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An Investigation of the Requirements and Difficulties of

Teaching Vocabulary in ESP Context:

The Case of Teachers at the Faculty of Economics, Business, and Management Sciences at
Mohamed Seddik Ben Yahia Jijel University

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Dedication

In the Name of Allah, most gracious, most Merciful, all the praise is due to Allah alone, the sustainer of all the worlds

Firstly and foremost, we would like to give our undeniable thanks to the most graceful and most compassionate the almighty (Allah), that has provided us with a lot of blessing that can never be counted.

I dedicate this work to:

My **Mother** and my **Father** for their patience, love, and support;

To my brother **Ayoub** and all my sisters;

To all my family and friends.

Zaghib Fayza

I dedicate this work to:

My **Grandmother**, my **Mother**, and my **Father** for their patience, love, and support;

My dearest sisters **Hassina, Sofia, Farah** and **Yousra**;

My brothers **Rabeh, Abd-Elrahman, Redha**, and **Hassan**;

All my neices and nephews especially **Nesrine, Lokman**,and **Kholoud**;

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All my other Friends without exception.

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Abstract

A good mastery of vocabulary is an important component in the learning process of English for both general and specific purposes. However, the fact that general English teachers are pointed to teach English for Specific Purposes (ESP) reveals considerable problems and obstacles that stand as a barrier towards achieving better ESP vocabulary courses. This study aims at investigating the requirements and difficulties facing teachers when teaching vocabulary in ESP context at the level of Mohammed Seddik Ben Yahia Jijel University, particularly those teachers working at the faculty of Economics, Business, and Management Sciences (EBM). In this research, it is hypothesized that teaching vocabulary in ESP context is hindered by a lack of identifying teachers' needs and difficulties . To check the validity of this hypothesis, a questionnaire was administered to English teachers at the faculty of EBM at Mohamed Seddik Ben Yahia Jijel University. The obtained results showed that ESP teachers at the faculty of EBM are faced with a number of difficulties when teaching ESP vocabulary. Thus, in order to help GE teachers overcome their teaching difficulties; some suggestions were recommended among them ESP teachers' training and collaboration with subject teachers.

List of Abbreviations

EAP: English for Academic Purposes

EBM: Economics, Business, and Management Sciences

EGAP: English for General Academic Purposes

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESAP: English for Specific Academic Purposes

ESP: English for Specific Purposes

EST: English for Science and Technology

ETV: English Technical Vocabulary

GE: General English

L₁: First language

L₂: Second or foreign language

TSA: Target Situation Analysis

VTS: Vocabulary Teaching Strategies

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1. Statement of the Problem

Nowadays, English has become the dominant language on globe, and the most used language to exchange information in the world. This status has acknowledged English as a lingua franca in many parts of the world. As a result, people have shown new demands and interests in the study of English; either for academic or professional purposes.

Accordingly, in the field of English teaching, general English courses do not frequently meet students' needs. Consequently, this has led to the emergence of a new discipline known as English for Specific Purposes (ESP), which brought many contributions to English language teaching. Thus, ESP can be defined as being an approach to language teaching, which is concerned with meeting the specific needs of a particular group of students. Therefore, in order to achieve the objectives of ESP, a needs analysis process should be conducted in order to stand on the real needs of that group of students, so as to develop the courses appropriate to them on the basis of data gathered from needs analysis.

As a result of the great demand on English language, many universities and institutions around the world have adopted the teaching of ESP in order to enable students to learn the aspects of language that are most useful for their speciality. In this respect, Algerian universities are no exceptions for this interest in ESP. Thus, English is included in almost every curriculum in many faculties and departments of the Algerian universities and institutions.

For the most part, it is known to most second language learners that the acquisition of vocabulary is fundamental, and an important component in their learning. Then, a good mastery of vocabulary is essential for both learners of English as a second language and English as foreign language, especially for those seeking to learn English for specific purposes. Because, those learners are said to have ESP courses in which the vocabulary

acquired during these courses will be involved in the four language skills. Hence, the students' vocabulary knowledge will serve as a tool that permits them to read specific literature to their fields, write reports, attend conferences, and communicate using English.

Research Aims

The aims of the present study are twofold; on the one hand, it investigates the difficulties encountered by ESP teachers when teaching ESP vocabulary. On the other hand, it attempts to make better decisions regarding the teaching of ESP vocabulary to meet students' needs and improve their language proficiency.

2. Research Questions

To achieve the above stated aims, the following questions must be answered:

1. To what extent is vocabulary important for students of the faculty of Economics, Business, and Management Sciences?
2. What difficulties do ESP teachers face when teaching ESP vocabulary?
3. What measures should be taken to help ESP teachers perform a better ESP course?

4. Research Hypothesis

Based on the above research questions, it is hypothesized that:

Teaching vocabulary in ESP context is hindered by a lack of identifying teachers' needs and difficulties

5. Research Means

To conduct this research and to obtain the information required for the subject a descriptive design was used. In this sense, a questionnaire was addressed to ESP teachers at the faculty of Economics, Business, and Management Sciences. The questions were a

mixture of closed and open items, which aimed at investigating the difficulties encountered by ESP teachers when teaching vocabulary in ESP context.

6. Research Structure

This descriptive research ran into two main chapters. The first chapter deals with the theoretical framework and the second one is devoted to data analysis and interpretation of teachers' questionnaire.

The first chapter is divided into two sections. The first section introduces a general overview of ESP; its definitions, origins, developments, branches, distinction between ESP and GE, and sheds the light on the different roles of the ESP teacher as well as teachers' training. Moreover, the second section presents vocabulary; beginning with its definitions followed by a historical overview on vocabulary teaching, its approaches, then the different types and strategies of vocabulary teaching concluding with the connection between vocabulary and the four skills.

The second chapter is devoted to the analysis and discussion of results of the questionnaire followed by some recommendations concerning the teaching of ESP vocabulary.

Introduction

The current chapter is divided into two main sections. The first section is entitled English for Specific Purposes, whereby we will go through different definitions of ESP, its origins and branches, and sheds the light on the role of ESP teacher and teachers' training. The second section is about vocabulary. In this part of this chapter, the points to be exposed in relation to vocabulary are its definitions, history, types, definition and types of vocabulary teaching strategies, and finally its connection to the four language skills.

1.1.1 Definitions of ESP

The origins of English for Specific Purposes are traced back to the early 1960's where it becomes a significant field of language teaching. Therefore, several definitions of ESP appeared in the literature, and in spite of the fact that different researchers give varied definitions to the term, the meanings they provide overlap in a way or another.

Hutchinson and Waters (1987, p.19) defined ESP as "an approach to language teaching in which all decisions as to content and methods are based on the learners reasons for learning". Accordingly, they suggest that the foundation of ESP is symbolized in the simple question: "why does this learner need to learn a foreign language?", to which the answer will serve as a guide in determining the appropriate language to be taught (ibid).

Stevens defined (1988) ESP by making a distinction between its absolute and its variable characteristics. He considered absolute characteristics as:

- Designed to meet specified needs of the learner ;

- Related in content(that is in its themes and topics) to particular disciplines, occupations, and activities ;
- Centered on language appropriate to those activities in syntax, lexis, discourse, semantics, and analysis of the discourse ;
- In contrast with General English.

On the other hand, the variable characteristics are that ESP:

- May be restricted as to the learning skills to be learned(for example reading only) ;
- May not be taught according to a pre-ordained methodology (as cited in Dudley-Evans &St John, 1998, p. 3).

Robinson (1991), on the other hand, stressed the contribution of needs analysis in defining ESP. The definition she provided is based on two main defining standards, which are that ESP is normally goal-directed, and that ESP courses develop from a needs analysis (as cited in Dudley-Evans & St John, 1998, p.3).

Another definition of ESP was provided by Dudley-Evans and St John (1998). Their definition was profoundly influenced by that of Strevens's (1988) in terms of absolute and variable characteristics, but with certain variations. It is a modified and revised version.

Dudley-Evans and St John (1998, p.5) removed the fourth absolute characteristic, that is ESP is in contrast with General English and provide the following :

- ESP may be related to or designed for specific disciplines ;
- ESP may use, in specific teaching situations, a different methodology from that of general English ;

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level ;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

1.1.2 Origins of ESP

It is said that ESP is a new trend in the field of language teaching, which has emerged for three main reasons. Hutchinson and Waters cited these reasons (1987, pp 6-8) as follows: the demands of the brave new world, a revolution in linguistics, and focus on the learners.

1.1.2.1 Demands of the Brave New World

Hutchinson and Waters (1987) claimed that the end of the second world war in 1945, and the oil crises of 1970's were two major historical factors which reinforced the emergence and flourishing of language learning mainly English in what is known as ESP movement.

According to them, the end of world war two was characterized by an unpredictable development in scientific, technical, and economic activities. Besides that, the oil crises of the early 1970's was an essential platform that promoted the growth of interest in learning foreign languages mainly English language since it was the international language for technology and commerce at that time.

1.1.2.2 A Revolution in Linguistics

The second reason they suggested is related to a revolution in linguistics. In other words, in order to meet the specific needs of a group of learners concerning their fields of study, the linguistic characteristics underlying the latter should be analyzed. The analysis to be made is mainly based on the discovery of how language functions in real communication. In short, learners' needs determine the appropriate learning content.

1.1.2.3 Focus on the Learner

The final reason they provided and which is all-important to the emergence of ESP is focus on the learner. The latter has to do more with the new developments in educational psychology, since it highlighted and stressed the central value of learners. The needs and interests of learners are valued in promoting learning motivation and effectiveness. Mainly this reason has to do with the fact that any language course should address the specific needs of learners.

1.1.3 The Development of ESP

It is worth noting that ESP from its beginning has undergone different phases in its development. Hutchinson and Waters (1987) have identified five main phases.

