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Effects of ESP in developing learner's lexical competence A Case Study of First Year EFL LMD Students at Mohamed Kheider University of Biskra

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Dedication

I dedicate this work

To the soul of my father, Salem

To the memory of my grandmother, 'Mama'

To my life star my mother Rachida.

To my beloved sister Djoumana

To my delightful sisters, Sabrina, Hazar, Wafa, Nidhal,

Karimane and Narimane.

To my soul mate and future husband, Wadie

To my husband's mother, Nacira

To my soul sister Razika

To my brother Fahed

To the pieces of sugar, Halla, Hanin, and Wakar

To all my lovely nieces and nephews

To all the members of my family

To my best friend Alla

To my most beautiful girls Fatima, Ahlem

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Abstract

Lexical competence is essential in second and foreign language acquisition. Since vocabulary is a simple index of telling the standard of proficiency, the teachers search for ways to develop their learners' lexical knowledge. ESP is one of the most important classes for EFL learners, which could enhance their words knowledge in different areas. The current study explored the acquisition of vocabulary through ESP courses in oral expression (speaking) in order to develop their lexical competence. This study was conducted with a participant/ students of the third year (LMD) at Mohamed KhiederBiskra (a sample of 26 students) and teachers of ESP course for the sake of obtaining their views. To achieve the mentioned objectives a qualitative approach has been obtained in order to collect data. Moreover, a descriptive method is used by the researcher to analyze data obtained from a questionnaire submitted to students, and an interview that was handed to ESP teachers. The results showed that integrating ESP in EFL training is of great importance. Students are ascribing their difficulties in communication to the lack of vocabulary because they consider the lexical competence is the most fundamental components of communication and they have positive attitudes towards ESP lectures. Both students and teachers asserted that ESP increases EFL learners' lexical competence. Finally, the hypotheses have been obtained and the researcher recommends a set of suggestions for Educational policy, course designers, and for both teachers and students to reduce the class size and to develop ESP as a tool of language practice.

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List of Abbreviations

%: Percentage

AS: Activation strategies

CS: The cognitive strategies

GE: General English

LCA: Learning Centered Approach

ELT: English Language Teaching

EAP: English for Academic Purposes

ELL: English Language Learners

ESL: English as Second Language

ESP: English for Specific Purposes

EFL: English as Foreign Language

EST: English for Sciences and Technology

EOP: English for Occupational Purposes

EMP: English for Medical Purposes

ELP: English for Legal Purposes

EMF: English for Management, Finance, and Economics

EBE: English for Business and Economics

ESS: English for Social Sciences

L1: First Language, Native Language, or Mother Tongue

L2: Second Language

LCA: Learning Centered Approach

LMD: Licence, Master, Doctorate

LN: Learning Needs

MCS: Metacognitive strategies

NA: Needs Analysis

TS: Target Situation

VESL: Vocational English as Second Language

ITA: International Teaching Assistant

UK: United Kingdom

USA: United States of America

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الملخص

General Introduction

Introduction

In the light of the perpetual wave of the rapid developments of the English language as a working tool, the Algerian educational system has introduced ESP at the university as an essential course to attain a satisfactory proficiency. Learning English for vocational or professional purposes drives the students not only to learn vocabularies but also to develop their own mental lexical abilities in all different fields to achieve the specific learners' needs in the social requirements. The amount of vocabulary or what is called the lexical knowledge is a simple index of telling the level of proficiency in the second language. According to Nation (2001): "it is wise to direct vocabulary learning to more specialized areas when learners have mastered the 2000-3000 words of general usefulness in English". Subsequently, the current study will investigate the useful effects of ESP in developing lexical competence.

1. Statement of the Problem

It is uncontroversial that most second language learners are aware that the acquisition of vocabulary is an overarching and fundamental component in the course of their lexical competence. The cause of this subject has a great interest for educationists and scholars of ESL/EFL, teachers for many years have been completely concerned with creating many ways to motivate their learners to acquire more vocabularies. ESL/EFL teachers give importance to ESP courses toward a new method that helps the learners to develop their lexical abilities and enable them to achieve professional level by allowing them to use lexical knowledge in the classroom as well elsewhere. So, the problem that will be raised in this proposal is about the effects of ESP in developing learners lexical competences.

2. Research Questions

The questions that will be posed in this investigation are as follows:

- What is the relationship between ESP and lexical competence?
- In what way ESP design courses can enhance lexical competence?
- How can oral teachers be trained to implement their language of ESP-related materials?

3. Research Hypotheses

This research hypothesizes that ‘If the 3rd year students of English Section at Mohamed Kheidher University of Biskra acquire the target vocabularies through ESP in the oral classrooms, they may be able to increase their lexical competence’.

4. Research Aims

This research aims to develop learner’s lexical competence in the frame of ESP vocabulary. Also, it aims to underline the importance of vocabulary knowledge and increasing the student’s opportunities to use this knowledge (words, phrases) in many contexts without being clumsy and/or ambiguous for them in order to spark their creativity and their lexical ability. Furthermore, it purports to make foreign language teachers aware of the validity of ESP as a new and effective teaching method especially in oral sessions to reach a satisfactory level.

5. Research Methodology and Tools

The present work gives a descriptive treatment which is the investigation of the effects of ESP in developing learner’s lexical competence. Furthermore, the present study will depend on a qualitative approach to evaluate the validity of the previous hypotheses and to fit the

goals of the present proposal it, two tools will be used, the first one in form of 'Questionnaire' which will be administered to 3rd year students in English section at Mohamed Kheidher University of Biskra in order to obtain their opinions and responses, and to benefit from their suggestions about the problem. In the other hand, the second tool is 'Teachers' Interview, it was with five EFL teachers of ESP at Biskra University. Furthermore, the present study depends on a mixed method approach in order to ensure the validity and reliability of the hypotheses. Finally, it is expected to carry the work in sufficient time and obtain good results.

6. Population and Sampling

To give the research more credibility, the sample has been selected randomly. The students' sample was conducted with third-year LMD students of English at Biskra University. We have chosen randomly only one class of the whole population. This sample has been chosen because it gives the opportunity to get more information about how teachers teach vocabulary at Biskra University, and also because all students are supposed to learn and use vocabulary. With regard to the research tools, the students' questionnaire was more appropriate and related to this study. However, teachers' sample was through a written interview. We have asked different types of questions to some teachers from the English Department at Biskra University about their attitudes toward teaching vocabulary to give us their contributions and views.

7. Structure of the study

This study work is basically divided into two main parts: the review of literature that consists of two chapters and the analyses of the findings which encompasses one practical chapter. The first chapter concerns English for specific purposes; it is divided into two sections, the first provides a general overview of ESP. The second section from this chapter deals with ESP related issues.

The second chapter regards the lexical competence aspects; it is also divided into three sections. The first concerns the learning and teaching vocabulary and their main strategies. The second section presents lexical competence, lexical knowledge, and their importance. However, the third one is about ESP vocabulary and lexical competence and how these two aspects develop communicative competence.

Lastly, the third chapter covers the fieldwork of the study. It presents the analysis and the interpretations of the obtained data from the students' questionnaire and teachers' interview.

As a simple for the study, randomly two groups of third-year level in English section at Mohamed Kheidher at University and a population of forty-five students.

8. Delimitations

This study will be delimited to 3rd year level in English section at Mohamed Kheidher university of Biskra and will deal with 26 students from mixed as a simple, in the oral sessions with Dr. Basher. From November to February will be devoted to reviewing the two chapters and from February to April will be devoted to analyzing and interpreting the gathered data.

9. Limitations

This study has some limitations which can be related to:

- Our sample is only one group of third-year LMD students, and not all the groups because of time restrictions.
- The questionnaire is conducted with a sample of (26) students from the whole population because they were almost of time absent.
- Some students who volunteered to answer the questionnaire did not attend.

Chapter One: English for Specific Purposes

Introduction

English for specific purposes stands as sub-divided components of applied linguistic research because of its paramount importance in English language Teaching/Learning. English Language Learners (henceforth ELL) are concerned with this domain since it meets their needs. This chapter is divided into two sections. The first section is devoted to a general overview of ESP, including different definitions of it, its origins, and its developments. Then, it will review the different classifications of ESP and its types. Additionally, it will attempt to provide a comparison between ESP and GE and a discussion about the main objectives and challenges in teaching ESP. The second section is devoted to ESP needs analysis, its course design and, its syllabus. Also, it will highlight the materials, methodology, and practitioner of ESP.

Section One: General Overview

1.1.1. Definition of ESP

English for specific purposes was viewed differently. According to Macmillan Dictionary (2012), ESP comprises learning a wide range of vocabulary in English as a foreign language or as a second one from various domains to create background knowledge in order to have the ability to use them in improving their educational level or to meet their needs in their future career. In addition, Mackay and Mountford (1978, p.2) state that ESP is teaching English for “clearly utilitarian purpose”. In other words, to be comprehensive and to understand what others say in any field, students need to learn English not only lexically but also to learn the English language as a means of communication in every day setting in order to apply it in their future professional career. Mackay and Mountford (1978) demonstrate that the English language should be learned or taught in specific ways using concrete strategies as an umbrella term of ESP.

Moreover, Hutchinson and Waters (1987,p.19) claim “ESP should properly be seen not as any particular language product but as an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”. Here it is possible to infer that the concept of ESP is considered as a vital approach in English teaching process because of the specialized verities of language use and the different forms of language which based on particular learners’ needs not to stress on methodologies.

Furthermore, Paltridge and Starfield (2013, p.2) assert “English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in particular domain”. To express it differently, learning English language is to use it immediately in specific fields and domains whether it is a second or foreign language. Learning/ Teaching ESP may allow ELL to be aware of all the fields because it gives an effort to explore the students’ needs.

One can conclude that ESP combines three key aspects: First, the nature of language to be taught and used, second, the learners and third is the setting in which the teaching/learning process would occur.

1.1.2. ESP Genesis

ESP has its own origins and growth; for this, Hutchinson and waters (1987) states that there is a mix between three main and common reasons to the growth of all ESP: The demands of a brave new world, a revolution in linguistics, and focus on the learner”.

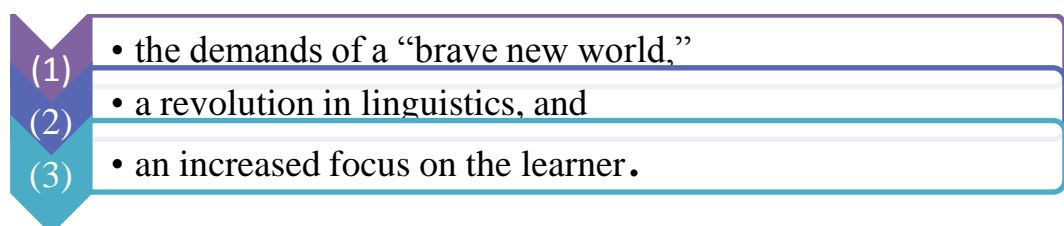


Figure 1.1: ESP Historical Movements (Hutchinson & Waters, 1987)

According to them, the first reason (demands of a brave new world) hold two essential elements that participate in the manifestation (appearance) of ESP. In one hand, the end of the Second World War leads to massive developments that took place in many different domains in the United States of America that became the first economic power in the world. Obviously, this expansion makes the English language as an international language because people needed it for various purposes. Hutchinson and Waters (1987, p.6) state:

An age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale, this expansion created a world unified and dominated by two forces (technology and commerce) which in their relentless progress soon generated a demand for an international language. For various reasons, most notably the economic power of the United States in the post-war world, this role fell to English.

Secondly, the enhancement was strongly related to oil crises that indicates a big flow of funds. This development was mainly from western countries to the oil rich countries the 1970's. The development has been spread rapidly in different areas and other domains including learners who are novice and have their own needs. Consequently, learning specific language came to the vanguard (Hutchinson and Waters, 1987)

The second reason describes the emergence of ESP as a revolution in linguistics which dispersed the attention on the traditional grammatical rules of linguistic to stress it on the way that language is used in realistic circumstances. Hutchinson and Waters (1987) that the use of language varies depending on the different situation, therefore it is necessary to constitute the fundamental of learner's course on determining the features of each specific situation.

