, and ESP training to better address the demands of the specific target situation.

Section two explores the teachers' views on students' difficulties in vocabulary learning. Most teachers mentioned that their students have an average level. Despite reaching an adequate level, they can still face problems. From the teachers personal experiences, most of them agreed that the most difficult vocabulary aspect to learn is pronunciation, and length and complexity. Moreover, the teachers believe that these difficulties occur because of different reasons:

1. Students who have a low level of proficiency in the English language tend to face challenges in acquiring and expanding their vocabulary. Limited language understanding prevents their ability to comprehend and use new words effectively.
2. Vocabulary learning becomes difficult when students lack the necessary background knowledge or context related to the words they encounter. Without a proper understanding of the context in which a word is used, it becomes harder for students to grasp its meaning and usage.
3. Students may face difficulties if they lack effective strategies for learning and retaining new vocabulary. Without appropriate techniques for memorization, practice, and application, it becomes harder for them to incorporate new words into their active vocabulary.
4. Lack of exposure to the specific field of study or domain can prevent vocabulary learning.

Students with limited exposure to subject-specific terminology and concepts may find it challenging to understand and use specialized vocabulary associated with that field. To overcome these difficulties, the teachers suggested effective learning strategies to improve their students' English language levels.

Through a comparison of teachers' and learners' viewpoints, it becomes apparent that they share the same belief regarding the most difficult aspect of vocabulary learning, which

is pronunciation. They also agree that inadequate student proficiency and ineffective learning strategies act as major obstacles in the vocabulary acquisition process. To overcome these challenges, both teachers and learners suggest enhancing the strategies employed for vocabulary learning. To conclude, it is evident that the hypothesis has been validated, leading to the conclusion that by recognizing and resolving the challenges faced in the instruction and acquisition of ESP vocabulary, it is possible to enhance the overall teaching and learning processes.

### **3. Limitations of the Study**

Even though the study has met its aims, it is noticeable that the researchers confronted some obstacles and difficulties while conducting this research.

- First, the primary difficulty encountered was the lack of accessibility to primary authentic materials, such as books and articles, during the theoretical phase. This posed a significant barrier for researchers.
- Second, there are only 4 teachers of ESP in whole department which limited the amount of data that the researchers can work on.
- Third, the researchers were running out of time because our topic was about to be changed from the administration, so we had to complete the work in a very short period of time.
- Fourth, some of the respondents left a number of questions unanswered and did not demonstrate their real opinions and attitudes. Second many respondent left a number of questions unanswered.

### **4. Pedagogical recommendations**

- Teachers should raise their students' awareness about the importance of English in general and ESP in particular and motivate them to actively engage in learning.

- Students should be encouraged to spend more time studying outside the classroom and not rely only on their teachers. This can be achieved by developing their autonomous learning skills.
- Students should develop extensive reading habits in EGP in general and ESP in particular. This practice will provide them with sufficient background knowledge and enrich their vocabulary in their study field.
- Students should increase their vocabulary abilities by using different vocabulary learning strategies as memorizing and contextual knowledge.
- Teachers should vary their methods of teaching vocabulary using innovative tools in order to make the teaching and learning process more enjoyable.
- The department should facilitate the teaching and learning process by providing teachers better conditions such as offering more sessions for teaching ESP, an ideal size for classrooms, and a better status to the ESP teacher (teachers training in ESP).

## **Conclusion**

This chapter focused on the practical aspect of the study, which involved the analysis and interpretation of questionnaires administered to both students and teachers. The findings of the research indicated that both ESP teachers and third-year LMD students faced challenges when it came to teaching and learning vocabulary in an ESP context. Based on these results, pedagogical recommendations were suggested to help address these difficulties.