1.1.3.1 Register Analysis

Register analysis has been considered as the first phase in the development of ESP. At first, a register is a language that focused on its use in contrast to dialect that focused on the user of language. The scope of register was not including just the choice of words but also the choice of other linguistic aspects. There are various examples of register like meeting register, truck drivers' register, register school, military register, and medical

register. Register has been related to social context. (Umera-Okeke, Daniel & Iyere, 2011, p.53). The stage of register analysis was took place mainly during the period from 1960s and the early of 1970s. It was mainly coined with the work of Peter Strevens (Halliday, McIntosh and Strevens, 1971) Jack Ewer (Ewer and Latorre, 1969) and John Swales (1971). Those works were based on the principle that English of Electrical Engineering has a register different from Biology of general English; the aim of the analysis was to identify the grammatical and lexical features of these registers. Teaching materials then took these linguistic features as their syllabus. (ibid pp. 9-10). The main purpose behind register analysis was to create a syllabus, which seeks to provide students with the language form that would meet their science studies. (ibid p. 10)

1.1.3.2 Rhetorical and Discourse Analysis

In the first phase of its development, ESP was based on language at sentence level while, in the rhetorical discourse analysis stage the focus was shifted to the level above sentence. The leading figures of this movement were Henry Widdowson in Britain and Washington school of Larry Selinker, Louis Trimble, John Lack Strom, and Mary tool-Trimble in the United State. (Allen and Widdowson, 1974) expressed their hypothesis about discourse analysis as the following:

We take the view that the difficulties which the students encounter, arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only difficulties one which develops a

knowledge of how sentences are used in the performance of different communicative acts. (as cited in Hutchinson & Waters, 1987, p. 10)

Where in register analysis the focus was on sentence grammar however, there was a shift in interest towards exploring how sentences have combined in discourse to produce meaning. Hence, the aim was "to identify the organizational patterns in texts and specify the linguistic means by which these patterns are signaled" (ibid-p. 11). Then these patterns used to shape the ESP syllabus.

1.1.3.3 Target Situation Analysis (TSA)

In the mid of 1970s, material developers have considered the learners' needs as the main reason behind ESP rather than specialist language. They suggest the target situation needs, an analytical approach as the leading lights in this way. TSA has placed the learners' needs as the central objective behind course design process. Munby's model of needs analysis (1978, p.55) was seen as the best example for TSA in which he clearly established the place of needs as the central of ESP. As Hutchinson and Waters (1987) stated that Munby's model produces a detailed profile of the learners' needs in terms of "communication purposes, communication setting, means of communication, language skills, function, structures" (p. 12).

1.1.3.4 Skills and Strategies Phase

The skills and strategies phase of ESP development seeks to "look below the surface and to consider not the language itself but the linking processes that underlie language use". Although, there was no dominant figure in this stage; there were valuable contributions made by Gullet (1981), Nuttal (1982), Alderson and Sandy (1984) on reading skills. Most of the work in the area of skills and strategies was done by "*The National ESP*

project in Brazil and the University of Malaya ESP project" (Hutchinson & Waters, 1987, p.13). Both of these projects were designed to enhance the learners reading strategies, especially to read materials that are available only in English. The main concern of skills-centered approach:

Is that underlying all language use there are common reasoning and interpreting processing, which, regardless of the surface forms, enables us to focus closely on the surface form of the language. The focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface form, for example guessing the meaning from context, using visual layout to determine the type of text .(ibid)

1.1.3.5 Learning-Centered Approach

All the previous stages have focused their attention on the description of language use whether this description is of surface forms as in register analysis, or of underlying processes as in the skills and strategies. The concern of each stage was describing what people do with language. Although, this help in defining the course objectives. ESP has rather shifted attention to language learning; on which the fifth stage was based (Hutchinson & waters, 1987, p. 14).

1.1.4 Branches of ESP

ESP is said to be a new independent trend in teaching foreign languages. Thus, ESP has its own sub-divisions. The most known two branches of it are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). These are regarded as

being traditional types of ESP. However, there exists a third branch, which is of less significance than the previous ones, which is English for Science and Technology (EST).

1.1.4.1 English for Academic Purposes

According to Maggie Charles, EAP is said to be largely important for students and learners. The latter are in need for learning English to be able to read textbooks, write essays, to give conference presentation, and to write research articles (as cited in Paltridge and Starfield, 2013, p. 137).

Digging deeply concerning EAP, Dudley-Evans and St John (1998) have provided a distinction between English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP).

According to them, EGAP is "the teaching of skills and language that are common to all disciplines" (p.41). In this regard Blue have mentioned that in EGAP, the skills are linked with study activities such as listening to lectures, participating in supervisions, seminars and tutorials, carrying out particles, and reading textbooks. In contrast with EGAP, "ESAP refers to the teaching of features that distinguish one discipline from another" (Dudley-Evans & St John, 1998, p. 41).

1.1.4.2 English for Occupational Purposes

Dudley-Evans and St John (1998) stated that:

The term EOP refers to English that is not for academic purposes; it includes professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work or pre-work situations. We may thus distinguish between studying the language and discourse of,

for example, medicine for academic purposes, which is designed for medical students, and studying for occupational (professional) purposes, which is designed for practicing doctors (p. 7).

1.1.4.3 English for Science and Technology

Chris Kennedy and Rod Bolitho (1984) claimed that:

Much of the demand for ESP has come from scientists and technologists who need to learn English for a number of purposes connected with their specialism, it is natural, therefore, that English for science and technology (EST) should be an important aspect of ESP programmes. The term EST presupposes a stock of vocabulary items, grammatical forms, and functions which are common to the study of science and technology (p. 6).

1.1.5 ESP and General English

Holme (1996) argue that the distinction made between ESP and GE can be shown in terms of the nature of language syllabus to be selected. The GE syllabus is built around the assumption of what the student has to deal with English in their real life. On the other hand, ESP courses are narrower in focus because; they are tending to base more on learners' needs (as cited in Basturkmen, 2010, p. 2)

Again, ESP revolved around what has been learnt and studied previously in GE classes but with a more restricted focus. The main reason behind that is to enable learners to determine the language needed in specific context; vocation or occupation. That is to

say, the central objective is to meet specific needs of the learner, thus, in ESP there is no fixed methodology used in all situations. However, each situation and particular needs of learners belonging to a particular domain imposes a certain methodology of teaching. Therefore, ESP students are adults who have already been in contact with English and they are learning it for the sake of communicating a set of professional skills and to perform particular job-related function. Hence, an ESP program is built on an assessment of purposes, needs, and functions for which English is needed. Whereas, in English for general purposes learners are exposed to sounds and symbols of English besides the lexical, grammatical, and rhetorical elements which are the building blocks of spoken and written discourse. In this kind of learning, there is no particular situation used, rather it is based on applications in general situations: application dialogue with restaurant staff, bank tellers, postal clerks, telephone operators, English teachers, and party guests as well as lessons on how to read and write English typically found in textbooks, newspapers; magazines, etc. Thus, the main difference between ESP and GE is on the purpose of learning English as mentioned by Lorenzo (2005):

ESP students... have some acquaintance with English and learning the language in order to communicate a set of professional skills and to perform particular job related function. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.... ESP concentrates more on language in context than on teaching grammar and language structures. It covers subject varying from accounting or computer sciences to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the

students' real world (or wishes); instead, it is integrated into a subject matter area important to learners. (as cited in Umera-Okeke et al., 2010, p. 61)

GE and ESP differ not only on the nature of learner; but also in the aim of instruction. While, in GE all the four skills have the same importance; in ESP it is needs analysis that can indicate the language skills most needed by the students and decide about the syllabus on that basis (ibid p. 62).

1.1.6 Language of Economics

Among the basis, which govern ESP and EAP, was the extensive use of authentic texts related to textbooks. This has led teachers and researchers to give more insight to the language of economics by analyzing its texts in order to get better understanding about the linguistic difficulties faced students when dealing with such discourse. In this regard, this is an overview of the main contributions listed by applied linguistics to the analysis of economics discourse. (Dudley- Evans & Henderson, 1990, p. 29)

In fact, the main change noticed in economics writing was shown through the work of Dudley-Evans and Henderson (1990) when investigating twenty-two introductions of articles taken from *Economics Journal*, and identifying three periods: (1) 1881 to 1925, (2) 1935 to 1975 and (3) 1961 to 1980. They came to conclude that some changes have appeared in the surface of sections under study. On the other hand, the introductions of the beginning periods were mainly short and rarely pointed in the text for the sake of helping the reader to get an overview about what will come in the text. While, those of the last period; were made for a reader who already have a general background about the subject.

Mead and Lilley (1975) came to conclude that certain features characterized the language of economics, which taught to Libyan students:

Here, the necessary communicative acts include explanation, description, definition, deduction, prediction; and generalization. In economics, cause and effect relationships abound, especially in discussion of assumption, predictions, and economics forecasting. Consequently, the conditional is a particular frequent form. (...) comparatives and superlatives are also very frequently used in the language of prediction. Connectives such as although, whenever, therefore, however, consequently, as soon as, are needed for advanced ideas of any subject. (as cited in Hamada, 2007, p. 98)

The analysis of this discourse has been resulted in distinguishing the most frequent communicative functions, and determining the consequent rhetorical, cohesive, used by writers. However, Johnson's analysis (1980) of business and economics (finance, accounting, management, business law, and economic theory) is presented as follow:

Rhetorical modes most characteristic of these texts are definitions, physical description or discussion of charts or graphs exophoric to the text, cause and effect, comparison and contrast and process description. The largest item category is *lexical*: 79% of items fall into this category. *Same item* represent 40% of this total (...), *synonyms* is 15% (...), *subordinate* is 12% (...) and *collocation* 32%. The next largest category is *reference*, representing 11% of all items. (as cited in Hamada, 2007: 98)

Based on what has been mentioned before, Hamada (2007, p. 99) provided two sets of functions characterizing economics discourse:

- 1) **Rhetorical Functions:** definition, description, explanation, deduction, discussion (of graphs and tables), cause and effect, comparison and contrast, and prediction;
- 2) **Lexical and Syntactic Items:** lexical items of the topic, synonyms, reference, the conditional, comparatives, superlatives, and other connectives.