The last reason is when the educational psychologists have developed ideas to give a paramount affirmation on learner's motivation and on learning/acquiring of a foreign language. According to Hutchinson and Waters (1987, p.8) statement of 'tell me what you need English for and I will tell you the English you need'. The aforementioned quote is about the aim of this movement; psychologists notice that the learners have different interests, needs, and purposes which represent their educational performance. For this reason, the English language course should be relevant to their needs and interests to improve their learning.

To sum up, there are three main factors in the emergence of the ESP phenomena: demands of the brave world, linguistic revolution, and learner's motivation.

1.1.3. The Developments of ESP

Since the 1960's, English for specific purposes has undergone several phases of development at different speeds in different countries.

1.1.3.1. The Concept of Special Language: Register Analysis

The Concept of special language is the first phase which focuses on the grammatical, lexical features of the registers and how the principles of English of specific science are differing from each situation to another. Swale (1971) argues that the most important point is that the ESP register analysis was premised on the pedagogic purpose and ESP course should be relevant to the learner's needs. The register analysis as a research procedure has been criticized for being only descriptive, not explanatory, where ESP had focused on language at the sentence level; whereas, Robinson (1991) assumes that it should be a combination of both approaches: descriptive and explanative. He confirms that ESP course should be designed on the main needs of the learners whom should learn and compiles as many words and

vocabulary as possible, in all different areas to develop their lexical competence and achieve the proficiency level.

1.1.3.2. Beyond The Sentence: Rhetorical or Discourse Analysis

This theory is also known as ‘rhetorical criticism’ or ‘pragmatic criticism’; it was as a reaction on the register analysis phase which is focused on the level above the sentence and gives more concentration on language use. Another relevant point is that the first phase was a quantitative one whereas the discourse/rhetorical analysis was a qualitative movement (Robinson, 1991). That is to say, the materials used, the structures, and the functions of the language are based on the rhetorical discourse approach. Additionally, Allen and Widdoson (1974, p.2) state:

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 by one which develops a knowledge of how sentences are used in the performance of different communicative acts’.

To clarify, although the learners are aware of the language aspects, yet, they face problems in how to use the language in specific contexts and how the units of sentence united to produce an understandable meaning and how sentences are used to perform different communicative acts.

1.1.3.3. Target Situation Analysis

The learner is able to function successfully in the target situation using the knowledge that they already learned in ESP course. Furthermore, Chamber (1980) argues that the

establishment of the communication needs and language skills should be related to the target situation. Chamber means that the former is aimed to take the present knowledge and put it in the scientific foundation. And in order to opt this target is by establishing procedures for relating language analysis to learners' reasons for learning. Thus, the main concern of ESP in this phase was on the learners'

1.1.3.4. Skills and Strategies

In skills and strategies phase, the attention shifted on the analysis of the surface forms of language and the whole thinking process. From these, the concept takes his first allusion from the cognitive learning method, with a primary goal stressing in the ESP course's components and to focus closely on the common reasoning and interpreting processes (strategies), which used by EFL learners to produce or comprehend discourse (West, 1994).

1.1.3.5. Learning-Centered Approach (LCA)

The learner-centered approach has an important role in the ESP approach. Dudley and John (1998, p.26) argue that "ESP teaching is rather seen as an activity within ELT since it develops its own methodology". In other words, it is based on the main characteristics of what learning is determined by the learner. Hutchinson and Waters (1987) believe that LCA depends on the previous skills and knowledge of the learner that he/she already has and his/her ability to use it in the target situation. They argue that the concern is not about the usage of the language in contexts, but also about the approach that is based on an understanding of language learning process because all the attention in this approach is on the different kinds of learners and their different needs, purposes, and motivation in acquiring competencies to better performance. Therefore, the distinction between language in use and language learning may help the students to ingest the stages of ESP developments.

Since the 1960s and till this day, English for specific purposes has grown rapidly to become one of the most prominent areas of English language and has been developed to be an approach of ELT.

1.1.4. Types of ESP

Scholars since the 1960's have attempted to set the types of ESP. Scholars such as Carter (1983) who suggests the following types of ESP:

1.1.4.1. English as a restricted language

Mackay and Mountford (1978) illustrate the difference between restricted language and language with this statement:

The language of international air-traffic control could be regarded as 'special', in the sense of that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment.'

The term English as a restricted language used not only for limited specific producers and items but also for limited syntax and lexis. However, it would not allow the learners to communicate effectively in the target situation but it used as an international medium. Mackay and Mountford (1978) identified the air traffic controllers and waiters as an example of it.

1.1.4.2. English for academic and occupational purposes

English for academic purposes would deal with the kind of English lessons and courses while English for occupational purposes deals with the use of English in work.

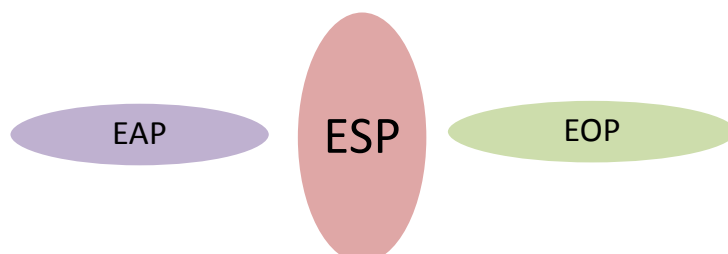


Figure 1.2: ESP Divisions (Munby, 1978)

The figure above identifies English for academic and occupational purposes as one type of ESP because the learners will use the English language during their studies or in the job environment. In the same fashion, Evans and John (1998) argue that both EAP and EOP divided under the term of ESP. English for Academic Purposes includes sub-branches which are: English for Science and Technology (EST), English for Medical Purposes (EMP), English for Legal Purposes (ELP) and English for Management, Finance, and Economics (EMF). Also, English for Occupational Purposes contains English for Professional Purposes and English for Vocational Purposes.

Based on the previous data, the distinction between EOP and EAP is uneasy task however, it is not possible to find. In such a course, learners learn EOP because they need it in their profession or work, in such course learners seek to acquire skills and to learn theoretical knowledge within the area of their subject matter. While EAP concerns students in the educational instruction who acquire the English language during their studies in order to develop their competences in the English language.

1.1.4.3. English for Specific Topics

English for specific topics is the third and the final type of ESP which has been identified by Carter (1983) as an integral component of ESP courses. That is to say, it focuses on situational language in a way that makes this situational language based on the interpretation of results from a needs analysis of the authentic language used in target professional setting.

1.1.5. The Classification of ESP

The maturity of English for specific purposes through time knew multiple views of ESP classification. There are many scholars introduce ESP used describing its main terms. For instance:

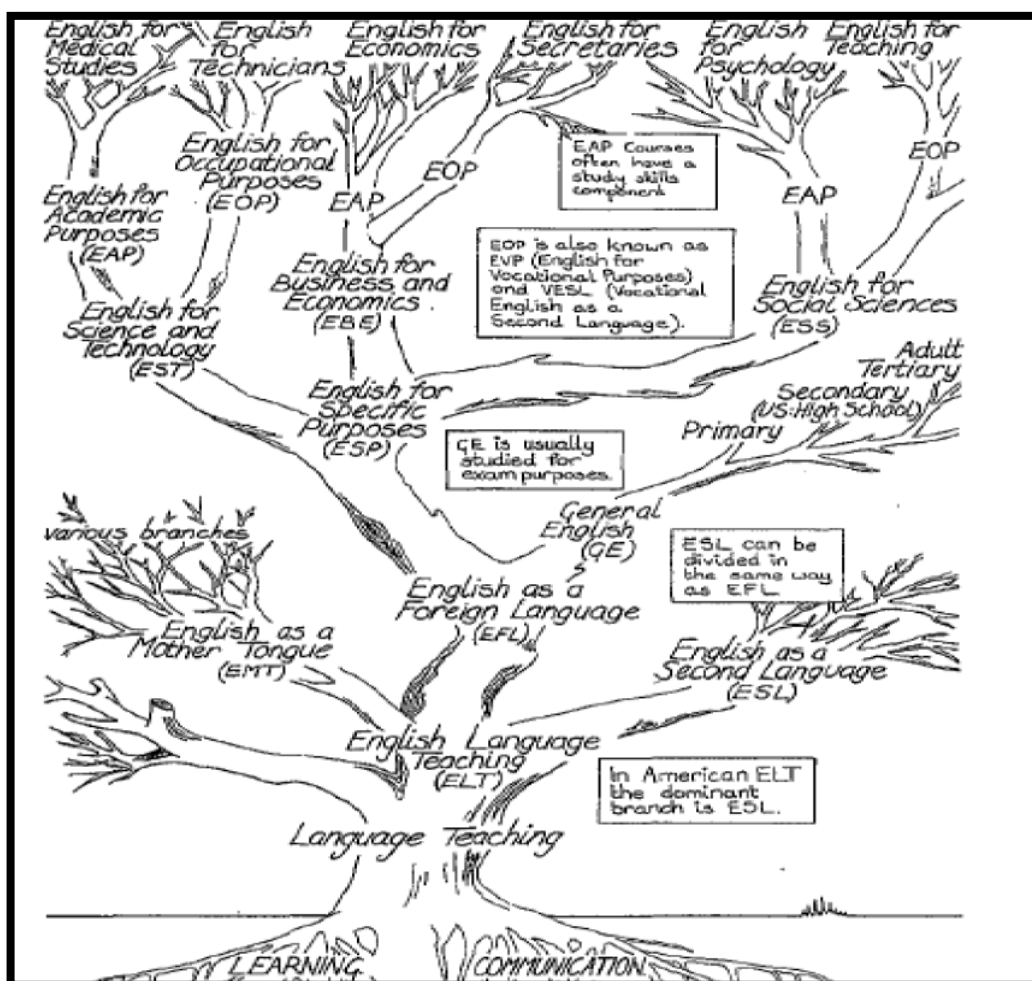


Figure 1.3: Huchinson and Waters' Metaphoric Classification: The Tree of ELT (1987,p.

The tree above divided ELT into two main branches, GE (General English) and ESP (English for specific purposes) among many branches.As it is seen,GE is taught in the three educational level (Primary schools,secondary schools, and high-level schools),where the learners learn all the fundamental and the basics of English language (Grammar, phonetics and so on).However, the tree represents ESP and it's a relation with other types of English language. To exemplify, down the tree,we can see that is large categories are identified:

- EST (English for Science and Technology),
- EBE (English for business and economics),
- ESS (English for Social Sciences).

At the next level, ESP will be taught in a different way as a specific field demands wish gives the English language learners at the University level the opportunity to develop their knowledge and abilities to achieve the native speaker level, for instance: the topmost of the tree shows where the different courses of ESP occur.

Lastly, we can notice that the roots which nourish the tree of ESP are communication (developing listening and speaking skills) and Learning.

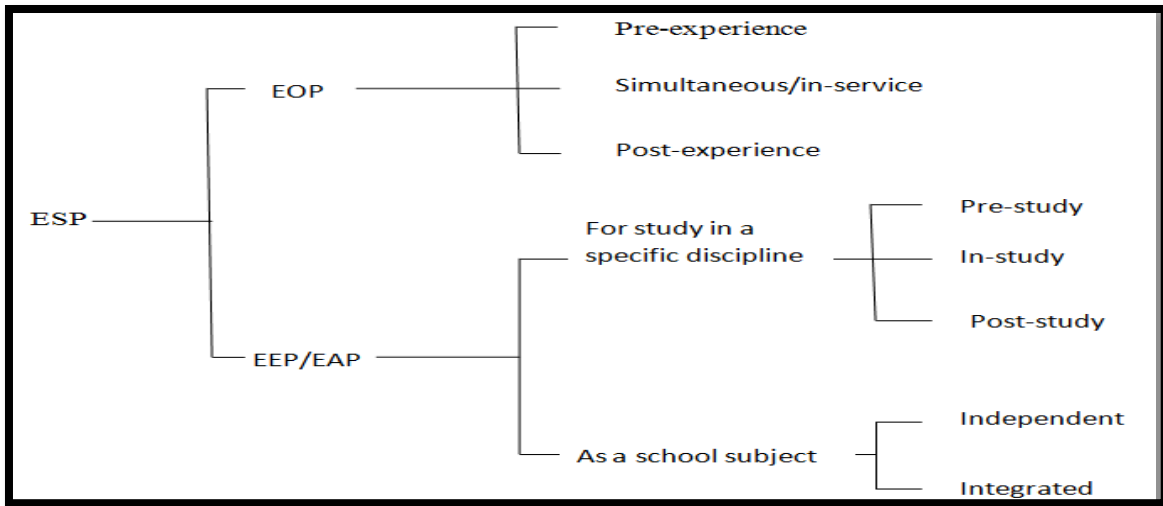


Figure 1.4: Robinson’s Classification by Experience (Robinson, 1991, p. 3-4)

The diagram above shows that ESP is broken down into two branches: English for occupational purposes and English for academic purposes. It shows a remarkable distinction of the courses according to when they take place. These distinctions are very important because they will affect roughly the degree of specificity that is convenient to the course. For instance, courses that are offered in an educational institution or workplace will provide opportunity for a specific work or integrated work.