## **General Conclusion**

Vocabulary is crucial for foreign language learners; it holds great significance in mastering the target language. Additionally, this linguistic aspect is not only important for students, but it is also considered an essential instructional tool for language teachers. The primary aim of this study is to investigate the difficulties ESP learners and teachers encounter in learning and teaching vocabulary. Also, this study seeks to identify the factors behind these difficulties and suggest solutions to overcome them to facilitate vocabulary acquisition. In order to achieve the aims of this study, five research questions were addressed through two questionnaires administered to ESP teachers and their students.

The first chapter consists of two sections. The first section provides definitions of ESP, highlighting its origins and characteristics. It also presents a comparison between ESP and GE, explores the various ESP branches, discusses ESP teaching in Algeria, examines the ESP course design and syllabus development, and discovers the various types of ESP content. In addition, it emphasizes the role of the ESP teacher. In the second section, several definitions of vocabulary are presented, along with an overview of the various vocabulary types. It also lists the importance of vocabulary for enhancing language skills. Furthermore, it provides various approaches to vocabulary teaching and strategies for effective vocabulary learning. The section concludes by shedding light on the challenges and difficulties encountered during the process of vocabulary acquisition. The second chapter focuses on the practical part of the study by displaying the methods and tools used to collect the data. The tools used for the investigation are a questionnaire distributed to students and another one administered to teachers as part of the investigation. In addition, the chapter provides an analysis of the collected data and discusses the findings and results.

The results of the findings support the research hypothesis that identifying challenges in teaching and learning ESP vocabulary can lead to improvements in the teaching and



learning processes. Furthermore, these findings contribute to addressing the research questions. Firstly, ESP teachers face difficulties primarily with idiomatic expressions and long words, mainly due to their students' low English proficiency, lack of interest, large class sizes, and limited resources. Secondly, students encounter significant challenges in pronunciation and understanding of vocabulary, attributed to their low English proficiency, lack of interest, limited reading practice, ineffective vocabulary learning strategies, and inadequate exposure to field-specific vocabulary. Thirdly, a comparison of the perceptions of teachers and learners reveals that teachers are aware of the difficulties faced by their students. To overcome these challenges, both teachers and learners suggest improving the strategies used for vocabulary learning and teaching.

Based on the findings, it can be concluded that this study has enabled the answering of the predetermined research questions. It also identified the challenges in teaching and learning ESP vocabulary, identified the reasons behind these difficulties and suggested pedagogical recommendations to overcome them.

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## Appendices

### Appendix One: Teachers' Questionnaire

Dear Teachers,

This questionnaire is designed to help us accomplish a Master's dissertation on the challenges of teaching and learning vocabulary in ESP context at the Department of Commercial Sciences; Mohammed Seddik Ben Yahia, Jijel University. We will be grateful if you could help us by answering the following questions by putting a tick (✓) in the right box or completing the answer by giving your own opinion. Thank you in advance for your help.

#### Section One: General Information

**Q1.** Which degree do you hold?

- a. License in English( )
- b. Master in English( )
- c. Magister in English( )
- d. Doctorate in English( )
- e. Degree in economics( )

**Q2.**What is your employment status?

- a. Part time teacher
- b. Full time teacher

**Q3.** How long have you been teaching English?

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.....  
.....

**Q4.** Do you know what ESP (English for Specific Purposes) stands for?

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.....  
.....

**Q5.** Have you ever received any training to teach ESP?

Yes                      No

**Q6.** How many hours do you teach ESP per week?

.....  
.....  
.....

**Q7.** According to you, for which purpose (s) do students of commercial sciences need to learn ESP?

- a. Academic purposes (related to study)
- b. Professional purposes (related to job)
- c. both

**Section Two: Teachers' Challenges in Teaching Vocabulary**

**Q8.** Do you teach vocabulary to students of commercial sciences?

Yes                      No



**Q9.** Which kind of vocabulary do you focus on?

- a. General vocabulary
- b. More specialized vocabulary related to the field of commerce
- c. Both

**Q10.** Which kind of vocabulary is more difficult for you to teach?

- a. General English
- b. Vocabulary related to the field of commerce
- c. both

Please justify why

.....  
...