Another linguistic analysis of economics lectures is presented by Jordan (1978, p. 181) in which he listed some of the language features that cause challenges for economics' students. They are:

- Conditionals, passives; present simple tense ('stem+s')
- Modifiers; qualifiers
- Logical connectives
- Relative clauses
- Comparison and contrast
- Sufficiency and insufficiency (and excess)
- Figures

Mackay and Montford (1978, p. 139) named the linguistic communication that the scientist uses as '*rhetorical acts*' and gave the following rhetorical acts of definition, classification, generalization, description, prediction, and observation. They argued that these communication acts could be found in any scientific study: chemistry, physics, the earth sciences, and in the sciences of human Behavior, Psychology, and Economics etc. Jordan (1997, p. 240) used Makaya and Bloor's analysis (1987)

By *hedging*: like the use of modal verbs (may, might, etc.);

- Some adverbs (possibly, perhaps, etc.);
- Some adjectives (likely, probable, etc.);
- Impersonal verbs forms (suggest, seem, etc.);

By attribution, e.g. X expects Y...

According to X, the y ...

By specifying conditions; e.g. X will happen if ...

In terms of vocabulary, Jordan (1997, p. 275) labeled a list of general and specific terms which mainly occurred in economics. General lexis (e.g. verbs) might include: *raise, rise, fall, reduce*, while specific lexis include *supply of, demand for, good product/services balance of payments*.

1.1.7 The Role of ESP Teacher

In any ESP course, the role of the teacher is said to be of paramount importance. Many researchers in the field of ESP as Dudley-Evans and Macdonough refers to, the teacher as being a practitioner intentionally since the latter involves a set of roles in his part.

Dudley-Evans along with St John (1998, pp. 13-16) provided five distinct roles the ESP practitioner should enjoy. These roles are; teacher, course designer and material provider, researcher, collaborator and finally evaluator.

1.1.7.1 The ESP Practitioner as a Teacher

ESP is a practical discipline with the most important aim of helping students to learn. However, the teacher is not the primary source of information. In many cases, where the course is directed towards the subject content; the students tend to know more than the

teacher does. In this sense, the teacher has more chances to correlate with students' knowledge in order to ensure a communicative atmosphere. In classroom, however the ESP teacher may take the role of a "*consultant*" who has more experience about communication practices to better achieve the objective of learners when introducing specific courses; for example, how to write a business report. Furthermore, the role of ESP teacher extends to provide each student with an advice. Finally, the ESP teacher needs to be more aware about the interest of his students.

1.1.7.2 The ESP Practitioner as Course Designer and Material Provider

The ESP practitioner takes the responsibility of planning courses in addition to selecting materials that goes hand in hand with each course. The ESP teacher as "material provider" involves selecting the most convenient material, bring new one when the existing is not suitable. In addition to that, the ESP teacher has to measure the effectiveness of the materials being used either the ones that are published or self-prepared. For someone new in the field of ESP this seems somehow difficult, but such practices make the ESP teaching more difficult.

1.1.7.3 The ESP Practitioner as Researcher

ESP practitioner needs to be in contact with the different researches in the area of ESP and to include and use the findings of such researches in his own teaching situation in order to cope with the needs of his students. According to Dudley Evans and ST John (1998):

An ESP practitioner has to go beyond the first stage of Needs Analysis- Target Situation Analysis (TSA), which identifies key target events, skills and texts- to observe as far as possible the situations in which students use the identified

skills, and analyze samples of the identified text. As part of this process, ESP teachers generally need to be able to carry out research to understand the discourse of the texts that students use. (P. 15)

1.1.7.4 The ESP Practitioner as a Collaborator

It is presumed that the teaching of ESP is better achieved through collaboration with subject specialists. The purpose behind this collaboration is to enable the ESP teacher to have knowledge about the subject syllabus, task, and to discover how the subject integrates with the language in order to provide the students with the suitable materials and courses.

1.1.7.5 The ESP Practitioner as Evaluator

The ESP practitioner operates as an evaluator within two main cases; he is an evaluator of students' performance, and at the same time, he can be involved in making decisions about courses and teaching materials. Tests are used to check whether the students have reached the desired level of proficiency and to build up a general picture on what learners have got from a course. On the other hand, the process of evaluating courses and teaching materials should be carried out during and after the course of instruction. Sometimes, it is worthy for teachers to proceed their students after the course to determine whether the learners have been mastered the content that is taught and where they lack knowledge. It is wide useful to conduct evaluation by the use of discussion and on-going needs analysis that will help in the adjustment of the syllabus.

McDonough (1984, p.129) in this respect, has cited five different roles the ESP teacher fulfills which are catalyst, organizer, advisor, coordinator, and friend.

- **Catalyst:** the teacher should find clearly defined objectives of the lessons and activities. In addition, he should promote learners' interest in the introduced materials.
- **Organizer:** in this role, he has to run the activities in a straightforward way.
- **Advisor:** he should raise learners' self-confidence and awareness to consult him whenever they cannot act upon a problem.
- **Coordinator:** in this role, the teacher should act in a certain way that permits learners to have a sense of attainment in each activity.
- **Friend:** in this role, the teacher encourages learners to be self-dependent, and to forget about the traditional classrooms symbolized in teacher centeredness approaches.

1.1.8 ESP Teachers' Training

According to Richard and Farrell (2005), training referred to: "Activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as a preparation for induction into a first teaching assignment or responsibility" (p.03).

That is to say, training courses are sets of activities designed to deal with GE teacher as well as the ESP one. However, before mentioning the concept of ESP teacher training, the difference between teacher training and teacher development should first be clarified. Teacher training means preparing professional activities for people who intended to teach L2. On the other hand, teacher development referred to those activities followed by experienced teachers. Most ESP teachers are in fact teachers prepared to teach GE, they find themselves exploring a new area, which posed more demands on them, than what they have experienced. It creates some struggles with the language and subject matter. This

comes to be under the term of specialized knowledge. (Hutchinson & Water, 1987, pp. 160-61). Such view is supported by Swales (1985) who strongly emphasized that: "one of the constrained factors to this progress is the lack of specialized teacher-training"(as cited in Mebitil, 2010, p. 135). In this regard, Basturkmen (2010) has said that ESP can rise new demands on teachers. "Teacher may find themselves dealing with content in an occupation or subject of study that they themselves have little or no prior knowledge of "(p. 7).

Conclusion

As a conclusion and with regard to the main points that have been covered in the previous section, ESP is considered as one of the major activities around the world today, which involves training and practice in the part of the teacher. The second section will introduce vocabulary.

1.2.1 The Definitions of Vocabulary

Vocabulary is an essential component of language and it is hard to learn a language without working with its vocabulary. Vocabulary is defined in Oxford Learners' Pocket Dictionary (2005, p. 320) as "all words that a person knows or uses". Cambridge Advanced Learners' Pocket Dictionary on the other hand defined vocabulary as "all words known and used by a person"(2003, p. 1423). Another definition of vocabulary is provided in the Concise Oxford English Dictionary as follows: "the body of words used in a particular language or in a particular sphere of activity".

Ur (1991) defined vocabulary as follows:

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word. For example, post office and mother-in-law, which are made up of two or three words, but express a single idea. There are also multi-word idioms such as call a day, where the meaning of phrases cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary "items" rather than " words" (p.60)

1.2.2 The History of Vocabulary Teaching

In the past, vocabulary teaching and learning received little attention in second language teaching, thus, vocabulary was given a minor part in the whole program of teaching. Therefore, it was treated differently by varied teaching approaches. Although, vocabulary teaching and learning has suffered from a great negligence; a re-think was witnessed in its role in language pedagogy. By the late of the 1970s and 1980s there has

been a shift of interest in vocabulary teaching and learning process with the rising views of some authors like Judd 1978; Meara 1981; McCarthy and Laufer 1986.

Reviewing the literature on the history of vocabulary teaching and learning, it became clear that the decline resulted in the status of vocabulary was traced back to the periods from 1940s until 1960s where the focus of the major approaches at that time was on the American theories. For much of this period, the most prevailed one was that of Fries under the name of *teaching and learning English as a foreign language* (1945). Fries, with his audio-lingual method put more emphasis on the grammatical and phonological side of the language. He believed that learners should be able to memorize the basic patterns of the sentence, which was based on grammar and phonology first, and the acquisition of vocabulary could come later. Fries in his approach adopted the view of behaviourist theory that learning occurred due to the process of habit formation.

Later on, during 1960s there has been a changing view towards generative linguistics based on Chomsky's ideas (1957). While, it did not bring anything new to the status of vocabulary; it is remained at the second level after grammar. Chomsky, on the other hand, disagreed with the behaviourist theory and that learning was a matter of habit formation. He replaced it with a rational theory in which he claimed that language learning was a mental process rather than a process of habit formation and that language was a set of rules generated from unfinished number of sentences. In contrast to behaviourism, generative linguistics put more emphasis on vocabulary; however, grammar rules are still its main interest.

Hymes (1972) with his communicative language teaching approach did not reject Chomsky's ideas, but he viewed language as a useful tool by which meaningful communication could be carried out especially in particular social context, this can be

explained by his concept of communicative competence. Hymes in his approach stressed fluency over accuracy and looked at the language from another perspective i.e. from sentence level to discourse level function (e.g., request, greeting, apologies and so on). All in all, lexis status was still far from satisfactory and did not gain basic interest.

In the late 1970s until the early 1990s, there have been renewed views in the role of vocabulary in language teaching and learning. These come finally to prove its central role during the learning process and it can be traced back to the vast quantity of information provided by computer-aid. Such information was about how words function in language and the differences between written and spoken communication. In addition, psycholinguistic investigations into mental lexicon provided some basic ways used during the process of vocabulary learning such as memory, storage, and retrieval. Later on, this has led to looking for more effective strategies, which can be used in teaching and learning vocabulary. (2001, p.p. 282-286)

1.2.3 The Teaching of Vocabulary in ESP

According to Coxhead (2013), ESP vocabulary can be used in the literature to refer to varied labels from one study to another. These items include special purpose, specialized, technical, sub-technical and semi-technical vocabulary. Specifically, such terminology refers to the vocabulary of a specific field of study or occupational use.