Figure 1.5:Johns’s Classification of ESP in the USA (Johns, 1990)

The classification of John (1990) divides ESP into Academic English, Professional, Vocational (VESL), and Socio-cultural ESP.

Academic English has two main sub-categories: EAP (English for Academic Purposes) and ITA training (International Teaching Assistant) training; this latter is formed to provide non-native teaching assistants with language teaching skills who work in educational colleges or Universities, where students are mainly native speakers (Howard & Brown, 1997).

Professional ESP is concerned with the formal business atmosphere where trainer and trainees are professional peers. However, Vocational ESP (VESL) has three main branches: pre-VESL (pre-vocational ESL): help learners to hold a job, Occupational cluster: to prepare students for a group of occupations that have common language needs and work culture, and Specific: Learners work in specific workplace(Howard & Brown, 1997).

The last classification of ESP is socio-cultural ESP which is designed specifically for adults who have limited incomes (Howard & Brown, 1997).

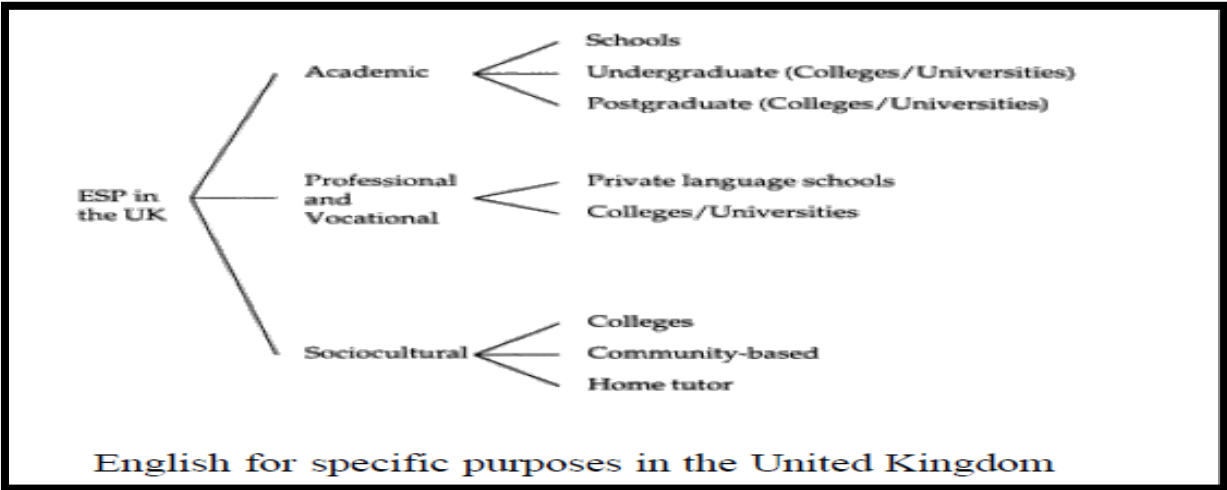


Figure 1.6:Howatt’s classification of ESP in the UK (1984)

According to Howatt (1984), ESP in the UK is divided into Academic (general EAP and discipline-specific), Professional and vocational (including business, technology, law, and

professional purposes) and Socio-cultural ESP. Academic ESP is classified into three sub-categories: Schools, undergraduate (colleges/Universities), and postgraduate. However, Professional and vocational includes Private language schools, colleges or Universities. On the other hand, Socio-cultural division includes colleges, community, and home tutor.

1.1.6. Objectives of Teaching/Learning ESP

Teaching and learning ESP theories develop many aims and objectives. For instance, Richards and Rodger (2001) claim that ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake. Besides many current studies, many objectives of English for specific purposes are discussed, the following ones are the most vital and important:

- To become knowledgeable and to increase the EFL size of vocabulary and to develop learner's ability to recognize new lexical items.
- ESP teaching and class activities include a high priority of lexis, which is efficacy in developing students' language fluency and accuracy.
- To provide guidelines, to create and to adopt authentic materials and to identify language items through these materials.
- To develop learners' assessments and to motivate them preparing their syllabus and lesson.
- ESP strategies help to focus more on learners needs in order not only to access vocabulary knowledge or some linguistics aspects but also to achieve self-confidence and personal satisfaction.

- To facilitate future professional career prospects to EFL in different disciplines outside the teaching environment and to allow students to produce a coherent and cohesive discourse of a given discipline.
- To cover the acquisition of the linguistics knowledge from language's analysis to language's systematics aspects
- To control the cultural knowledge includes the sociocultural rules, norms of the society, values, tradition, and orientation which make the learners familiar with the foreign world.

Thus, Teaching and Learning English for specific purposes aims to develop both linguistic and professional students' skills and abilities as well as their knowledge and competence.

1.1.7. ESP Challenges

Most of scholars and linguists concentrate on the features of English for specific purposes excepting the difficulties and challenges that could be as a serious dilemma in teaching/learning ESP. English for specific purposes teaching at University level is hindered by several obstacles that make the learning of these courses either a waste of time or a very difficult process for learners (Dudley and John, 1998)

1.1.7.1. To ESP teacher

To develop ESP course, the teacher needs some of the challenges in creating a suitable environment for his/her learners. The following problems are the most common challenges of ESP teacher.

1.1.7.1.1. Specialization (content knowledge)

In the majority of cases, ESP teachers are not specialists in the students' professional domains, so, the first problem in ESP teaching is the struggle to master language and subject matter (Dudley and John, 1998). Teachers find themselves obliged to teach with texts whose

content they know little or nothing about. ESP teachers are GE teachers, due to that fact; they should pass through training operation or development of varied disciplines under their curriculum in ESP module as EFL. So, the lack of knowledge is the first obstacle in the teaching process

1.1.7.1.2. Misunderstanding

Misunderstanding is the second problem in teaching ESP, which concerns the syllabus of a specific course, where the teacher plays the role as a designer, responsible for teaching material and evaluation Hutchinson and Waters (1987). But he/she is not a specialist in a specific area. S/he will face difficulty in choosing the syllabus designee that should get the learners expectation. As a designer, the teacher should include activities, tasks, and even competitions because these activities are very motivational and the students really enjoy discovering the applicability of their new English knowledge. Therefore guidance in developing research skills, writing skills or presentation skills should be an essential part of the curricula.

1.1.7.1.3. Materiel'sselection and adaptation

Choosing materials becomes also a challenge in teaching ESP. The teacher cannot know which ones are important in terms of subject matter for his/her students Hutchinson and Waters (1987). Using texts or books can be an example of the teacher's option. This text should contain some challenges that can activate the professional knowledge of the students and steading to their needs. Nevertheless, there is a wealth of resources available online and the teachers need to encourage students to use them and to guide them by providing their students with a list of useful websites which they can use for learning the new lexical knowledge in their interesting topics

1.1.7.2. To ESP learner

Learner is one of the ESP course practitioners who can face many challenges during her/his course. Dudley and John (1998) list the following challenges as the main serious problems and difficulties

1.1.7.2.1. Learner's needs

The last one is when learners' needs sometimes are not fulfilled by the ESP course. Many of them complain that teachers were incapable to help their students with unwanted problems of learning ESP in their educational setting (Dudley and John,1998).

1.1.7.2.2. Mixed-ability

The same group can consist of two categories of learners. The first one has very good language competence, where they want to practice their general English but they forget about the professional fields. Contrary, the second category cares about the professional area and they are not interested in knowledge of the GE Kennedy and Bolitho (1984). This combination can affect badly on the learners' motivation and the progress of this course. In order to succeed, Kennedy and Bolitho (1984) provide part of the solution in three things: a positive attitude towards ESP content, knowledge of the fundamental principles of the subject area, and the awareness of how much they probably already know.

In sum, the challenges of ESP teaching are specialization or as it's known by content knowledge, misunderstanding, and material's selection. In the other hand, the learner confronts other challenges including the needs and the mixed ability or level in one class.

1.1.8. General English (GE) versus English for specific purposes (ESP)

Hutchinson and Waters (1987) stipulate that "there is no difference between English for specific purposes and General English in theory". However; there is a slight difference

between them practically. The first point is that GE or known as English for Educational Purposes is taught in all educational levels to learners who have general purposes of the language and general educational aims as success in their exams. It taught from point A to an indeterminate point. However, English for specific purposes learners are usually advanced students who mainly aware of their goals and why they need English language (Basturkmen, 2006). In addition, ESP aims to meet their special requirement of learning and particular instructional objectives in their fields of study. Of these, English foreign language is more similar to be as ESP learners because they have special purposes and they do not concern only about the language structures and general knowledge but also about all the languages variation in different contexts to achieve their main objectives.

The second point is that ‘The general with which we are contrasting the specific is that of General education for life ,culture ,and literature-oriented language course in which the language itself is the subject matter and purpose of the course’ Robinson (1980,p.6).The aforementioned quotation spoke about the General English approach which involves all the four skills:writing, speaking,listening, and reading are stressed equally.GE developed the language structures (isolation),grammatical functions and the cultural aspects in its operation of teaching. Nevertheless, Hutchinson and Waters (1987) state that ESP teaching approach is learning-centered approach where the learners are more active and they construct knowledge in order to learn it. In other words, ESP sets the focus on needs analysis that determines which language skills, methods, knowledge are most needed by the learners. For example, the EFL are definitely has been succeed in the fundamental principles of English language and now they are concerning to cover more lexical knowledge in different interesting domains and combines not only the development of language skills but the acquisition of specific information which could be a highly motivating for them. This meaningful context increases motivation that is a positive indication of successful learning.

Another curial point is that GE courses are designed to provide learners a compulsory module at school so as to succeed in the exam. It tends to begin from a definite point to indefinite one (Basturkmen, 2006). However, Hutchinson and Waters (1987) define ESP as an advanced approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning. This means that ESP courses focus on learners' needs and purposes and languages context to increase motivation and positive indication of successful learning. Mackay and Mountford (1978) argue that ESP covers fields varying from Management and Business to Medical Sciences or Tourism which can surely constitute wealthy information and a significant role in lexical competence of EFL to overcome their problems and difficulties in English speaking community. Subsequently, there is a solid connection and proportion between ESP courses end and general English (GE).

In a nutshell, ESP context should be preceded by a measurable background of GE and in the same time the latter should include the ESP typical specialization in different fields because the EFL learners are asked to follow and acquire some basic qualifications and should understand any content area. From the interactional perspective, there is a consistent between ESP and GE.

Section Two: ESP Related Issues

Research on English for specific purposes has increased at a fast. Although a number of studies have been conducted on this topic, not many researchers have attempted to define or clarify these terms. In this section, the concept of ESP is related to many issues; needs analyses, course design, syllabus design, materials and methodology in addition to the role of practitioner.