**Q11.** Which difficulties do you encounter in teaching vocabulary? (You can tick more than one answer)

- d. Students' poor level of English
- e. Students' lack of interest
- f. Lack of resources
- g. Lack of prior knowledge in the English of commerce
- h. The difficulty of terms related to the field
- i. Lack of training to teach ESP
- j. Class size
- k. Time constraint

Others.....  
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**Q12.**Which aspect (s) of vocabulary is (are) more difficult for you to teach to students?

(You can tick more than one answer)

- a. Pronunciation
- b. Spelling
- c. Length and Complexity
- d. Meaning
- e. Grammar
- f. Idiomaticity

**Q13.**What do you do when you encounter difficult terms (related to the field of commerce)? (You can tick more than one answer)

- a. Use a dictionary
- b. Ask other teachers (subject teachers)
- c. Ignore the term

Others.....  
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**Q14.**How do you overcome the challenges encounter in teaching ESP vocabulary?

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**Section three: Teachers Views on Students Difficulties in Learning Vocabulary**

**Q15.** What is the level of your students in English?

- d. Good
- e. Average
- f. Bad

**Q16.** Do your students enjoy learning English?

Yes No

**Q17.** Are your students aware about the importance of learning vocabulary in ESP classes?

Yes No

**Q18.** Which type of vocabulary is more difficult for the students to learn?

- a. General English
- b. Vocabulary related to the field of commerce
- c. both

Please justify why

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**Q19.** Do your students have sufficient background knowledge to learn vocabulary related to their field?

Yes

No

**Q20.** Which aspect(s) of vocabulary is (are) more difficult for your students to learn? (You can tick more than one answer)

- g. Pronunciation
- h. Spelling
- i. Length and Complexity
- j. Meaning
- k. Grammar
- l. Idiomaticity

**Q21.** What are the reasons behind these difficulties?

- a. Poor level of English
- b. Lack of motivation to learn English
- c. Lack of interest in reading
- d. Poor vocabulary learning strategies
- e. Lack of exposure to the field of study
- f. Difficulties to the specialized terms
- g. Poor reading strategies
- h. Lack of contextual knowledge

Others

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**Q22.** Would you offer any suggestions and recommendations to help students overcome these difficulties?

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## Appendix Two: Students' Questionnaire

This piece of work is entitled "challenges of teaching and learning ESP vocabulary". It aims at investigating the challenges of teaching and learning ESP vocabulary at department of Commercial sciences at the university of Mohammed Seddik Ben Yahia, Jijel. Your collaboration through this questionnaire will be of great value. You are kindly invited to answer the given questions below and circle the right answer. Thank you so much in advance.

### Section One: General information

**Q1.** How long have you been studying English?

س1. منذ متى و أنت تدرس اللغة الانجليزية ؟

.....

**Q2.** Do you consider learning English important for you?

س2. هل تعتبر تعلم اللغة الانجليزية أمرا مهما بالنسبة اليك ؟

(نعم) Yes

No (لا)

**Q3.** For which purpose do you need to learn English?

س3. لأي غاية تحتاج تعلم الانجليزية ؟

a. Academic purposes (Related to study)

أغراض أكاديمية (تتعلق بالدراسة)

b. Professional purposes (Related to job)

أغراض مهنية (تتعلق بالوظيفة)

c. Both

كلاهما

**Q4.** Which type of English do you need to learn?

س4. ما هو نوع الانجليزية الذي تحتاج الى تعلمه ؟

a. EGP (English for general purposes)

الانجليزية لأغراض عامة

b. ESP (English for specific purposes)

الانجليزية لأغراض خاصة

c. Both

كلاهما

### **Section two: Challenges in Learning ESP Vocabulary**

**Q5.** Does your teacher teach you vocabulary?

س5. هل يقوم أستاذك بتدريسك مفردات اللغة ؟

Yes (نعم)