Interestingly, teaching vocabulary within ESP context differed from teaching it in a more general context. In ESP, vocabulary is guided by certain principles. There exists vocabulary useful for comprehension and other for production. In comprehension, learning new vocabulary was done through understanding their meaning from context and from words structure itself. However, production, storage and retrieval are the most used. In order to achieve this; various strategies have been identified like the use of word

association, mnemonic devices and loces which are meant for using visual images that help remember a word. These kinds of strategies involved cognitive processing rather than mechanical learning of lists. It was found that there are three ways helped in gathering vocabulary to make cognitive processing easy.

1.2.3.1 Situational and Semantic

Nattinger (1988) noted that words' meaning can be helpful in retrieving words and it can be shown in the form of semantic, situational and metaphor sets. Situational sets are achieved by grouping words having the same meaning together. This can be done depending on the topic as words related to a library: book, shelf, borrow, loan, period, fine. Semantic sets on the other hand, are done according to chain association.

1.2.3.2 Collocation and the Use of Corpora

Scott and Johns (1993) suggested that the use of Corpora help in determining the key lexical items that are in general EAP and EOP texts or in specific disciplines. A more special value is to look at the context in which the lexical items collocate each other. Collocation referred to words' association i.e. words that occurred together. By collocation, lexical sets can be easily examined. The latter leads to the notion of lexical phrases.

1.2.3.3 Lexical Phrases

Various studies have shown that learners tend to store words as chunks of language not as individual words. This was known as lexical phrases, short set phrases that are frequently used in certain situation. In ESP situation there exist a number of lexical phrases; for instance, as the table suggests that... as shown in the diagram, sales fell sharply (Dudley- Evans & St John, 1998, pp. 83-86).

1.2.4 Approaches to Vocabulary Teaching

In the latest decades, teaching vocabulary has been a central element and a principal means of education. The importance of vocabulary leads to the emergence of different conflicting views of the best way used to teach vocabulary. There are two main approaches to vocabulary teaching which are: implicit learning and explicit learning.

The definition of implicit and explicit learning was traced back to the field of psychology in which this definition is based on the absence or presence of consciousness. According to Ellis (1994b), implicit learning refers to the acquisition of knowledge in a natural setting and without the presence of conscious, whereas explicit learning is more about intentional operation by which a person is more aware of what he is doing (p. 1).

1.2.4.1 Implicit Learning Vs Explicit Learning

Implicit or Incidental learning approach is an approach to vocabulary teaching in which the acquisition of vocabulary occurred as a result of performing other things such as doing further reading or when communicating with other people i.e. our attention do not concentrate directly on learning lexis. As Hulstijn (2001) claimed that "incidental vocabulary acquisition is generally defined as the learning of vocabulary as a by-product of any activity not explicitly geared to vocabulary learning" (p. 271).

Various studies show that most of the words that we have in our repertoire are learned incidentally, it is argued that learners at first should be given precise instruction until they can acquire approximately 2,000 to 3,000 high frequent words, but beyond this stage the majority of low frequent words will be learnt incidentally through extensive reading or learning. Explicit learning is of paramount importance particularly at the beginning stages of vocabulary teaching, since it becomes very difficult for learners to guess the meaning of new words from the context without knowing a high rate of words

before (i.e. sufficient vocabularies that make their reading ability easier). Although, exposure to a word is crucial for incidental learning as well as to explicit learning, many learners still facing this problem. One way to overcome this issue is through extensive reading. For beginners, the most suitable solution is doing graded readers that will provide them with more vocabulary. Nevertheless, intermediate learners just need to do threshold reading that is based on multiple texts containing the similar topics. These texts tend to offer more exposure to vocabulary that will be faced by the students regularly. Advanced students on the other hand, are advised to do wide reading relying on authentic texts. This later will permit them to discover the meaning of words in different context. This type of exposure can help them to broaden and develop their knowledge in addition to reinforcing the meaning of words in their memory (Mrica, 2001, p. 289)

In explicit learning approach, the student has a full consciousness and awareness during the process of vocabulary learning. In other words, the instruction used is direct and clear. As Hulstijn (2001) claimed, that intentional vocabulary learning refers to "any activity geared at communicating lexical information to memory" (p. 271). Sökmen (1997) provides some basic principles of explicit learning that can be beneficial for teachers when deciding what to teach and how:

- Build a large sight to vocabulary,
- Integrate new word with old,
- Provide a number of encounter with a word,
- Promote a deep level of processing,
- Facilitate imagining,
- Make new word "real" by connecting them to the student's world in some way,
- Use a variety of techniques,

- Encouraging independent learning strategy (as cited in Schmitt, 2000, p. 147).

Sökmen (1997) indicated that when teaching vocabulary, teachers should make a mixture between new and old words by grouping them in the form of similar words together. But, this can cause some challenges for students because they tend to learn the form and meaning at the same time which may create a kind of confusion related to which i.e. cross-association.

Many researches proved that cross-association was a serious issue that encountered a lot of students, besides antonyms that have included within cross-association since they always appear in the form of pairs such as deep/shallow or rich/poor. However, synonyms and other words families like days of week, numbers, food, and clothing can be dealt with as the same. Nation (1990) provided a better solution to cross-association by introducing the most useful pairs at first, later on giving its partners. Another way used in teaching word's meaning was mainly by introducing all the meanings that can come under this concept. In English, most of the words are polysemous for example; the word fork may be used to mean eat with, a fork in a road or a river, a training fork for use with music, a pitchfork that farmers use to throw hay or many other things. A better solution to this problem is exposing students to words in different contexts. Another way is teaching word families rather than individual words. During the course, teachers can present words that are familiar with the new words, so learners take the habit of word's derivations. When introducing vocabulary, it is better to consider what makes learning a word easy or difficult; whether they are intralexical factors that originated within the word itself, or cross-linguistic factors that corresponded to the extent to which learner's L1 knowledge accessed to L2.

1.2.5 Types of Vocabulary

It is important in any ESP/EAP context to differentiate between two essential types of vocabulary, which are technical and semi-technical vocabulary.

1.2.5.1 Technical Vocabulary

Dudley-Evans and St-John (1998) suggested that the process of technical vocabulary teaching should not be the accountability of ESP teacher. However, he can sometimes check whether learners have understood the technical vocabulary or not (p.81).

1.2.5.2 Semi-technical Vocabulary

Semi-technical vocabulary refers to the vocabulary, which is used in general English, but has a higher frequency in specific disciplines. In this respect, Dudley-Evans and St John (1998, p82) suggested that Baker's six categories of vocabulary can be classified into two broad areas. "vocabulary that is used in general language, but has a higher frequency of occurrence in scientific and technical description and discussion ; and vocabulary that has specialized and restricted meanings in certain disciplines, and which may vary in meaning across disciplines". These two areas are extracted from Baker's six categories they are best represented in the following table:

Table 1.2.5*Types of Vocabulary*

Types of vocabulary	Example
General vocabulary that has a higher frequency in a specific field	Academic: <i>factor, method, function, occure.</i> Evaluative adjectives such as <i>relevant, important, interesting.</i>
General English words that have a specific meaning in a specific discipline	Tourism: verbs such as <i>accept, advise, agree, confirm</i> ; collocations such as <i>make a booking, launching a campaign</i> <i>Bug</i> in computer sciences; <i>force, acceleration</i> and <i>energy</i> in physics <i>Stress</i> and <i>strain</i> in mechanics and engineering.

In regard to the types of vocabulary, Nation (2001, p.p. 11,12) identified four types of vocabulary which are the high frequency words, academic words, technical words, and low frequency words.

According to Jordan (1997), there are two types of vocabulary that should be taught, which are core vocabulary and academic vocabulary.

1.2.5.3 Core vocabulary

Carter (1987) noted that students taking part in EAP courses should have more than the core of 2.000-3.000 words which represent 80 percent of the words that may be faced.

When dealing with ETL, word lists are mainly the building blocks of its courses and they are selected according to their familiarity or usefulness. Sinclair and Renouf (1988) provided some basic criteria that lead to the lexical selection:

- a. The commonest word forms in the language;
- b. Their central pattern of usage;
- c. The combinations which they typically form;

In addition, he made a distinction between two types of “core vocabulary”. There is core vocabulary related to general English and subject-core vocabulary, which are specific to a particular field or subject. (as cited in Jordan, pp. 150-151)

1.2.5.4 Academic vocabulary

Many researchers have been acting on making word lists for academic vocabulary. An early one was made by Champion and Elley (1971), later on modified by Nation (1990) to “the university word list”. Nation (1990) reported on a particular university word lists and how these word combined by Xue and Nation (1984) to form one university word list of almost 740 head words. Martin (1976) also discussed academic vocabulary. She divided vocabulary into three groups, which are appropriate with research graduates.

- **Research process:** the vocabulary presented is verbs, nouns, and they are introduced in relation with the five steps of research; formulating, investigating, drawing conclusions and reporting results.
- **The vocabulary of analysis:** it is composed of high-frequency and two-words verbs needed” in order to present information in organized sequence” e.g. consist of, group, result from, derive, base on, be noted for (ibid, pp. 151-153).

- ***The vocabulary of evaluation:*** it consisted of adjectives and adverbs found in reviews, critiques and some reports for example, exhaustive, controversial, coherent, and indispensable.

1.2.6 Aspects of Vocabulary Teaching Specific to ESP

Kennedy and Bolitho (1984) suggested that in teaching vocabulary there are two major areas of high importance in ESP: the study of word formation, and word relationships.

1.2.6.1 Word Formation

When dealing with word formation, there are two main parts included under this concept: the meaning of prefixes and suffixes, and the identification of word class.