1.2.1. Needs Analysis (NA)

The term “Needs Analysis” is regarded as an essential subject of research in the field of ESP. Richards, Platt, and Platt (1992,p.242) state that “NA is the process of identifying the necessities for which a learner or a group of learners in order to acquire the foreign and gathering the information about their needs depending on their preferences”. As one can see, is sheds the light on the pragmatic part of this process since its systematics aims at arranging the information about the learners’ needs and to make the course design basics on the previous information and on the curriculum language’s theories. Accordingly,Dudley (1998)confirms that NA is analyzing the specific needs of a particular group. In other words, NA is as a technique and a procedure used for collecting data that are essential in syllabus and course design. Lastly, Kandil(2002) uses the following diagram that divides needs into two types:

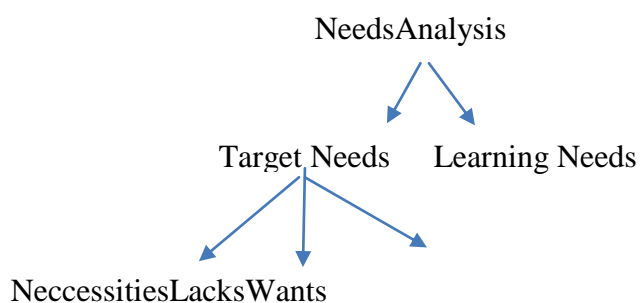


Figure 1.7: Types of Needs Analysis (Kandil, 2002,p 43)

1.2.1.1.Target Needs

According toKandil (2002), target needs include a set of important distinctions in terms of necessities, lacks, and wants. It is a type of NA which pinpoint on the objectives, perceived, and product-oriented needs of the learners in the target situation.First, necessitiesrefer to the process of what the learner should know what are the linguistic elements of the target situation to successful performance. Second,to identify the learner’s lacks; learner should know the target existing proficiency than, you can decide what are the learner’s lacks.

Therefore, it is the aim behind using English. Lastly, Learners are surely having a clear view of their needs in the target situation. Those needs are wants based on gathering information of the TS demands.

1.2.1.2. Learning Needs (LN)

Learning needs is a particular state of knowledge in teaching/learning language process. According to Hutchinson and Waters' perspective (1987, p.8) who declare that 'tell me what you need English for and I will tell you the English that you need'. And they assume that LN is concerning the identification of needs of learners; the students' abilities to learn /require the English language should be developed in the same manner as their learning skills and language use.

In brief, NA is considered to be the cornerstone of ESP in terms of language skills, language knowledge that is used in the target situation. Only after implementing needs analysis, teachers could obtain information about learners to evaluate syllabus progress in order to develop the course's curriculum content and to select materials and methods for the purpose of increasing the learners' motivation and success.

1.2.2. Course Design

Course design refers to the using plan for successful learning. Carter (1983) presents course design is a result of NA and its focus not only on the subject area of the learners but also the lexical, semantic and structural aspects of the language characteristics of that specialized area. In this respect. Hutchinson and waters (1987,p. 21) suggest that 'designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent process of syllabus design, materials writing, classroom teaching, and evaluation. Some of these questions are:

- Why does the student need to learn?

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

In the same sense, Hutchinson' and waters' theories (1987) have gone further in developing the ESP course design. They identified three main approaches related to the first one is Language-centered course design which is considered to have the simplest kind of course design and it focuses on the linguistic performance of the learner in the target situation. The second one is Skill-centered approach to course design concerned language use more than language learning in a way that it put emphasis on the development of skills and strategies that should remain active after the ESP course,by making learners better processors of information.It tends between performance and competence in presenting its learning objectives.The last one is Learning-centered course design is one of the prominent approaches in recent research which considers the learner as a core component in designing a course on the premise that the learners' motivation, previous knowledge and learning experience.

1.2.3.ESP Syllabus

Designing an ESP syllabus is a difficult task to form because of its significant and complex role. Hutchinson and Waters (1987, p.80) claim “a syllabus is a document which says what will (or at least what should) be learnt”. Thus, syllabus designers need to be aware of the different functions the syllabus fulfills so that it can be designed and used most appropriately.

The nature of the content is extracted from real life situations in which the syllabus designers have to select the most relevant language discourses that will supply for learners target requirements. Accordingly, (Yalden, 1987, p.94) “one might begin with grammar and pronunciation only, as one does in a structural approach, but introduce work in the language functions, and in discourse skills fairly early and in time increase the component of the course”. So, it is important to present the language using an eclectic method by combining the required features of the language systematically and gradually according to the target objectives.

The syllabus is also an essential document for the successful teaching/learning process since it provides him/her a set of principles for materials production, testing, and methodology.

1.2.4. ESP Materials

In broad sense, materials are the different linguistic and non-linguistics tools that are used to facilitate the teaching-learning process. In line with this, Hutchinson and Waters (1987, p.106) “ESP materials are the most characteristics in practice”. To put it simply, materials are the vehicles that lead learners to reach their goals and to meet their needs. In addition, Graves (2000, p 27) asserts “Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course.’. For this, materials are the very useful means in language teaching. In the same vein, (Hyland, 2006) argues that materials can be anything used to help learners getting better understanding and improving their levels. Such materials can be textbooks,

workbooks, texts, activities, visual aids and so on. Variety in choosing materials is needed in English for specific purposes teaching so that the learners can be stimulated and motivated. The variety of ESP materials may ease the lesson and may appear most interesting and clear.

1.2.4.1. The role of ESP materials

Materials play a crucial role in ESP teaching. They have received considerable attention in the literature of the subject. The teacher can adopt appropriate materials to teach vocabulary content and grammar rules.

- **Teaching Vocabulary content**

When selecting ESP materials, a great consideration must be given to vocabulary content since it presents the main concern of students' needs. In ESP, Kennedy and Bolitho (1984, p. 56) state "specialized texts of any sort, whatever written or spoken, exhibit various characteristic lexical features.". Thus, ESP materials are of different forms and contain different vocabulary content; the selection depends on the needs of the course, intended language and the degree of authenticity, and the students' level and specialty.

- **Teaching Grammar Rules**

Vocabulary takes a great part within ESP classrooms. But knowing vocabulary without mastering grammar rules cannot help students in their studies since grammar has its importance as well. Though discourse can be understandable with wrong grammar rules' use, but it would not be coherent and appropriate, and the meaning of the discourse would not be accurate (Kennedy and Bolitho, 1984)

All in all, the ESP materials have a pivotal role in EFL because they offer the learners the opportunity to involve in real language within the target situation. They stimulate and support language instruction in ESP teaching practice and provide learners a chance to get

acquainted with a variety of language samples by scaffold their understandings of language use.

1.2.4.2. Authenticity and Specificity

One of the features of ESP is when the issue of purpose focuses on the term ‘authentic’ denotes texts that have not been specifically produced for the purpose of language teaching (Johns and Evans, 1998). Therefore, authenticity plays an important role in demonstrating ‘real’ language use and their selection usually follows the stage of needs analysis which has to take account of various factors such as the content of the materials, which must be appropriate to learners’ age, interests, needs and goals, proficiency level, etc. Secondly, the question of subject specificity remains a controversial issue in English for Academic purposes (Johns and Evans, 1998). EAP should concentrate on general ‘study skills’ which ought to be appropriate for learners in any discipline and they attempt to prepare those learners for the specific demands made on them in their subject matter because learners are motivated by more specific work Swales (1988). In line with this, English teachers cope with materials that require some greater knowledge of the subject matter than is required in teaching more general EAP.

1.2.4.3. Materials selection and developments in ESP

Choosing ESP materials determines the running of the course and underlines content of the lesson. Hyland (2006) argues that good material should help teacher, in organizing the course or what is more. It can function as an introduction into the new learning techniques, and support teachers and learners in the process of learning. Whereas, EFL teachers spend a great deal of time searching for appropriate materials to their learner’s needs. But these teachers usually discover that the chosen materials do not contain exactly what their students require (Nunan, 1998). In order to ensure that the language and content covered in the materials are suitable to the learners’ need and that the learners are properly prepared for the

real-life situations of the target language, teachers are often required to write their own instructional materials from authentic sources. This process should be depending on two aspects:

- **Alternate materials:** when the teacher discovers that the used materials are not effective to achieve learners' needs, therefore he needs to modify and/or change them.
- **Creative materials:** when the teacher failed to gain the set objectives of learners via preceded materials; he needs to seek for others.

1.2.4.4. Assessment and Evaluation

Assessment and course evaluation are two important steps in ESP teaching process. Hypothetically, Hutchinson and Waters (1987) claim that ESP course is supposed to be successful; it is set up to fulfill particular learners' needs and enable them to perform specific things with language. Normally, the ESP course has specified objectives, which have to be assessed and measured. Hutchinson & Waters (1987) propose a complementary procedure based on two levels:

- **Learner Assessment**

The main task of this procedure is to measure the learner' performance and level of proficiency. In other words, what they actually know in terms of language knowledge at this level of the course achievement. Assessment also elicits learners' linguistic problems and difficulties and sets other views for pedagogical solutions in the next course (Evans and Johns, 2009).

- **Course Evaluation**

The evaluation of ESP course is necessary whether the sets of objectives designed were achieved or not. Both learner assessment and course evaluation facilitate and help to provide

the teacher with feedback on the efficiency of the course, the teaching methods and materials, and the improvement of the necessary revisions in the ESP course design (Evans and Johns, 2009).

To sum up, the previous data improve the adopted materials to determine ways to manage the classroom teaching.

1.2.5. ESP Methodology

ESP methodology is underpinned by the learning-centered approach. For this, Hutchinson and Waters (1987, p142) claim that there are two crucial points related to ESP methodology:

5.1. There is nothing specific about ESP methodology. The principles which underlie good ESP methodology are the same that underlie ELT methodology in general. Similarly, at the level of techniques, the ESP teacher can learn a lot from General English practice. The teacher who has come to ESP from GE need not to think that a whole new methodology must be learnt. The acquired classroom skills and techniques in General English teaching can be usefully employed in the ESP classroom. This means the ESP methodology does not differ from the GE methodology and ESP teacher uses the same principles of teaching as GE teacher.

5.2. What happens in the classroom is not just an afterthought to be grafted on to ready-made materials and syllabuses. The activities in the classroom should feedback to all the other stages in the course design.

1.2.6. ESP Practitioner

1.2.6.1. Characteristics of ESP Teacher

In the fields of teaching English for Specific Purposes, there is a long discussion about who is the perfect teacher for the ESP course, EFL/ ESL teacher? Some of them believed that, EFL teachers are not able to teach such courses because of their narrow knowledge about subject

matter. Moreover; they asserted that ESP teacher should have enough knowledge, skills and qualities as GE teacher to avoid any language's problems (Evans and Johns, 1998). In other words, ESP practitioner should be able to think within the discipline to which their students subject interest. However, Hutchinson and Waters (1987) argue that the ESP teacher should have the same qualities of the GE teacher the ability to master the target language because the expert of the field is the only the knowledge of the best methods and techniques in designing ESP course. This means that the ESP teachers should start their ESP practice with prior and appropriate training when they were ELT learners and concentrate on fostered their crucial aspects practice.

1.2.6.2. Training of ESP Practitioner

The training course refers to activities directly focused on teacher's present responsibilities and it 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 Forrell, 2005, p. 03). However, it is surprising that ESP teacher training has been neglected though there has been an increasing demand for courses in ESP. Most of the Algerian Universities do not have training programs for ESP teachers who may have started their career as ESL (GE) teachers. For those reasons Geteachers cannot develop a successful an ESP course, but with a pre-service ESP teacher training programs there will huge different.

1.2.6.3. The Role of ESP Teacher

To be an ESP teacher entails to perform various roles along with the objectives' needed to reach. In this vein, (Swales, 1988) presents five different roles as follows:

- **As 'Teacher'**

ESP teacher has the same roles of the GE teacher. It is in the performing of the other four roles that differences between the two emerge. In order to meet the specific needs of the

learners, by gathering information of the weak and the strong points about them and adopt the methodology and orchestrate rich activities of the target discipline. In this stage the teacher can be considered as the primary source of input that is understandable to the learner.

- **As ‘Collaborator’**

When team teaching is not a possibility, the ESP Practitioner must collaborate more closely with the learners for the matter of helping him/her to be more familiar with the specialized content of materials than the teacher himself or herself .In turn, the learner also will make the teacher know about his/her learning problems to resolve them Orr (1995).