No (لا)

**Q6.** To what extent vocabulary is important to you?

س6. الى أي مدى تعتبر مفردات اللغة مهمة بالنسبة اليك ؟

a. Very important

مهمة جدا

b. Important

مهمة

c. Not important

غير مهمة

**Q7.** Which type of vocabulary does your teacher focus on?

س7. ما هو نوع المفردات التي يقوم أستاذك بالتركيز عليها ؟

a. General vocabulary

المفردات العامة

b. Specific vocabulary related to the field of commerce

مفردات محددة تتعلق بميدان التجارة

c. Both

كلاهما

**Q8.** For which reasons do you think you should learn vocabulary?

س8. لأي أسباب تعتقد أنه يجب عليك أن تتعلم المفردات؟

a. To read specialized literature

لقراءة الأدب الخاص

b. To write research papers

لكتابة البحوث

c. To answer exams questions

لاجابة أسئلة الامتحانات

d. To participate in seminars, discussions...

للمشاركة في الندوات و المناقشات .. الخ

e. To find a job

لايجاد وظيفة

f. To listen and watch videos and documents related to the field of commercial science

للاستماع و مشاهدة الفيديوهات و الوثائقيات المتعلقة بميدان العلوم التجارية

**Q9.** Do you find difficulties in learning vocabulary?



س9. هل تجد صعوبات في تعلم مفردات اللغة ؟

Yes (نعم)      No (لا)

**Q10.** Which type of vocabulary is more difficult for you to learn?

س10. أي نوع من المفردات يصعب عليك تعلمه ؟

a. General vocabulary

المفردات العامة

b. Specific vocabulary

المفردات الخاصة

c. Both

كلاهما

Please justify: قم بالتبرير رجاءا

.....

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.....

**Q11.** Which aspects of vocabulary do you struggle with?

س11. ما هي جوانب المفردات التي تعاني منها ؟

a. Pronunciation

النطق

b. Spelling

التهجئة

c. Length and Complexity

الطول و التعقيد

d. Meaning

المعنى

e. Grammar

قواعد اللغة

f. Idiomaticity

اصطلاح/تعبير اصطلاحى

**Q12.** What are the reasons behind these difficulties?

س12. ما هي الأسباب خلف هاته الصعوبات؟

a. Poor level of English

مستوى ضعيف في اللغة الانجليزية

b. Lack of motivation to learn English

غياب الحافز من أجل تعلم اللغة الانجليزية

c. Lack of interest and readingg

قلة الاهتمام و القراءة

d. Poor vocabulary learning strategies

الافتقار الى استراتيجيات تعلم مفردات اللغة

e. Lack of exposure to the field of study

عدم التعرض لميدان الدراسة

f. Difficulties to the specialized terms

صعوبات في المصطلحات الخاصة

g. Poor reading strategies

استراتيجيات القراءة الضعيفة

h. Lack of contextual knowledge

الافتقار الى فهم المعنى السياقي

أخرى: Others:

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.....

**Q13.** What do you do when you encounter difficult terms?

س13. ماذا تفعل عندما تواجه مفردات صعبة؟

- a. Ask the teacher  
تسأل الأستاذ
- b. Use a dictionary (definition, translation...)  
تستخدم القاموس (التعريفات . الترجمة..)
- c. Ignore the word  
تتجاهل الكلمة
- d. Use Translation applications  
استعمال تطبيقات الترجمة

**Q14.** Please add any further comments or suggestions to overcome the difficulties in learning vocabulary in ESP classes.