- **Prefixes and Suffixes**

A huge number of specialized vocabulary, whether technical or semi-technical are composed of a root besides a suffix or prefix originated from Greek and Latin such as mono-, neo-, hyper-, -logy, -meter, -ate. Therefore, a prefix or suffix can carry a meaning that is useful for the learner in order to decode the word's real meaning. However, teaching prefixes and suffixes can be difficult and boring for student without knowledge of Greek and Latin, in addition to, the issue of over-generalization; knowing that pre means before. Students tend to generalize this on inconvenient words. As Predatory may be understood as before this century.

- **Identification of Word Classes**

The learner's ability to identify the word classes, whether it is a noun, a verb, or a modifier is valuable when it comes to infer the meaning of a text. Suffixes are used as a key to identify the part of speech of a word. For example:

Noun: -age, -er /-or, ity

Verb: -ify /-efy, ise/- ize, -er

Modifier: -al, -ive, -ful

In short, suffixes help the learners to decipher the meaning of many words that are unfamiliar to them such as:

Simplify: to make simple. (Kennedy and Bolitho, 1984 pp. 53-54)

1.2.6.2 Relationship between Words

In language teaching, words are not presented in isolation. They exist with a number of other words in order to create a meaning. So a variety of exercises is mentioned to deal with such relationship between words: synonymy, contextual clues, selection from alternatives, building up sets, and collocations.

Synonymy, is dealing with exercises which contain words' pairs, or sentences that have the same meaning. Contextual clues may demand to add or bring sentences from a piece of paragraph then to omit a word by which the meaning is understood by the relevant relationship. Selection from alternatives, on the other hand, may comprise "odd man out" exercises, which used with students working in pairs. Building up sets relates to teaching word into categories. Collocations refer to words that are mostly combined together such as intensive heat, defense system (pp. 59-65).

1.2.7 Vocabulary Teaching Strategies

According to Hatch and Brown (as cited in Takac 2008, p19) vocabulary teaching strategies refer to all the practices teachers should adopt to make the process of target vocabulary learning easier.

1.2.7.1 Types of Vocabulary Teaching Strategies

Concerning VTS, Takac (2008, p.20) provided the following strategies, which are the most frequent ways of presenting new lexical items:

- **Connecting an L2 Item with its Equivalent in L1:** it is a teaching technique, which is used for the sake of checking comprehension. It may be used for showing alike and contrast between L1 and L2.
- **Defining the Meaning:** according to Takac (2008, p.20) the definitions can take many forms such as synonym, antonym, analytic definition, and taxonomic definition.
- **Presentation through Context:** in this teaching strategy, the teacher creates situations in order to contextualize the lexical items he would like to present and then permits the learners to guess the meaning.
- **Directly connecting the meaning to real objects or phenomena:** this technique is mostly used with starters. It is based on demonstration, realia, and visual aids.
- **Active Involvement of Learners in Presentation:** the role of the teacher here is to push learners to find the meaning of words from its parts.

According to Thornbury (2002), translation is a strategy used for the sake of presenting new vocabulary items.

- **Translation:** it is the most used technique of presenting the meaning of words. "translation has the advantage of being the most direct route to a word's meaning, assuming that there is a close match between the target word and its L₁ equivalent" (p.77).
- **Grids:** Rudzka et al (1981) indicated that Grids referred to the practice of vocabulary by which this vocabulary is shown in semantic field tables and

collocation grids. Accordingly, the words are presented in text or sample sentences, then a number of exercises are done like; blank filling, synonyms, differences/similarities, extended writing, etc.(as cited in Jordan, 1997, p. 156)

- **Word networks:** Networks referred to grouping words together semantically in terms of thematic webs or word network. Ellis and Sinclair (1989) use networks as activities for extending vocabulary. However, Jordan (1990a) used thematic webs for presenting vocabulary. (ibid, p. 157)

1.2.8 The Connection between Vocabulary and the Four Skills

Vocabulary is a crucial component in any language teaching, since it is considered as a key part in the four skills. First, vocabulary occupies an important role in the process of reading comprehension and various researches have been acknowledged that for many years ago, because lexis results in a product, which can measure the students' comprehension of the text they read. Although, knowing words and recalling their meaning is so relevant to students, this seems to be not sufficient. They need to comprehend an appropriate size of words in the text i.e. from 90 to 95 percent in order to have an overview of the general idea and decoding the meaning of unfamiliar word that may face them during reading. (Sedita, 2005, p. 1)

Although, most of the researches have been centered on the strong connection between reading and vocabulary; teaching and learning vocabulary is also significant to the three rest skills: writing, speaking, and listening. When teaching writing, teachers tend to concentrate more on the grammatical errors without taking the lexical errors seriously, whereas various researches have claimed that lexical errors are the ones that contribute more in decreasing learners' progress. Another reason leads to lexical errors is that learners are generally working with basic vocabulary in contrast to native writers who use

precise lower-frequency words. A basic solution to this problem is increasing learner's vocabulary knowledge and urges them to use productive dictionaries.

The case is easier with verbal skills since the quantity needed for speaking and listening is less than for reading and writing. As Nation (2001) states that "words frequency studies indicate that a much smaller vocabulary is needed for speaking than for writing. This difference however, is probably influenced by degree of formality and topics as it is by the spoken and written modes. We tend to write about more weighty than speak about them" (p. 147). For listening, a number of activities is provided by Nation (1990) for the sake of developing ways to listening to vocabulary; reading stories aloud, glossing new words when they occur and dictation exercises, while, in speaking pair work activities that contain information gap are the most useful in order to persuade learners to be engaged in conversations (Schmitt, 2000, pp. 155-56).

Words are the building blocks of any language, because by words we can have an access to the world around us; we can express our ideas, communicate effectively, learn new things, and develop our knowledge about the target language. Vocabulary is a core component of language proficiency, since it provides a direct access for measuring how well learners speak, listen, read, and write. Without vocabulary learners are not encouraged to engage in the environment around them such as listening to radio, listening to native speakers, using the language in different contexts, reading or watching television. Also the acquisition of vocabulary is important for using the second language effectively because without vocabulary we cannot use the structure and function that we have learnt from comprehensible communication. (Richard JC and Renandy, 2002, p. 255)

Wilkins (1972) summed up the importance of vocabulary learning in his words "without grammar very little can be conveyed, without vocabulary nothing can be

conveyed" (as cited in Thornbury. 2002 , P. 13) in other words learning a language is not just about learning its grammar rules, but also about learning its vocabulary that is the basic component for successful communication. The same idea is mentioned in an advice given to students from a course book (Dellar H and Hocking D, innovation, LTP) if learners put much of their time and attention in learning grammar, their English progress still the same without any improvement; however, if they expose to more lexis they will see more and more progress. With grammar you can convey a few, but with words you convey approximately the whole (ibid). McCarthy (1990) has argued that: "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot happen in any meaningful way" (As cited in Campillo, 1995, p. 13).

Conclusion

Having discussed in this section the teaching of vocabulary in ESP context, it can be concluded that although, the teaching and learning of vocabulary is one sub-goal within a range of goals in second language learning; it still plays an important role in the language teaching program because, of its basic component in the process of teaching, especially for learners with specific or academic purposes. It is highly important for ESP teachers to make the best selection of the type of vocabulary should be taught to their learners with high reference to technical vocabulary that is the most needed in their study fields .

The next chapter will explain the methodology, and data analysis of the current research in terms of the participants, procedure, and discusses the results in details.

Introduction

This study aims at investigating the requirements and difficulties faced by teachers when teaching vocabulary in ESP context. The previous chapter was theoretical in nature. However, the chapter in hand is practical in nature. For the sake of data collection, a questionnaire is handed out. The data collection instrument is directed to language teachers at the faculty of EBM to identify the requirements, which should be met by language teachers, and to stand on the difficulties they are facing. Accordingly, the main concern of this chapter is the analysis and interpretation of the obtained results.

As long as this research is concerned, the most convenient method is the descriptive one. Glass and Hopkins (1984) argue that the descriptive research involves collecting data that describes events and then organizes, tabulates, depicts, and describe the data collection.

2.1 Participants and Data Collection

The Economics, Business, and Management Sciences faculty is among the faculties of the University of Jijel where the English course takes one hour and a half each week. The participants of this study were the English teachers at this faculty. A questionnaire was administered to ten of them both who work as full time or as part time. The choice of dealing with those teachers who belong to these three departments refers to the crucial role that the language teacher tends to play when teaching specialized vocabulary because they are the only source of information about the terminology used in their fields of study.

As a result, the dissertation in hand tried to identify the set of problems and difficulties the ESP teacher may encounter when teaching ESP vocabulary, in hope to be able to suggest some useful recommendations to better cope with the teachers' need.

As far as the study is concerned, the following research instruments; a questionnaire is used for the sake of data collection.

2.1.1 ESP Teachers' Questionnaire

The questionnaire is one of the most useful tools because it is regarded as an effective instrument of collecting information from a large group of participants. The case here is of the ESP teachers at the faculty of EBM Jijel University. According to Nunan (1992): " a questionnaire is an instrument for collecting data, usually in written form consisting of open and / or closed questions and other probes requiring a response from subjects" (p. 231).

This chapter deals with teachers' questionnaire; its administration and description are provided. In addition, the results are reported and discussed.

The designed questionnaire aimed at identifying the difficulties met by language teachers during the process of teaching ESP vocabulary. It also aims to discover the practices teachers believed that they help them in performing a better teaching.

The questionnaire is administered to teachers teaching at the faculty of Economics, Business, and Management Sciences at the University of Jijel. The present study involves and addresses teachers to identify their needs and the difficulties they face when teaching vocabulary in ESP context. So, ESP teachers at the level of the faculty of Economics, Business, and Management Sciences are the target group; that is to say the population about whom the information are gathered. In addition, the reason for choosing teachers' at the faculty of EBM is the great demand on English language specifically in the field of economy, because the majority of literature related to economy is written in English. Thus, this study is an attempt to identify ESP vocabulary teaching requirements and difficulties by which its identification may contribute in performing a better ESP vocabulary course.