- **As ‘Course designer and Materials Provider’**

In this part, the materials and the courses are designed depending on learners’ needs. Firstly, the course designer should be familiar with the major information about the learners, his/her necessities and purposes then, selecting, modifying ,or creating appropriate materials according to his/her learners ‘needs. He should also be familiar with those materials and how could he/she use them to avoid decreasing their motivation use (Evans and John, 1998). The major aim of those courses and materials is to motivate learners for better performance in their academic or professional setting.

- **As a ‘Researcher’**

ESP practitioners generally need to be able to carry out many researches to understand the discourse of the texts that students use (Evans and John, 1998). Hence, the teaching of ESP classes requires a great effort. The ESP practitioner is involved to make investigations about the genres of texts, language and skills used in a specific field of study.

- **As an ‘ Evaluator’**

Evaluation involves testing, measuring and judging the students' progress and the achievement of language proficiency the focus here, on the students' learning and learning feedback (Evans and John, 1998). .

To conclude with, ESP teacher plays many pivotal roles. He is asked to follow and acquire some basic qualifications and standards about teaching English for specific purposes.

Conclusion

The foregoing chapter aimed to shed the light on ESP concept and its different aspects. We tackled this concept generally to stress its importance in relation to essential fields in teaching English language. Teachers need to perform many roles to meet the learners' needs. Furthermore, It aims to raise both learners' and teacher' awareness of ESP and to focus on ESP as an approach or an instrument of language teaching. We also, dealt with issues such: needs analysis, course design, syllabus design, materials, methodology, and practitioner which are related concern and overlap with ESP learning /teaching process.

Chapter Two : Lexical Competence

Introduction

Lexical competence in EFL/ESL requires more than knowing vocabulary of the target language. It requires being knowledgeable of all aspects of the lexical knowledge. The present chapter is divided into three sections. The first section is about learning and teaching vocabulary in EFL classes including their main strategies and principles. The second section is devoted to the lexical competence concerning the difference between vocabulary and lexis, the definition of lexical competence, lexical items and the vocabulary/lexical knowledge and its importance. In the last section, the focus is on the relation between ESP vocabulary and lexical competence and how these two factors can improve the communicative competence of EFL learners.

Section One: Learning and Teaching Vocabulary

Learning and teaching vocabulary have an important role within English language. They include the developments of new words in order to enhance the learners' critical thinking and their knowledge.

2.1.2. The vocabulary Learning Strategies

English learners are aware of the paramount role of the vocabulary in both the progress of their language skills and the improvement of their communicative performance. Consequently, many scholars suggest learning vocabulary strategies as methods that students metacognitively employ to enhance their own learning. Gu and Johnson (1996) list four important categories of these strategies which are strategies, cognitive, memory and activation strategies.

2.1.1.1.The metacognitive strategies (MCS)

The metacognitive strategies are the first ones which focus on choosing the appropriate words and selecting the most essential comprehensive vocabulary Gu and Johnson (1996) . Also they stress on self-initiation in order to use various methods to interpret meanings of words.

2.1.1.2.The cognitive strategies (CS)

According to Gu and Johnson (1996), the cognitive strategies are the second ones; they rely on the learners' guessing of the words from his/her background information. In this stage, the learner can use linguistic items, dictionaries or even notebooks.

2.1.1.3.The memory strategies (MS)

The third type of strategies is related to memory. They are classified into two distinct categories; rehearsal and encoding strategies. Word lists and repetition are instances of rehearsal strategies. Encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic, and contextual encoding as well as word structure which includes; analyzing words. The learners do some types of exercises such as crossword puzzles, notebooks, and flashcards to provoke their mental process and memory.

2.1.1.4.The activation strategies (AS)

The last strategies depend on the activation of application of the vocabulary knowledge in different contexts. To put it simply, activation strategies are when the learner use words from learning process in real situations in order to know their different meanings and to guarantee the ingrains of these words.

2.1.2. Explicit and Implicit Vocabulary Learning

Apart from vocabulary learning some researchers believe that most of the acquired vocabulary is implicit. From the other side, some others believe that this idea is false. A point of agreement, however, it is held by McDonough and Shaw (2003) state that many practitioners believe that vocabulary development is essentially what is known as explicit-implicit continuum, where learners may benefit from explicit or implicit learning depending on the stage of their language learning.

In short, the learning vocabulary strategies are very essential piece in English Foreign language. The teachers should motivate their learners to use those techniques in order to avoid the obstacles in language use and to measure the success in their lexical competence.

2.1.3. Teaching vocabulary strategies (TVS)

Teaching vocabulary strategies refers to the fundamental tools and techniques which are used by teachers in assessing students. Thornbury(2002) asserts that teaching words is a crucial aspect in learning a language. In other words, it is one of the most discussed parts of teaching English as a foreign language since it is impossible to learn a language without words; even communication between human beings is based on words. Accordingly, Hatch and Brown (1995) declare that both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language. This means that English language practitioners are aware of the importance of this aspect in developing their level.

When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The

teacher should prepare and find out the appropriate techniques, which will be implemented to the students. Firstly, Hatch and Brown (1995) claim that a good teacher should need to follow some steps:

- S/He should prepare her / himself with various and up-to-date techniques.
- S/He needs to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.
- S/He should be concerned that teaching vocabulary is something new and different from student's native language.
- S/He has to take into account that teaching English for young learners is different from adults.
- S/He has to know the characteristics of his/her learners.
- S/He needs to prepare good techniques and suitable material in order to gain the target of language teaching.

As result, to seek the developments of the learning, and practicing vocabulary items of learner, teachers combine more than one technique, instead of employing one single technique in presenting that vocabulary. Thus, Hatch and Brown (1995) state the following techniques of teaching vocabulary:

2.1.3.1. Using Objects

Objects can be used to show meanings when the vocabulary consists of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

2.1.3.2.Drawing

Drawing can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

2.1.3.3.Using Illustrations and Pictures

Using illustrations or pictures from many different sources is an excellent means of making the meaning of unknown words clear and helps to make the word more memorable.

2.1.3.4.Contrast

Using synonyms is a helpful way to expand learners' vocabulary. Some words are easily explained to learners by contrasting them with their opposite.

2.1.3.5.Enumeration

An enumeration is a technique that helps when any word is difficult to explain visually. It is a collection of items that is complete, ordered listing of all of the items in that collection.

2.1.3.6.Expressions and Gestures

Second language teachers use gestures as a teaching strategy to help their learners in the process of memorizing the second language lexicon.

2.1.3.7.Guessing from context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists.

2.1.3.8.Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn. They attempt to remember these words in order to use it in real situations.

2.1.3.9. Translation

Translation is not about the creation of learner's needs or motivation, but it is to think about word meaning. Thornbury (2002) argues that in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary. That is to say, teachers consider the translation of words from L2 to L1 a useful technique to understand the exact meaning.

To sum up, the previous presented techniques are advantageous for English teaching vocabulary process. They could be as a significant source of instruction and solutions for EFL teacher for presenting the meaning and form of vocabulary.

2.1.4. Principles of Teaching Vocabulary

The principles of teaching vocabulary are the effective way that should the teacher involves while teaching vocabulary. According to Nation (2001), firstly, teachers should be familiar with all the burdens of their learners. Then, he can instruct some principles to facilitate the teaching of vocabulary process. Nation (2001) proposes the following aspects as the main burdens of teaching vocabulary:

Aspect	Part	Definition
--------	------	------------

Meaning	Form and meaning	Is the word a loan word in L1?
	Concept and referents	Is there an L1 word with roughly the same meaning?
Form	Associations	Does the word fit into the same sets as an L1 word of similar meaning?
	Spoken form	Can the learners repeat the word accurately if they hear it?
	Written form	Can the learners write the word correctly if they hear it?
Use	Word parts	Can learners identify known affixes in the word?
	Grammatical functions	Does the word fit into predictable grammar patterns?
	Collocations	Does the word have the same collocation as L1 word of similar meaning?
	Constraints on use	Does the word have the same restrictions on its use as an L1 word of similar meaning?

Table 2.1.1. Aspects to Teach vocabulary Nation (2001, p.27)

The table above shows three aspects, namely meaning, forms, and use .Each one of these aspects has its one part which includes a list of questions. The answers of these questions formulate a set of the main problems in learning vocabulary. Nation explains them as follow:

- Form is divided into spoken form which focuses on the pronunciation practice of new words, where the teacher gives opportunity to his/her learners to acquire the correct stress pattern of syllabus and written form concerning spelling of words and word parts (nouns, verbs, adjectives and all the all the speech words).
- Meaning involves two aspects; the first one deals with the words' reference as denotative meaning whereas, the second deals with the sense relations that exist among words
- Usage is about the situation when the word is used or is not used in speaking or writing activities.

Secondly, after identifying learner's burners, it is possible to give some teaching vocabulary guidelines and principles. To Nation (2005), six principles in the teaching vocabulary are:

- Keeping teaching simple and clear without any complicated explanations.
- Relating present teaching to past knowledge by showing a pattern or analogies.
- The teacher should Using both oral and written presentation.
- Giving most attention to words that are already partly known.
- Telling learners if it is a high-frequency word that is worth noting for future attention.
- Avoiding unknown or poorly related words like near synonyms, opposites, or members of the same lexical set.

To conclude, the teacher should use easy words and a simple language to facilitate the comprehending operation of his/her students .Also, the should not develop just the new words of learners but also s/he should link them with their background information .In addition, the four skills should be developed and the learner should be aware about all the vocabulary aspects. Therefore, the principles of teaching vocabulary are attempt to the mastery of vocabulary knowledge and to t develop learner's language use and skillsin order to achieve fluency and accuracy in their level.

Section Two: Lexical Competence

2.2.1. The Difference between vocabulary and lexis

2.2.1.1.Vocabulary

Vocabulary is the person word's knowledge employed by a language. Hatch and Brown (1995,p.1) state that vocabulary is a list or set of words for particular language or a list or set

of word that individual speakers of language might use. This means, vocabulary is about the usage of words in a particular language as a means of communication and acquiring a knowledge. Similarly, Webster Dictionary (2015) defines vocabulary as “The words that make up a language; all of the words known and used by a person: words that are related to a particular subject.” In other words, vocabulary is referred to the amount of words that a person knows and uses. Finally, Cambridge Dictionary (2016) describes it as “The words that are known or used by a particular person, or that are used in a language or subject.” That is to mean that it is language user's knowledge.

2.2.1.2.Lexis

The term lexis derives from the ancient Greek for ‘word’, it refers to all the words and phrases in a language, and the entire vocabulary of a language. It is not only associated with words, but expands to include other layers of lexical knowledge (Van Vlack, 2013). In the same vein, Nation (2001) explains that lexis comprises a system of word units, which relates to other units creating a network of meanings ranging from polysemy, collocation, ambiguity, synonymy and frequency). From a linguistic perspective, lexis is the stock of a given language and it is referring to lexicon, lexemes and lexical items or word forms and it is one essential component of language and language development.