س14. الرجاء اضافة أي تعليقات أو اقتراحات أخرى من أجل التغلب على هاته الصعوبات في أقسام دارسي مفردات اللغة الانجليزية لأغراض خاصة؟

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## **Résumé**

L'objectif principal de cette recherche est d'étudier les défis auxquels font face les étudiants et les enseignants dans l'enseignement et l'apprentissage du vocabulaire de l'anglais à des fins spécifiques (ESP). L'étude vise à identifier les causes sous-jacentes de ces difficultés et à proposer des solutions efficaces pour les surmonter. L'hypothèse guidant cette étude postule qu'en reconnaissant et en résolvant les défis rencontrés dans l'enseignement et l'acquisition du vocabulaire de l'ESP, il est possible d'améliorer l'ensemble des processus d'enseignement et d'apprentissage. La méthodologie de recherche utilisée dans cette étude repose sur une approche de recherche quantitative, utilisant deux questionnaires conçus pour les enseignants et les étudiants. Le questionnaire des étudiants a été soumis à 86 étudiants de troisième année sur 193 au département des Sciences commerciales de l'Université de Mohamed Seddik Ben Yahia-Jijel. Il vise à comprendre les défis auxquels les étudiants sont confrontés lors de l'apprentissage du vocabulaire de l'ESP, tandis que le deuxième questionnaire a été soumis à 4 enseignants d'ESP qui enseignent au même département. Il vise à recueillir des informations sur les difficultés auxquelles ces enseignants sont confrontés lors de l'enseignement du vocabulaire de l'ESP et à obtenir un aperçu de leur point de vue sur les défis des étudiants dans l'apprentissage du vocabulaire de l'ESP. Les résultats montrent que si les défis de l'enseignement et de l'apprentissage du vocabulaire de l'ESP sont identifiés, les processus d'enseignement et d'apprentissage pourraient être améliorés. Sur la base des résultats de cette recherche, des recommandations pédagogiques ont été suggérées pour aider les apprenants et les enseignants d'ESP à surmonter leurs difficultés.

**Mots-clés:** ESP, Vocabulaire, Enseignants, Étudiants, Difficultés.

## ملخص

يهدف هذا البحث الرئيسي إلى دراسة التحديات التي تواجه المتعلمين المعلمين في تعليم و تعلم مفردات اللغة الإنجليزية لأغراض محددة. تسعى هذه الدراسة إلى تجديد الأسباب الكامنة وراء هذه الصعوبات و اقتراح حلول فعالة للتغلب عليها. تفترض الفرضية التي تقود هذه الدراسة أنه من خلال التعرف على التحديات الكامنة أثناء تعليم و إكتساب لمفردات اللغة الإنجليزية الخاصة وحلها، يمكن تعزيز العمليات العامة للتعليم و التعلم. تستخدم منهجية البحث المستخدمة في هذه الدراسة نهج البحث الكمي، باستخدام استبيانين مصممين للأساتذة و الطلاب على حد سواء. تم تقديم استبيان الطلاب لـ 86 طالباً من أصل 193 طالباً من السنة الثالثة في قسم العلوم التجارية في جامعة محمد الصديق بن يحيى- جيجل. يهدف إلى فهم التحديات التي يواجهها الطلاب في تعلم مفردات اللغة الإنجليزية لأغراض محددة بينما تم تقديم الإستبيان الثاني لـ 4 أساتذة الذين يدرسون في نفس القسم. يهدف إلى جمع معلومات حول الصعوبات التي يواجهها هؤلاء المعلمون عند تدريس مفردات اللغة الإنجليزية لأغراض محددة ولفهم وجهات نظرهم حول تحديات الطلاب في تعلم مفردات اللغة الإنجليزية لأغراض محددة. تظهر النتائج أنه إذا تم تحديد التحديات في تعليم و تعلم مفردات اللغة الإنجليزية لأغراض محددة، يمكن تحسين عمليات التعليم و التعلم بشكل عام. استناداً إلى نتائج هذا البحث، تم اقتراح بعض التوصيات التربوية لمساعدة المتعلمين و معلمي مفردات اللغة الإنجليزية لأغراض محددة على التغلب على تحدياتهم.

**الكلمات الرئيسية:** اللغة الإنجليزية لأغراض محددة، المفردات، المعلمون، المتعلمون، الصعوبات.