The questionnaire consists of twenty-three (23) questions, and is divided into three sections.

Section one (Q1-Q3) General Background.

This section reports general information about the chosen sample of teachers and the teaching situation; in which these questions required teachers to specify their qualifications, experience in teaching English at the faculty of EBM, as well as their status as teachers.

Section two (Q4-Q20): the Difficulties and Requirements of ESP Vocabulary Teaching.

The chief concern of this section is to explore the difficulties encountered teachers when teaching ESP vocabulary and to stand on the teachers' requirements in an ESP context that may help them improving the ESP teaching situation

Section three (Q21-Q23): Solutions.

The main aim of this section is to investigate teachers' perceptions about the practices, which can directly enhance and improve the teaching of vocabulary in ESP context.

2.2 Data Analysis

2.2.1 Analysis of the Questionnaire

Section one: General Background

Question 1: which degree do you have?

- a. Licence in English
- b. Master in English
- c. Magister in English
- d. Doctorate in English

e. English diploma in Economics

Table 1:

Teachers' Degree

Degree	Number of teachers	%
Licence	1	10
Master	8	80
Magister	0	0
Doctorate	0	0
English diploma in Economics	1	10
Total	10	100

Table 1 shows that teachers' qualifications are classified into three: the majority of them have a Master degree (80%), while there is one who has a License degree (10%), and another has an English diploma in Economics (10%). However, there is no one who has a Magister or a Doctorate degree.

Question 2: How long have you been teaching English at the faculty of EBM

Table 2:

The Experience of Teaching English

Number of teachers	Number of years	%
4	2	40
2	1	20
2	3	20
1	4	10
1	10	10

Table 2 explores the number of years of teaching English at the faculty of Economics, Business, and Management Sciences. There are 20% of teachers who started teaching only this year. In addition, 40% of teachers have taught English at the faculty of EBM sciences for two years. Twenty per cent (20%) of English have taught there for one year. Whereas, 10% have taught English for four years. The remaining 10% have dealt with it for 10 years. From the results in the table, it is concluded that the majority of teachers do not have a significant experience in teaching ESP.

Question 3: What is your status as a teacher?

- a. Full time
- b. Part time

Table 3:

The Status of Teachers

Status of the teachers	Number of teachers	%
Full time	1	10
Part time	9	90
Total	10	100

According to table 3, the majority of teachers (9 of them) are part time teachers.

While only one teacher is permanent.

Section Two: The Requirements and Difficulties of Teaching ESP Vocabulary.

Question 4: Do you know what ESP stand for?

a. Yes

b.No

Table 4:

Teachers' Familiarity with ESP.

Options	Number of teachers	%
Yes	4	40
No	6	60
Total	10	100

The results obtained from table 4 shows that 40% of teachers know what does ESP stand for. However, the remaining 60% said that they do not know what is meant by ESP.

Therefore, the data gathered reveals that more than half of teachers are not aware of the course they are teaching which is English for Specific Purposes course.

Question 5-Do you have prior knowledge in the field of economics?

a. Yes

b.No

Table 5:

Teachers' Familiarity with Economics Related Knowledge

Options	Number of teachers	%
Yes	0	0
No	10	100
Total	10	100

Table 5 clearly revealed that no ESP teacher at the faculty of EBM have prior knowledge in the field of Economics. This particular fact probably can raise a question on whether those teachers are qualified to teach students the appropriate language related to their fields of study.

Question 6: Are you working on an official syllabus?

a. Yes

b.No

Table 6:

The Use of an Official Syllabus in Teaching.

Options	Number of teachers	%
Yes	1	10
No	9	90
Total	10	100

The results in table 6 demonstrate that only one teacher works on an official syllabus, in contrast to the others (9) who do not follow any official syllabus. So, the results clearly show that teachers are not aware of what they should cover in the whole year, because of the absence of an official syllabus that may serve as a guide to teachers.

Question 7: If no, from where you get your courses?

- a. Textbooks related to the study field
- b. Materials you prepare by yourself
- c. Materials brought from the internet
- d. Materials brought by the students

Table 7:

The Materials used in Teaching.

Options	Number of teachers	%
A	5	50
B	1	10
C	7	70
D	0	0

According to table 7, the materials used in teaching are mostly brought from textbooks related to the study field (50%), and from the internet (70%). Whereas, (10%) of teachers rely on materials they prepare themselves. As a result, the main thing deduced from the data presented in the above table is that there is a high reliance on the internet, which reflects that teachers do not make the appropriate efforts to provide students with necessary materials they design themselves.

Question 8: Do you think that vocabulary is important for Economics students?

- a. Yes
- b. No

Table 8:

The Importance of Vocabulary for Economic Students.

Options	Number of teachers	%
Yes	10	100
No	0	0
Total	10	100

Table 8 explores the importance of vocabulary for Economics students. All the teachers have agreed that vocabulary is important for their students (100%). Vocabulary is so important because it is essential in the four language skills.

Question 9: If yes, why? Please put a tick. You can choose more than one.

Options

To write research papers

To write reports

To write application letters

To write curriculum vitae (CV)

To write e-mails

To take parts in conferences and seminars

To translate texts

To do graduate studies abroad

To read relevant literature to their fields

Table 9:

The Most Important Functions of Vocabulary for Economics Students.

Options	Number of teachers	%
To write research papers	5	50
To write reports	6	60
To write application letters	5	50
To write curriculum vitae (CV)	4	40
To write e-mails	3	30
To take parts in conferences and seminars	6	60
To translate texts	8	80
To do graduate studies abroad	7	70
To read relevant literature to their fields	10	100

Question 9 investigates the reasons for which vocabulary is important for economics students. All teachers (100%) perceived the importance of vocabulary for reading literature related to their fields. Another higher percentage (80%) believe that vocabulary is important for the sake of translating texts. 60% of them have indicated that vocabulary is important for writing reports, and taking parts in conferences and seminars. A percentage of 50% is given for writing research papers, and for writing application letters. Seventy per cent (70%) of teachers think it is important for doing graduate studies abroad. Another percentage of approximate 40% is devoted for writing curriculum vitae. The final and lowest percentage is 30%, which indicates that vocabulary is important for economics students in order to write e-mails. Interestingly, it can be revealed that reading is the most significant skill for which students need vocabulary.

Question 10: Which kind of vocabulary do you teach to your students?

- a. General vocabulary
- b. Technical vocabulary
- c. Both

Table 10:

The Types of Vocabulary Taught to Economic Students.

Options	Number of teachers	%
General vocabulary	0	0
Technical vocabulary	2	20
Both	8	80
Total	10	100

Table 10 illustrates the kind of vocabulary taught to economics students. The results show that most of teachers with an approximate percentage of 80% taught both general and technical vocabulary to their students. Whereas, only 20% of teachers taught technical vocabulary alone. From the table also we find that teachers do not teach general vocabulary alone, but rather it should be accompanied with technical vocabulary which reflects that the language teachers have to play a duplicated role.

Question 11: Have you been trained to teach more specific vocabulary?

- a. Yes
- b. No

Table 11:

Teachers' Training.

Options	Number of teachers	%
Yes	0	0
No	10	100
Total	10	100

According to the table 11, 100% of teachers have not been trained to teach more specific vocabulary, which means that those general English teachers are not prepared to cope with an ESP teaching situation. Accordingly, the language teachers are faced with a number of difficulties because they lack training.

Question 12: Do you feel confident when teaching ESP vocabulary to Economics student?

a. Yes

b. No

Table 12:

Teachers' Confidence when Teaching ESP Vocabulary.

Options	Number of teachers	%
Yes	3	30
No	7	70
Total	10	100

According to table 12, 70% of teachers do not feel confident when teaching ESP vocabulary; in contrast, 30% do feel confident in their teaching. This represents that the majority of teachers do not feel confident or comfortable while teaching ESP vocabulary which may mean that teachers feel insecure because they find themselves struggling with the terminology of Economics which they may know a little about or even nothing.

Question 13: If no, why?

From the results of the previous question, we deduce that only seven teachers have to answer this question, however, three of them have justified the lack of confidence when teaching ESP vocabulary as follows:

1. *"Because I am not experienced enough to teach more specific vocabulary".*
2. *"Because the terminology used in the field of Economics is difficult and I find a difficulty dealing with it".*
3. *"Because, sometimes I find myself in bad situation since sometimes I am faced with some words for the first time".*

The three remaining teachers do not justify their position and left the question unanswered.

Question 14: Do you find any difficulties in teaching specialized vocabulary?

- a. Yes
- b. No

Table 14:

The Difficulty in Teaching ESP Vocabulary.

Options	Number of teachers	%
Yes	7	70
No	3	30
Total	10	100

Table 14 shows that 70% of teachers found a difficulty in teaching specialized vocabulary. However, only 30% of teachers did not face a difficulty when teaching specialized vocabulary. Hence, the results clearly show that the majority of teachers face a difficulty when teaching ESP vocabulary.

Question 15: If yes, what are they?

Teachers who face a difficulty in teaching specialized vocabulary gave varied answers to this question. Their responses were as follow:

1. *"The main difficulty is that I lack specialized knowledge related to the students' field of study".*
2. *"Learners poor level in English".*
 - *"Terminology used in economy".*
 - *"The absence of an official syllabus that may serve as a guide".*

3. " *The difficulties lay in the fact that normally I am prepared to teach general English, and it is hard dealing with specialized vocabulary, besides that there is no official syllabus that will guide me*".
4. " *Sometimes it is not easy to explain to the students the meaning of some words especially technical words*".
5. " *For example, the meaning of some technical words*".
6. " *I find some challenges in explaining such type of vocabulary, even when I come to translate into the native language I do not find the equivalent word*".

The remaining teachers do not report what sort of difficulties they encounter.

Question 16-Do you find any difficulty in verbalizing and writing numbers/ acronyms or interpreting graphs, diagrams, and symbols related to the field of economics?