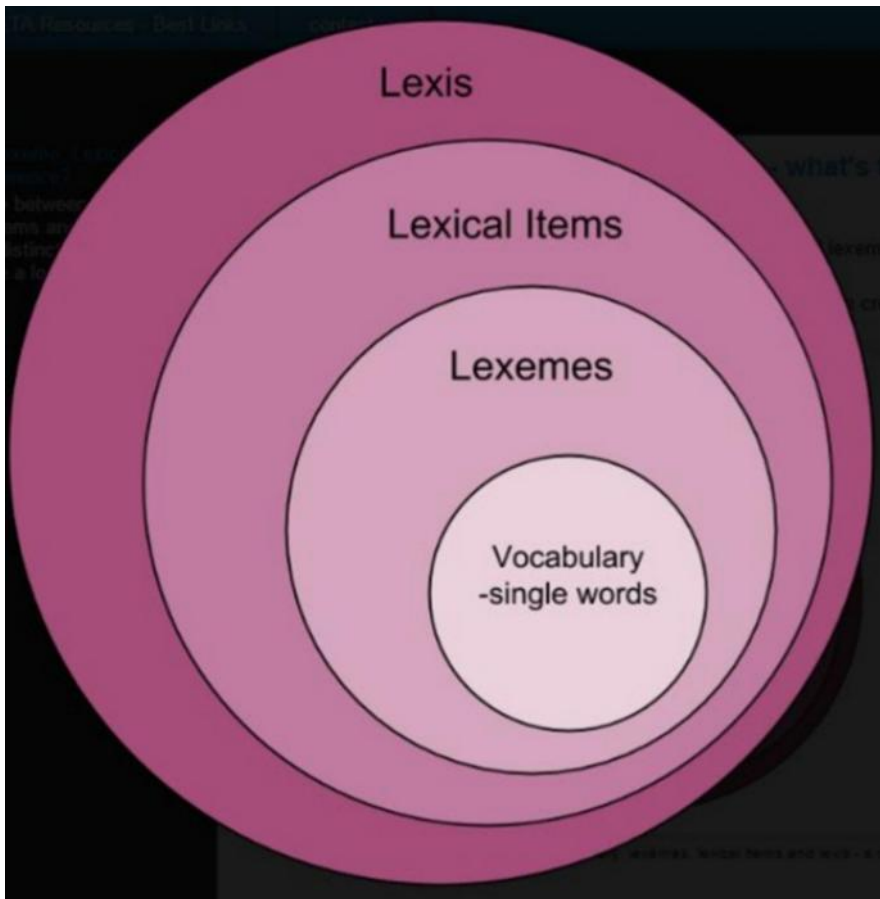


Figure 2.2.1. Difference between vocabulary and lexis Van Vlack (2013)

However, there are other scholars of applied linguistics who define Vocabulary and Lexis as one concept. For instance, Jackson and Amvela (2000) suggest that vocabulary, lexis, and lexicon are synonymous. As a matter of fact, the lexical mental or lexical knowledge is the knowledge of words and vocabulary.

1.2.4. The Lexical Competence

Lexical Competence is a core component of language users and it is considered as an essential part of language teaching and learning process. To understand what lexical competence is, it is essential to try to understand what it means to know a word. Indeed, reaching a higher level of developments in the lexical competence, is related to two main factors: lexical items and lexical/vocabulary knowledge.

1.2.4.1. Lexical items

Since the 80's vocabulary/ lexical knowledge became a 'hot' topic for research because of its important role in acquiring EFL learners' store of words .express ideas, emotions and desires, and more particularly to achieve academic and professional success. Within this field of investigation, it is worthy of emphasis to ask the initial significant key question of what are the lexical items that constitute the vocabulary/lexical knowledge? Different views advocated by different researchers have tried to describe the components of this knowledge in form of lexeme and words Richards(1976).

2.2.3.1. Lexeme

Lexemes refer to headwords or units of meaning that realize word formation. In line to this, Carter (1998) stated that a lexeme is the abstract unit which undertakes some of the variants observed in relation to a word. In more simple words, lexemes are applied to single or more than one words.

2.2.3.2. Multi-word units (MWU)

According to Burns & Joyce(2001, p.4) multy-word units are very common aspects of language use and serve the purpose of easing the task that speakers and writers have in producing language under pressure. MWUs refer to, at least, two words with a fixed or semi-fixed form involves idioms, phrasal verbs, and compounds words etc (Burn and Joyce, 2001). In addition, Decarrico, (1991) list the coming major four types of chunks in which the aforementioned MWUs are classified.

- **Polywords**

The single words that resemble to those fixed phrases that are shorter in length such as, by the way and however.

- **Institutionalized expressions**

Long fixed lexical phrases that refer to sentence structure in length. They function as individual utterances that including proverbs, aphorisms and formulas for social interaction for examples, nice meeting you (closing).

- **Phrasal constraints**

They embrace short- to medium- length phrases composed of a basic frame with one or two slots that can be filled with many words or phrases. As example, in short (express summarizing).

- **Sentence builders:**

phrases that provide the framework for complete sentences, consisting of one or more slots whereby a whole idea can be delivered .For example, phrases that express request (would you help me?) , evaluation, and assentation.

2.2.3. Categories of words

Knowledge of word categories building processes is necessary to teach and learn lexical knowledge in any language. Kennedy (2003) classifies the words' categories as follow:

2.2.1.3. Function words

Function words are known as grammatical or structural words, which are smaller and finite in number. These are limited to pronouns, articles, auxiliaries, prepositions and conjunctions make up over 20 per cent of the overall word we ever use.

2.2.1.4. Content words

Content words are as vocabulary words that subject to historical change because they expect new forms and meanings rather than grammatical ones.

2.2.1.5. Word Classes

The former class of words can be referred to as lexical words, as parts of speech or as syntactic categories. These include namely, nouns (tree), adjectives (nice), verbs (can, put) adverbs (every), determiners(that), prepositions(of), pronouns(who, I), conjunctions(but), (Harmer, 2001).

2.2.1.6. Word families

Thornbury (2002) declares that word families are different forms of the same base which are closely linked in meaning. In order to serve the basis for vocabulary expansion, the learner should know the different functions of word families in the sentence .For example, danger (noun)/ endanger (verb).

2.2.1.7. Word meanings

Word meanings are how the meaning of one item relates to the meaning of others .They depending on the assumption that words cannot stand alone but they have a sense relation with each other.Slobin (1997) lists the following lines:

- **Antonyms**

Antonyms are items that mean the opposite. To use the example provided by Thornbury (2002), we say that young woman is opposed to old woman, and an old record player is contrary to a new (not young) one, but old boyfriend is either young boyfriend or new boyfriend.

- **Synonyms**

Synonyms are items or phrases that mean the same or nearly the same. Hatch and Brown (1995, p: 19) claim that it is necessary sometimes to select and use synonyms to make in our lexical choices more precise. For example bright, clever, and smart may serve as synonyms of intelligent. That is to say, learning and using synonyms in different contexts develop learner's lexical competence.

- **Hyponyms ,Co-hyponyms, and Superordinate**

Firstly, hyponyms are encompassing large groupings of words under one superordinate term. Secondly, co-hyponyms (coordinators) are other items that are the same kind of things. Lastly, superordinate are general concepts that include group of items. Harmer(2001,p.19) present the follow figure is shown an example for the three categories:

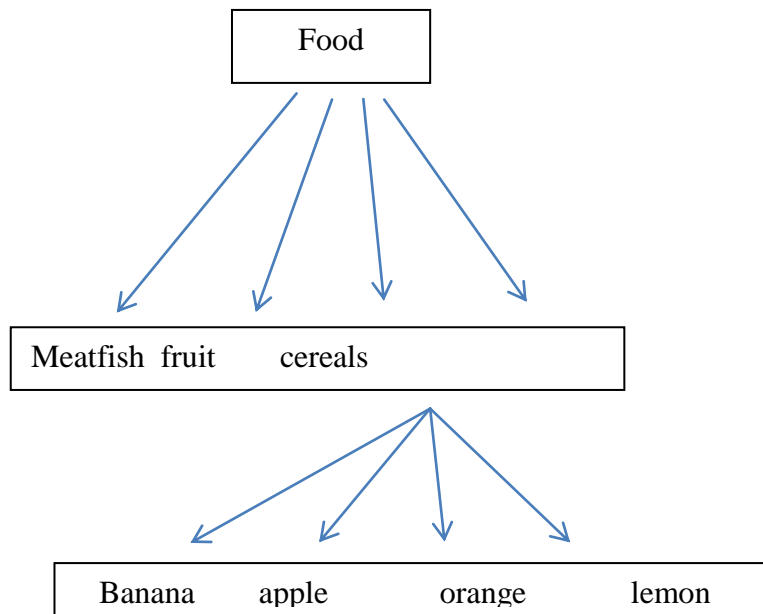


Figure 2.2.2. Hyponyms and Superordinates (Harmer,2001,p.19)

The above figure presents hyponymy relation in which the word fruit is a hyponym of food a superordinate. Words as meat, fish, fruit, and cereals are within the same co-hyponyms.

- **Polysemy**

Polysemy means one word carrying multiple variants in meaning, each of which is known as a polysemy(Gairns& Redman, 1986)

- **Homonyms**

Homonyms refer to words that have the structure but unrelated meanings.) Carter (1998) claim that there are three types of homonyms namely: firstly, homophones that are different in spelling but identical in pronunciation e.g., two and too .Secondly, homographs which are words that share the same spelling but different pronunciation (e.g., Read/red/, /ri:d/) . Finally, homomorphs which are applied to name words with the same spelling and different grammatical functions (e.g., change can be nouns and verbs.

2.2.1.8. Word structure

In learning items for the first time, the teacher should train his/her students on how the words are structured in different parts and he also should require their attention on different important elements (Laaraba, 2007).

- **Morphemes and Morphology**

The first one is morphology which can be defined as the study of the internal structure of words which includes the creating of new words in language. The next one is morphology which can be a word or as a part of it in order to describe the smallest significant meaningful lexical and grammatical unit in language. For instance, the plural 'S' in the end of words e.g., tables changes the morpheme table from singular to plural. The same thing for the final 'ed', and some other affixes like un in unaccepted to convey negative meaning (Laaraba, 2007).

- **Roots and Affixes**

The word is composed from roots which constitute the word and the affixes at the beginning (prefixes) or end (suffixes) of this word. Derivational (from noun to verb, creolized), inflectional (plural s and past tense ed) and borrowed affixations (They are counted by morphologists as follows: a, ab, ad, com, de, dis, ex, re, sub, bi, non) are three types of affixes that are there to constitute the English language (Gairns & Redman, 1986).

2.2.1.9. Word formation

To understand lexical knowledge, it is important to know the different aspects of word formation which are vocabulary items; one-word or multi-word. Thus, word formation is the creation of a new word. Hatch & Brown (1995) present the following:

- **Agglutination:** is making new words from existing ones by adding affixes (in beginning or end of a word) for example : unhappy ,careless.
- **Back formation:** is removing seeming affixes from existing words, like: project/projection.
- **Blending:** is a word formed by combining two or more of older words, like ‘smog’, -which comes from ‘smoke’ and ‘fog’.There are two mechanisms of word blending. Firstly, acronym is a word formed as an abbreviation from initial letters of the words, as in ESL (English second language). Secondly, clipping is taking new formation of the word by shorting it, e.g. ‘ad ‘from advertisement.
- **Calque:** borrowing a word or phrase from another language by literal, word-for-word or root-for-root translation; for example, the English phrase to lose face, which is a calque from Chinese.
- **Compound:** are two or more words linking to create a new one more, like homebuilder.
- **Collocation:**is how words go together in sentence and it may be strong or weak. Strong collocations are where the link between the two words is quite fixed and restricted
- **Conversion:** forming a new word from by changing it from one class to another one, like forming the verb email which formed from the noun email.
- **Neologism:** a completely new word, like quark.

In short, lexical items’ acquisition is an essential part of lexical competence. Learners should be familiar with all the various items that constitute a word, considering simple patterns and complex ones as well under the umbrella term of lexemes and words to master their language knowledge and developing their lexical competence.

2.2.4. Lexical/Vocabulary Knowledge

Lexical knowledge or Vocabulary knowledge is defined by Laufer and Goldstein (2004) as “the sum of interrelated sub-knowledge’s” or “...construed as a continuum consisting of several levels of knowledge, starting with superficial familiarity with the word and ending with the ability to use the word correctly in free production” (p. 400). In other words, learning a word or lexical item is approached as learning the forms and meanings overlooking the cognitive effort and the need of using the word in varied and multiple communicative contexts. In Alqahtani’s words (2015, p.2) claims that “vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication”. After all, if learners are not exposed to systematic vocabulary knowledge learning opportunities, their vocabulary or lexical size does not expand Hatch and Brown (1995). Therefore learners lexical or vocabulary knowledge relies on the breadth and depth of Lexical Knowledge and its perceptive and productive ones.

2.2.4.1. Breadth of Lexical Knowledge

Breadth of lexical knowledge is mostly associated with the number of words (size) a person knows; however, not much has been said about the quality of the lexical items learned. Hatch and Brown (1995) state that “breadth of vocabulary knowledge (or vocabulary size), means the estimated number of words that a learner knows” .Subsequently, EFL teachers should plan for lexis to be continuously expanded through lessons, courses, and the curriculum giving learners opportunities to explore the connections between lexical choices and the purpose of communicative events, making evident the need to expand the lexis to match those purposes.

2.2.4.2. Depth of lexical Knowledge

The depth of lexical knowledge is concerned with learners' level knowledge of a word. According to Shen (2008), the depth of vocabulary knowledge is termed as the learners' understanding of various aspects of a given word, or how well the word is comprehended. Also, it is considered as one of the main dimensions because it strengthens reading comprehension (Shen, 2008).

2.2.4.3. Receptive Knowledge

Receptive knowledge is a set of words that learners recognize and understand when they are used in context, but which they cannot produce. For this, Nation (2001) states that productive vocabulary refers to the words those students can pronounce, spell and write. As if, it does not involve how to use the words in grammatical pattern but also it was associated with the listening and reading skills and how the learners recognize the words while the previous two skills Nation (2001).

2.2.4.4. Productive Knowledge

According to Nation (2001), productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing; it involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others Hatch and Brown (1995). In a broader sense, the productive vocabulary refers to the set of words used to produce the messages which are based on speaking and writing skills to help learners to produce communication.

From this perspective, productive mastery is more difficult and advanced because more word knowledge components are required and many of these components are contextual in nature, thus taking a long time to be developed Hatch and Brown (1995).

2.2.5. The importance of Lexical/Vocabulary Knowledge

In order to understand the language, vocabulary knowledge is crucial to be mastered by the learner. It is needed to express our ideas and to be able to understand other people's sayings. Hornby (1995) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). The mastery of lexical Knowledge refers to the great skill in processing words of a language. For that reason, the biggest responsibility in increasing the knowledge is in students desire to learn vocabulary/lexis. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, the mastery of vocabulary knowledge is an individual's great skill in using words of a language, which is acquired based on their own interest's needs and motivation. In addition to that, no one can deny that lexical knowledge plays an important role in the four language skills and it has to be considered as one of the needed components of language.

Section Three: ESP and Lexical Competence

English language lexical competence is vital for ESL and EFL learners who are aware of the limited lexical knowledge cause a limited understanding in the four skills. Thus, many linguists (such as Carter) argue that the different specialized vocabulary in teaching English

for specific purposes has an important role in developing the lexical competence of EFL/ESL learners.

2.3.1. Types of vocabulary in ESP teaching

In ESP concept, the different types of vocabulary are paramount components in the successful of learning/teaching process. Students should be exposed to a variety of words in different areas to develop their lexical competence.

2.3.1.1 Spoken and Written Vocabulary

Spoken vocabulary is the main source of the communicative language .While the written vocabulary is the fundamental source for input (Schimtt and McCarthy, 1997).In other words, the spoken vocabulary is all the words' items concerned to develop the speaking skills in order to communicate in the target community but the written language is more developed in term of use because it includes a limited numbers of words' knowledge.

2.3.1.2.Core and Non-core Vocabulary

Core vocabulary is the words of occur frequency and which are more central to language than other words; moreover, the non-core vocabulary id concerning as subject-specific words (Carter,1988) .Due to that fact ,those types of vocabulary should be taught as essential topics for EFL learners to make gives them opportunity to acquire a lexical knowledge related to different fields.

2.3.1.3.Discourse Structuring Vocabulary and Procedural Vocabulary

The structure discourse vocabulary is the abstract nouns that have little independent lexical content. Evans and John (1998) state that the procedural vocabulary is used to explain

more difficult words in communicative process .The previous types of vocabulary are essential to build lexical knowledge EFL learners.

2.3.1.4. Technical ,Semi-Technical and General vocabulary

In teaching ESP, the technical and semi-technical are two important categories of vocabulary. According to Evans and John (1998, p. 83) who suggest that resolving overlapping categories into two broader groupings:

- Vocabulary that is used in general language but has a higher frequency of occurrence in specific and technical descriptions and discussions.
- Vocabulary that has specialized and restricted meanings in certain disciplines and which may vary in meaning across disciplines.

To sum up , the first category refers to the semi-technical vocabulary which is a very specific group of words that used for a specific descriptions, and the second one is for technical vocabulary which deals the specialized items for a certain disciplines

2.3.1.5. Academic Vocabulary

In recent years, there is a worldwide increase in the EFL/ESL learners' abilities in developing lexical knowledge. The latter can refer to the amount of academic vocabulary that learner knows and use. Those frequencies of words in the English language are necessary to the lexical competence of EFL/ESL learners in order to achieve the language fluency and accuracy West (1953).

Indeed, Coady and Huckin (1997) show that the relationship between ESP vocabulary knowledge and lexical competence is a strong correlation because EFL/ESL learners need both a lot of words in their vocabularies and the ability to use various strategies to establish

the meanings of new words when they encounter them. Therefore, ESP vocabulary can be as a tool for those learners to develop their lexical baggage.

First, ESP vocabulary enrich EFL learners lexical competence by developing their words' knowledge which can be as an effective strategy to avoid many problems in language use such as the learners 'errors which caused by the lack of translational equivalence between L1 and L2(Janulevièienë, Kavaliauskienë, 2000).

Second, according to Hutchinson and Waters (1987), ESP courses has been created depending on the learners needs .As result, the ESP courses will include interesting activities and varied topics which encourage the learners to attend this classes and be active during this classes in addition to freely express their opinions on any topic .Besides, this classes always are a tool of motivation, creativity, and a positive feelings on the subject study.

Additionally, teaching ESP is a top opportunity for EFL to be trained in any special domain ,to avoid problems in the target community, somehow ,it enable them to generalize what they already learn .Therefore ,There is an increasing awareness concerning the important role of vocabulary in ESP contexts (Hutchinson and Waters, 1987).

On the basis of what has been mentioned before, ESP vocabulary can be defined as the general and specific body of common words knowledge. This knowledge allows EFL/ESL learners to enhance their lexical because it contains different types of vocabulary in various domain in order to performance successfully in their studies and professional career.

2.3.2. Role of ESP Vocabulary and Lexical competence in Communicative Competence

Communicative competence as a whole term had been firstly coined by Hymes(1972); who introduced the idea of communicative competence in terms of the sociocultural

appropriateness of language utterances and gave a more general use of language. Hymes (1972:) believed that the ability to communicate properly should be cultivated in language teaching. Students should learn how to use a language in their daily communication in order to demonstrate their mastery of a language. Additionally, it does not only refer to a learner's ability to apply and use certain grammatical rules, but also to negotiate meaning with other language speakers, to express his views regarding certain issues, and to know what and how to use certain utterances appropriately according to certain situations.

On one hand, the communicative competence and ESP can be linked up in the classroom in order to make the course more effective and purposeful. According to Munby (1978, p. 2), "ESP courses are determined in all essentials by the prior analysis of the communication needs of the learners." To make an ESP class more communicative and more vivid, the ESP teacher should make students talk about topics related to needs and interesting fields. For example, the teacher can divide the class into small groups and guide each group into discussion of one of the topics by asking students to argue their point of view which is different from other views. Pictures, charts, graphs and drawings can also be used to stimulate students' oral participation.

the ESP collaborative tasks and projects enhance the communicative competences of the EFL and integrate their information by interacting with others and sharing their ideas and helping each other to overcome the common problems and language's difficulties (Nunan, 1992). The team or collaborative works make the students aware of issues in real-life because they consider it not as a practice in classroom activity but as something will apply it in the future career.

In the other hand, lexical competence is often viewed as a critical tool for second/foreign language learners because a limited vocabulary in a second language impedes

successful communication. Schmitt (2000, p, 55) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. Equally, lexical competence is essential for successful second/foreign language use and plays an important role in the performance of different communicative acts.

Moreover, vocabulary has been acknowledged as L2 learners’ greatest single source of problems (Meara, 1980). Simultaneously, the lack of vocabulary and lexical competence cause serious problems for second/foreign language learners. The most common problem is the difficulties that faced those learners in communication performance .the teachers should help their students to realize acquiring a larger of vocabulary knowledge in order to develop their lexical competence and overcoming the possible number of communicative difficulties which.

Referring to the previous information, ESP vocabulary and lexical competence are paramount components of communicative competence when it is a tool to the learner's ability in using language accurately and fluently.

Conclusion

This piece of work aims to highlight the importance of lexical competence as an essential part of foreign language learning. EFL/ESL should be knowledgeable of lexical knowledge and all its aspects. Lexical competence is central to communicative competence and to the acquisition of a second/foreign language. However, a lack of vocabulary knowledge is an obstacle to learning/teaching English language; therefore, learners should aim to develop their vocabulary knowledge in order to achieve proficiency level and to communicate effectively in the target language. English for specific purposes can contain a huge amount of words which may be as an interesting strategy to enhance EFL learner’s proficiency.

Chapter Three : Fieldwork

Introduction

The current chapter deals with the practical part of the study. It is devoted to present the analysis of the obtained data from research procedures in addition to a comprehensive discussion of research findings. In this study, two data research tools are used. A questionnaire was submitted to the third year students (Only 26 students have responded) and an interview was handed to teachers in order to gain their responses and if possible their comments and suggestions. Moreover, the chapter will contain a detailed analysis of both data collection tools. Then, it presents the interpretations of some major findings and conclusions of this study.

3.1. Students' questionnaire

The questionnaire was selected as one of the data collection tools in order to collect data about the effects of ESP on developing students' lexical competence.

3.1.1. Piloting study

To carry out our research, a sample of 26 third-year students of English are chosen randomly from a whole population of 390 students at the Department of Foreign Languages at Mohamed Kheider University during the academic year 2018/2019. The representative sample constitutes 6.66% of the whole population.

The choice of working with third-year LMD students is due to many reasons. First, ESP lectures are scheduled with third-year LMD students of English. Second, third-year students are eased into learning ESP for the first time, which may be of some help to this researcher. Third, it is the final year of Oral Expression sessions as students no longer undertake this module in their post-graduation studies. It is assumed, therefore, that they have acquired a good deal of vocabulary in the three years of graduation (in the LMD system). According to Oral Expression teachers, the main focus of the aforementioned module is to enhance lexical competence and improving students' performance in real-life situations.

3.1.2. Description of the students' questionnaire.

A students' questionnaire was designed in order to investigate the learners' thoughts and perceptions about the issue that is treated in our study. The students' questionnaire was distributed to twenty six students. It is introduced by a short paragraph which clarifies the aims of the study and then followed by instructions and guidelines for students about how to answer the questions. The questionnaire consisted of 22 different questions. Closed-ended questions (yes/no questions), multiple choices questions, open-ended questions, scale items questions, are used to demonstrate the main hypothesis. These questions are organized into four sections.

Section One (1-7)

This section was designed to obtain information about students' reasons for choosing to learn English, their self-evaluation of the level in English, and their perceptions about the nature of learning English.

Section Two (8-12)

This section seeks to explore the students' perceptions and attitudes towards the importance of vocabulary knowledge in enhancing communication skills.

Section Three (13-16)

This section is devoted to how students develop their lexical competence.

Section Four (17-22)

This section is concerned ESP lectures and with how EFL learners find them.

3.1. Analysis of Students' Questionnaire

Q1: is Learning the English language at university?

Table 3.1: Learning English Language at the University

Option	Number	%
Your own choice	24	92%
Your parent(s)' choice	0	0%
Someone's advice	2	8%
Total	26	100%

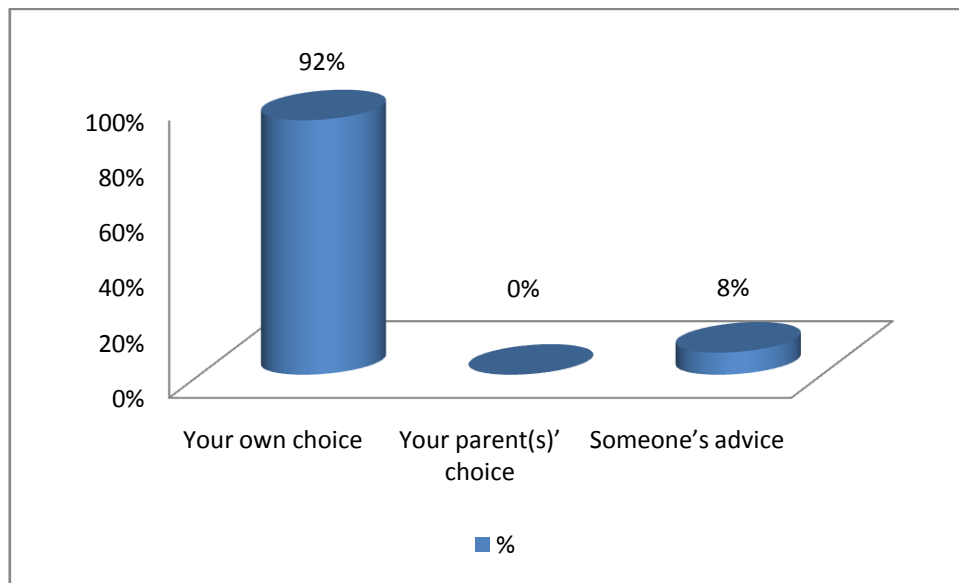


Figure 3.1 Learning English Language at university

The results in figure 1 illustrate the reason behind learning English at university. The majority of the participants need to pick one of the provided reasons; parents' choice, own choice, or someone's advice. Most of them (92%) opted for "own choice" however, the remaining respondents (8%) stated that it was someone's advice. This indicates that the majority of EFL learners chose learning the English language because it was their own choice and no one imposed anything. It seems that students come into English because they have positive attitudes towards the English language. It should be noted that English is perceived as additive bilingualism, meaning that it does not appear to put any kind of threat to the local language and culture.