- a. Yes
- b. No

Table 16:

Teachers' Difficulty in Verbalizing and Interpreting Graphs, Diagrams, and Symbols Related to Economy.

Options	Number of teachers	%
Yes	10	100
No	0	0
Total	10	100

The results obtained from question 16 clearly show that all teachers (100%) are faced with a difficulty in verbalizing and interpreting graphs, diagrams, and symbols related to

economy. This fact exhibits a real deficiency in the teachers' knowledge about the target language.

Question17: Which languages do you use in class?

- a. English and French
- b. English and Arabic
- c. English only

Table 17:

The Languages used in the ESP Course.

Options	Number of teachers	%
English and French	2	20
English and Arabic	10	100
English only	0	0

The results obtained from table 17 states that the most used two languages for teaching ESP are English and Arabic with the full percentage (100%). However, only 20% used both English and French. Finally, there is no teacher who used only English in the ESP course. This means that teachers fail to run the ESP course without the use of either Arabic or French, probably because they lack the specialized knowledge or because students do not understand everything in English and in this case the teacher is obliged to switch either to Arabic or English.

Question 18: How do you behave when you are faced with a situation where you are unable to provide or explain the meaning of words for your students?

- a. Check your dictionary

- b. Consult subject teachers
- c. Ignore the question

Others, please specify.

Table 18:

Practices used by Teachers to Overcome the Failure in Explaining some Words.

Options	Number of teachers	%
Check your dictionary	9	90
Consult subject teachers	1	10
Ignore the question	0	0
Total	10	100

The data gathered in regard to this question as illustrated in table 18 has shown that 90% of teachers check their dictionaries whenever they fail to provide or explain the meaning of some words to their students, while only 10% of teachers tend to consult subject teachers. None of the teachers attempts to ignore the question, and no one has provided as with other practices.

Question 19: Grade the following vocabulary teaching strategies according to their frequency of usage?

Table 19:

The Frequency of Usage of Vocabulary Teaching Strategies by Teachers.

frequency	Always		Sometimes		Never	
VTS						
Translation	5	50%	4	40%	1	10%
Synonyms/antonyms	6	60%	3	30%	1	10%
Words analysis (prefixes/suffixes)	2	20%	6	60%	2	20%
Presentation through context	4	40%	3	30%	3	30%
Defining the items	3	30%	4	40%	3	30%

The results obtained from question 19 have revealed that teachers of English at the faculty of EBM employ different vocabulary strategies basing on their own perceptions of their effectiveness in teaching ESP vocabulary.

From the answers given by teachers, we find that 50% of teachers use translation always when teaching ESP vocabulary, (40%) use it sometimes and only 10% of teachers do not adopt translation when presenting vocabulary.

Concerning the use of synonyms/antonyms by teachers, 60% of them tend to use this vocabulary teaching strategy. Thirty per cent of teachers (30%) use synonyms/antonyms sometimes, whereas, only 10% of teachers do not adopt it at all.

In regard, to words analysis (prefixes and suffixes), it is always used by 20% of teachers, sometimes used by half of the teachers (60%), however, it is never used by 20% of teachers.

Guessing from context, it is a vocabulary teaching strategy, which is always used by 40% of teachers, sometimes used by 30% of teachers, while it is never used by 30% of teachers.

The last vocabulary teaching strategy is defining the items, it is adopted by 30% of teachers always, it is used sometimes by 40% of teachers, whereas, it is never used by the same percentage of teachers (30%).

Question 20: Is there any collaboration between the language teachers and subject teachers at the level of your faculty?

- a. Yes
- b. No

Table 20:

Language Teachers' Collaboration with Subject Specialists.

Options	Number of teachers	%
Yes	0	0
No	10	100
Total	10	100

Table 20 illustrates that there is no collaboration (100%) between subject teachers and language teachers at the level of the faculty of Economics, Business, and Management

sciences. Therefore, it can be deduced that language teachers are not aware of the important role of collaboration with subject specialists, which can be of great benefit to teachers.

Section Three: Solutions

Question 21: Do you feel that you are in need to be trained in teaching ESP vocabulary?

- a. Yes
- b. No

Table 21:

The Need of Training for Teachers

Options	Number of teachers	%
Yes	10	100
No	0	0
Total	10	100

Table 21 explores the need for teachers to be trained for teaching ESP vocabulary. All the teachers (100%) have agreed on the necessity of training. This can be explained by the fact that language teachers are conscious and aware of that training for teaching ESP vocabulary is an all-important factor in their teaching careers.

Question 22: How can collaboration with subject specialists be beneficial in teaching ESP vocabulary?

A number of teachers have answered question 27, whereas, some others left it without answering. The ones who answer this question say:

1. *"It can be beneficial because it provides me with a general overview of the vocabulary I should teach".*
2. *"The collaboration with subject teachers facilitates the process of explaining words' meaning because language teachers will be aware about them".*
3. *"Collaboration can be beneficial, when you get in touch with subject teachers you will be familiar with the vocabulary you should teach".*
4. *"It can be beneficial because it makes language teachers keeping in touch with the vocabulary they should teach. It will function as a guide and syllabus".*
5. *"It may be beneficial since it can serve as a guide to language teachers to select the appropriate vocabulary. Language teachers will be familiar with the terminology used in economy".*

Question 23: If you have any recommendations that will contribute in achieving the ESP vocabulary teaching. Please share it with us.

Regarding this concluding question, only half teachers (50%) have answered this question. They provide suggestions that overlap in its aim, which is to perform a better ESP vocabulary teaching strategy. The recommendations they gave are:

1. *"The only thing I think that help in performing a better ESP vocabulary teaching is '' teachers' training''".*
2. *My recommendations regarding ESP vocabulary teaching are:*
 - *"Teacher training"*
 - *"Collaboration with subject specialists"*
3. *"I think teachers need special training to be able to teach vocabulary for specific purposes".*

4. *"The only two things for me that will contribute in achieving the ESP vocabulary teaching are a systematic collaboration with the subject teachers, and training in regard of teaching more specific vocabulary".*

5. *"The only thing I think that help in performing the ESP vocabulary teaching is 'teachers' training".*

2.3 Discussion of the Findings

According to the analysis of teacher's questionnaire, we conclude that the main difficulties faced by ESP teachers when teaching ESP vocabulary are those related to:

1.No prior training to ESP teaching: all the informants reveal that they have not received any training in teaching ESP. However, all of them consider it as a fundamental need in the area they are teaching to better deal with the target situation demands and to overcome the problems faced.

2.Lack of collaboration and cooperation between ESP teachers and subject specialists: despite the fact that all the teachers admit that there is a lack of collaboration, it stills very crucial to better cope with the teachers' needs in terms of the vocabulary they should teach. Therefore, to succeed in this task sets of elements need to be included. These elements are presented by Jordan(1997) in the following way:

- Willingness to collaborate on the part of both sets of staff
- Clear demarcation as to where their respective responsibilities lie
- Awareness of each other's conceptual apparatus and teaching approach
- The joint effort being viewed by the student as a complementary teaching situation. (p. 121)

3. Lack of specialized knowledge of the related area they are teaching: ESP

teachers need to be attracted by the field they are teaching which may help them better communicate; function appropriately in this new area, and the most important facilitating the teaching process. Specialized knowledge is needed as Ferguson stated that "the term special knowledge is typically construed as knowledge of the subject matter of the discipline or profession of the student taught" (as quoted in Brown et al, 1997, p. 80)

4. The absence of an official syllabus to follow: Each teacher presents what it seems appropriate for his students; this may result in a failure from the part of the teacher to choose the most suitable materials that meet the real needs of the students.

Conclusion

This chapter was devoted to the research design, the instrument, as well as the data collection tool that has been used for the sake of gathering the required information about the difficulties faced ESP teachers when teaching ESP vocabulary. This chapter also covers the analysis of the data gathered and discusses the results collected from ESP teachers' questionnaire. All the questions were analyzed, and the responses were displayed in tables. Based on the main findings of this chapter, it could be possible to draw a general conclusion and to propose some helpfully recommendations.

2.4 Recommendations

Teachers of ESP at the faculty of EBM are faced with a number of difficulties when teaching English for specific purposes. Thus, teachers find themselves dealing with a new vocabulary, and a new terminology mainly related to the students' fields of study, which can be problematic for them, and which may create a number of obstacles, barriers and constraints that prevent them from performing a successful vocabulary ESP course.

For the sake of achieving the desired objectives in an ESP vocabulary course, a number of factors should be taken into consideration. Thus, the following recommendations may be an aid to ESP teachers at the faculty of EBM in Jijel University, to better cope with the demands being posed on them while teaching ESP vocabulary. The application of these practices surely will lead to better results.

2.4.1 Teachers' Training

The failure in the part of the ESP teachers in regard of teaching more specialized vocabulary can be explained by the lack of teacher training. In this respect, many researchers stressed and emphasized the importance of training in the career of any ESP teacher.

Regarding training Richard and Farrell (2005) stated that:

"Training refers to activities directly focused on teachers' present responsibilities and is typically aimed at short-term and immediate goals. It is regarded as a preparation for the first teaching position or to take on a new teaching assignment or responsibility" (Richards and Farrell, 2005, p. 03).

2.4.2 Collaboration between language teachers and subject teachers

Collaboration between language teachers and subject teachers can be of great benefit for language teachers to perform a better ESP vocabulary course. In this regard, many researchers emphasize the importance of collaboration with subject specialist because of its benefits for language teachers as well as for students, since their needs will be met.

Accordingly, Kennedy and Bolitho (1984, p.13) claimed that: "A further aspect concerns the role of subject teachers, since any decisions to use an ESP approach relating to a specific subject will inevitably demand some degree of co-operation between language teachers and subject specialists".

2.4.3 Adoption of the Lexical Based Approach

The main concern of the lexical based approach is to improve students' proficiency through lexis. In this respect, Richards and Schmitt (2002) stated that it is : " an approach to language teaching that is based on the view that the basic building blocks of teaching and learning are words and lexical phrases, rather than grammar, functions, or other units of organisation" (p.304).

This emphasised and highlighted the view of Lewis (as cited in Mebital, 2010, p.131) who admitted that: "language consists of gramaticalized lexis, not lexicalised grammar". In short, the implementation of the lexical based approach will surely end up with improving the teaching of vocabulary in ESP context.

2.4.4 Setting an Official Syllabus

Among the central issues, that ESP teachers are faced with is the absence of an official syllabus to follow. Thus, the great majority of teachers brought their courses from the internet and relies on their intuitions in selecting the content. Interestingly, for an efficient ESP vocabulary teaching to take place, the institution must provide ESP teachers with a syllabus, because this will help language teachers and facilitate their teaching situation; since the syllabus is considered as a guideline and reference for teachers. Accordingly, Hutchinson and Waters (1997) indicated that: "a syllabus provides a set of criteria for material selection and/or writing. It defines the kind of texts to look for or produce the item to focus on in exercises etc" (p. 84).

In conclusion, the findings of this research are restricted to a particular group of teachers teaching at the faculty of EBM. Therefore, it may not be applied on other teachers at other faculties. As a result, it would be better to conduct further studies to give support to the findings obtained from this piece of research with the use of broader sample of population, which may include other faculties within the same university (Mohammed Seddik Ben Yahia, Jijel), or beyond it, in order to gather data from different universities. The latter might help to get an adequate degree of representative sample, which may lead to the generalization of the findings.

2.5 Limitations of the Study

In spite of the fact that the results of this research go hand in hand with the stated research hypothesis, some limitations can be noticed during the process of conducting this piece of research.

1. Questionnaires' Limitations

Although, it is undeniable that questionnaires are the most used data collection instrument, they have some limitations. The first one is that the respondents most of the time left a number of questions unanswered. The second is that some respondents do not always state their real situations.

2. Shortage of Teachers

In the practical part of this research, English language teachers at the faculty of EBM are addressed to fill in the questionnaire and to respond to the questions of the structured interview. The main difficulty in this regard is the lack of a considerable number of teachers, which may hinders the generalization of the results.

3. Scope of Language Coverage

Among the limitations of this piece of research, is the fact that the study was based on only one single aspect of the language, which is vocabulary. Other language aspects like grammar are not covered in the study in hand.

4. Participants

The participants in this research are English language teachers at the faculty of EBM. Thus, besides the shortage in the number of teachers in the faculty, some of them do not accept to fill in the questionnaire.

General Conclusion

Teaching English in a general context is very different from teaching it in a more specific context, and it is not an easy task in the part of general language teachers to bear such a responsibility. Therefore, this study was designed to investigate the requirements ESP teachers should meet and the difficulties they are faced with when teaching ESP vocabulary. Through this study, it was hypothesized that teaching vocabulary in ESP context is hindered by a lack of identifying teachers' needs and difficulties. This research aimed to set better measures regarding the teaching of ESP vocabulary to facilitate the teaching process.

This dissertation is composed of two main chapters. The first one dealt with the theoretical part of ESP and vocabulary. It is divided into two sections. In the first section, an overview of ESP is provided; through discussing its different definitions, dealing with its origins, developments and its main subdivisions. Besides the language of economics, and the different roles played by the ESP practitioner. The second section, introduced some definitions of vocabulary in addition to other important issues among them; types of vocabulary, the teaching of vocabulary in ESP as well as the importance of vocabulary. However, the second chapter was devoted to the practical part in which a questionnaire (teachers' questionnaire) was used to find out whether identifying ESP teachers needs and difficulties, help to enhance their ESP vocabulary course.

Finally, it is concluded that teachers at the faculty of Economics, Business, and Management Sciences are faced with a number of difficulties that hindered the achievement of a better ESP vocabulary course.

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Appendix

Questionnaire Administered to Language Teachers at the Faculty of EBM Sciences

Teachers' Questionnaire

Dear teachers,

This questionnaire is an attempt to gather information about the requirements and difficulties facing the teachers when teaching vocabulary in ESP context. Your responses are highly valued and your cooperation is genuiley appreciated. All information you provide will only serve this particular research and will remain confidential. So, please feel free to share your opinions and report frankly your real situation when answering the following questions. Thank you very much for your cooperation.

Section one : General Background

1-Which degree do you have ?

- a. A licence in English
- b. A master in English
- c. A magister in English
- d. A doctorate in English
- e. An English diploma in economics

2 -How long have you been teaching English ?

.....
.....
3-What is your status as a teacher ?

a. Full time

b. Part time

Section two: The difficulties and requirements of ESP vocabulary teaching

4-Do you know what does ESP stand for?

.....
.....

5-Do you have a prior knowledge in the field of economics?

Yes No

6-Are you working on an official syllabus?

Yes No

7-If no, from where you get your courses?

a. Textbooks related to the study field

b. Materials you prepare by yourself

c. Materials brought from the internet

d. Materials brought by the students

8-Do you think that vocabulary is important for Economics students ?

Yes No

9-If yes, please specify why? Please put a tick. You can choose more than one.

To write research papers	
To write reports	
To write application letters	
To write curriculum vitae (CV)	
To write e-mails	
To take parts in conferences and seminars	
To translate texts	
To do graduate studies abroad	
To read relevant literature to their fields	

10-Which kind of vocabulary do you teach to your students ?

- a. General vocabulary
- b. Technical vocabulary
- c. Both

11- have you been trained to teach more specific vocabulary ?

Yes No

12-Do you feel confident when teaching ESP vocabulary to Economic students?

Yes No

13-If no, please specify why?

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14-Do you find any difficulties in teaching specialized vocabulary?

Yes No

15-If yes, what are they?

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16-Do you find any difficulty in verbalizing and writing numbers/ acronyms or interpreting graphs, diagrams, and symbols related to the field of economics?

Yes No

17-which languages do you use in class?

- a. English and French
- b. English and Arabic
- c. English only

18-How do you behave when you are faced with a situation where you are unable to provide or explain the meaning of words for your students?

- a. Check your dictionary
- b. Consult subject teachers
- c. Ignore the question

Others, please specify.

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19-Grade the following vocabulary teaching strategies according to their frequency of usage:

	Always	Sometimes	Never
Translation			
Synonyms/antonyms			
Words analysis(prefixes/suffixes)			
Guessing from context			
Defining the items			

20-Is there any collaboration between the language teachers and subject teachers at the level of your faculty?

Yes

No

Section three: Solutions

21- Do you feel that you are in need to be trained in teaching ESP vocabulary?

Yes

No

22- How can collaboration with subject specialist be beneficial in teaching ESP vocabulary?

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23-If you have any recommendations that will contribute in achieving ESP vocabulary teaching. Please share it with us.

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Résumé

Une bonne maîtrise du vocabulaire est un élément important dans le processus d'apprentissage en particulier ceux qui veulent apprendre l'anglais à des fins spécifiques. Mais le fait que les enseignants d'anglais général sont pointés à enseigner l'Anglais spécifique révèle des problèmes considérables et des obstacles qui s'adressent comme un obstacle à la réalisation de meilleures cours de vocabulaire. Cette étude vise à examiner les besoins des enseignants et leurs difficultés rencontrées dans l'enseignement du vocabulaire de l'Anglais spécifique au niveau de Mohammed Seddik Ben Yahia Université de Jijel, en particulier les enseignants qui travaillent à la faculté des sciences économiques, commerciales, et des sciences de gestion. Dans cette recherche, il est émis l'hypothèse que si les besoins et les difficultés des enseignants de l'Anglais spécifique sont bien identifiés, l'enseignement du vocabulaire peut être atteint on toute efficacité. Pour vérifier la validité de cette hypothèse, un questionnaire et un entretien ont été administrés aux enseignants d'Anglais. Les résultats obtenus ont montré que les enseignants de l'Anglais spécifique sont confrontés lors de l'enseignement du vocabulaire à un certain nombre de difficultés. Ainsi, afin d'aider ces enseignants à surmonter leurs difficultés d'enseignement ; quelques suggestions ont été recommandées parmi lesquelles la formation des enseignants et leur collaboration avec les enseignants des spécialités.

ملخص

يعتبر اكتساب المفردات عنصر اساسي و مهم في عملية التعلم و على وجه الخصوص لاولئك الذين يسعون لتعلم اللغة الانجليزية لاغراض محددة.لكن واقع ان اساتذة اللغة الانجليزية العامة هم المعنيون بالتدريس في هذا المجال قد اسفر عن ظهور عدة صعوبات و عراقيل حالت دون تحقيق الهدف الاساسي المتمثل في ضمان السير الحسن اثناء تلقين المفردات المتعلقة بميادين دراسة الطلبة .

هدفت هذه الدراسة الى تحديد جملة الصعوبات التي يواجهها اساتذة اللغة الانجليزية كلغة اختصاص في اطار تدريس هذه المفردات و ذلك على مستوى جامعة محمد الصديق بن يحي بجيجل بكلية العلوم الاقتصادية و التجارية و علوم التسيير .

و من خلال هذه الدراسة سطرنا الفرضية التالية "اذا تم تحديد جل الصعوبات التي يواجهها اساتذة اللغة الانجليزية كلغة اختصاص فان هذا من شأنه ان يضمن السير الحسن لتدريس المفردات المتعلقة بميدان الدراسة.

للتحقق من مدى صحة هذه الفرضية تم الاعتماد على استبيان و حوار وجها الى اساتذة اللغة الانجليزية بكلية العلوم الاقتصادية و التجارية و علوم التسيير بجامعة محمد الصديق بن يحي بجيجل اظهرت النتائج المتحصل عليها ان اساتذة اللغة الانجليزية كلغة اختصاص يواجهون مجموعة من الصعوبات اثناء تدريس المفردات و بناءا على ذلك تم تقديم بعض الاقتراحات التي من شأنها المساهمة في التغلب على الصعوبات على غرار تدريب الاساتذة التعاون بين اساتذة اللغة و اساتذة الاختصاص بالاضافة الى توفير منهاج دراسي.