Q2:Where do you use English most?

Table 3.2: Students' Areas Using English Language

Option	Number	%
In the class	14	53%
When socializing	9	35%
At Work	1	4%
At home	2	8%
Total	26	100%

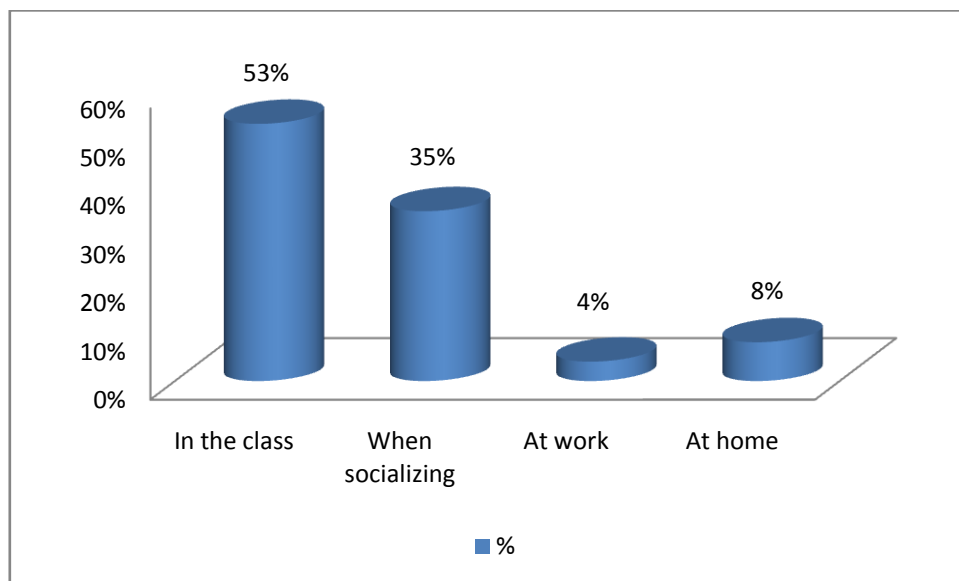


Figure 3.2 Students' Areas of Using the English Language

The displayed results reveal where most students use the English language. The majority of them (53%) use the English language in the class more than anywhere else; however some of them when socializing (35%), others at work (4%) and the rest at home (8%). On the other hand, other participants have mentioned different answers which are: learning on YouTube and educational e-platforms. This indicates that EFL learners prefer to use the language inside the classroom rather than other places. It appears that students have limited their English language use because they do not have a rich vocabulary and they lack self-confidence while they communicate in different areas.

Q3:How can you evaluate your level in English?

Table 3.3: Students' Self Evaluation of Their Levels in English

Option	Number	%
Excellent	2	8%
Good	4	15%
Average	20	77%
Weak	0	0%
Total	26	100%

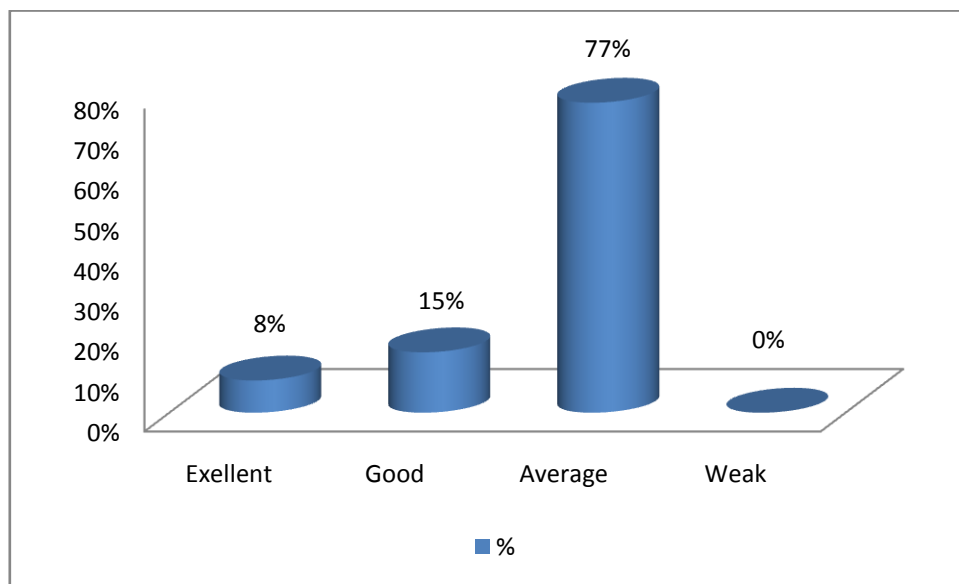


Figure 3.3: Students' Self Evaluation of Their Levels in English

According to the table, it is noticed that (77%) of the participants rated their level in English as average. This indicates that the learners are not satisfied of their performance level in English. However, some others measured their level as good (15%); on the other hand, (8%) of the participant's answer that their level in English is excellent. The above analysis denotes that the majority of students are not as competent as it is expected. Therefore, the students' abilities and skills are not improved sufficiently during their learning process.

Q4: Why do you study English?

Table 3.4:Students' Reasons behind Learning English

Option	Number	%
a- To achieve a higher educational level	7	27%
b- To get more job opportunities	7	27%
c- To speak with foreigners	2	8%
d- To use it when traveling	0	0%
e- All of them	4	15%
A+b	4	15%
B+c+d	1	4%
B+d	1	4%
Total	26	100%

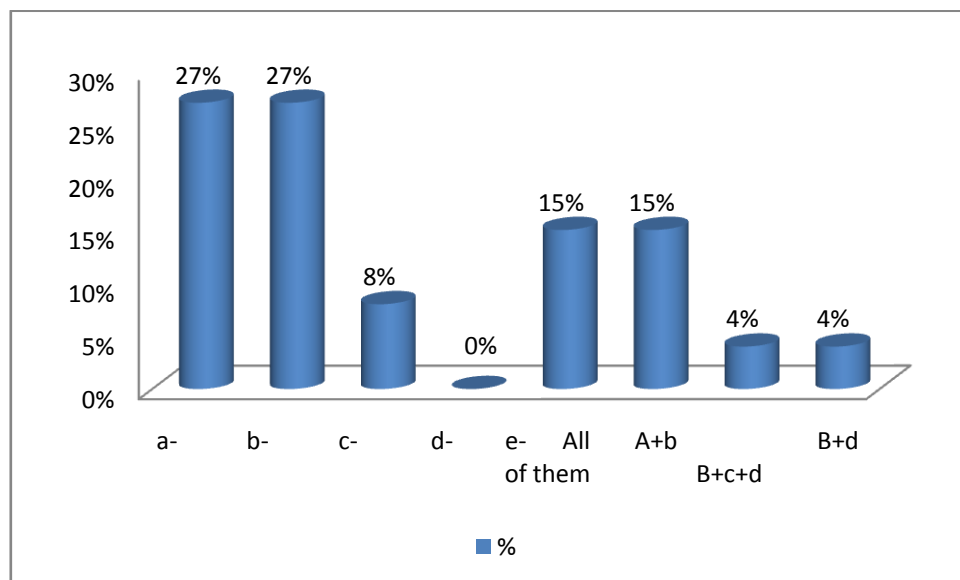


Figure 3.4: Students' reasons behind Choosing to Learn English

The table above discloses the respondents' reasons for studying English. According to the results, the majority of the respondents (27%) seem to study English in order to achieve higher educational standards as well as to have access to better job opportunities. The least percentage goes for: "b+d", which represents the average of (4%) and "b+c+d", which have received (4%). It is noticeable that the English language becomes the most dominant language in the modern era and it is considered as a gauge of being highly educated. The latter offers learners more opportunities to get access to better jobs either locally or internationally.

Q 5: after you get your Degree, Do you think that you can Perform Effectively in any Special Area Using English Language?

Table 3.5:Students’ Evaluation Self Performance in Special Areas

Option	Number	%
Yes	8	31%
No	18	69%
Total	26	100%

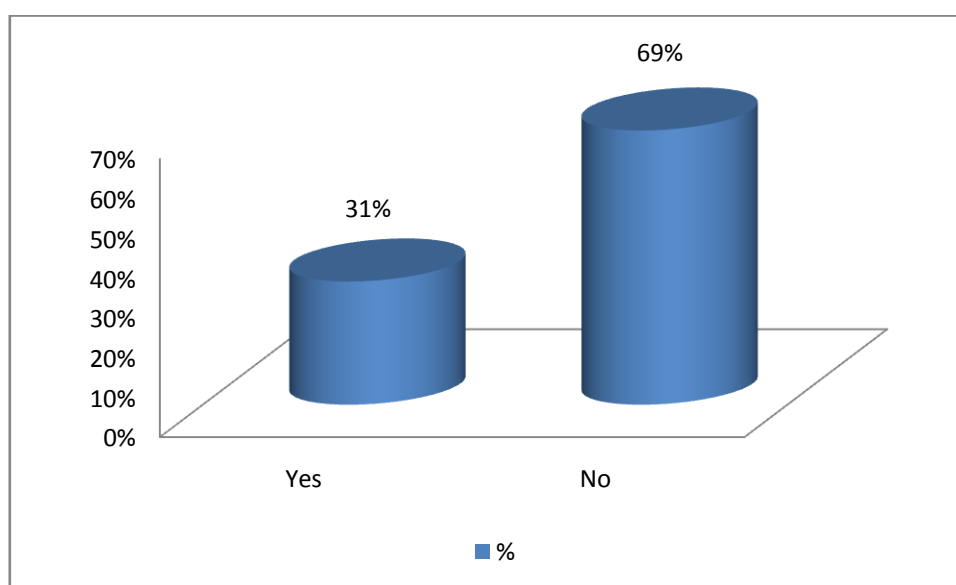


Figure3.5. Students’ Evaluation Self Performance in Special Areas

According to the displayed results, the majority of respondents (69%) think that they cannot perform easily in any special area using the English language. However, (31%) of the participants think the opposite. In order to know the justification of both answers, students were asked to justify. A remarkable number of participants complained about the lack of vocabulary and that each area has its specialized jargon and technical terms which make it hard on them to use the language. Therefore, they suggest learning more about ESP (specialized area). As one participant admitted, “my level in the English language is weak”, another one added that his/her level in the target language is unsatisfying because English at University is related only to teaching and learning; i.e., s/he is so limited.

On the other side, the remained participants asserted to have a good level in English because they linguistically and communicatively competent. Another sum of respondents said that they have the necessary competencies as well as are aware of all the areas in the language; these latter enable them to perform effectively in any given field. The researcher observes that the students' vocabulary baggage is so limited that they may not perform confidently and smoothly in different areas.

Q6: after Graduation, you like to be

Table 3.6:Students' Perceptions about the Nature of their Future Career

Option	Number	%
a- A teacher	11	42%
b- A translator	3	11%
c- An employee in any foreign company	10	39%
d- A touristic guide	2	8%
Total	26	100%

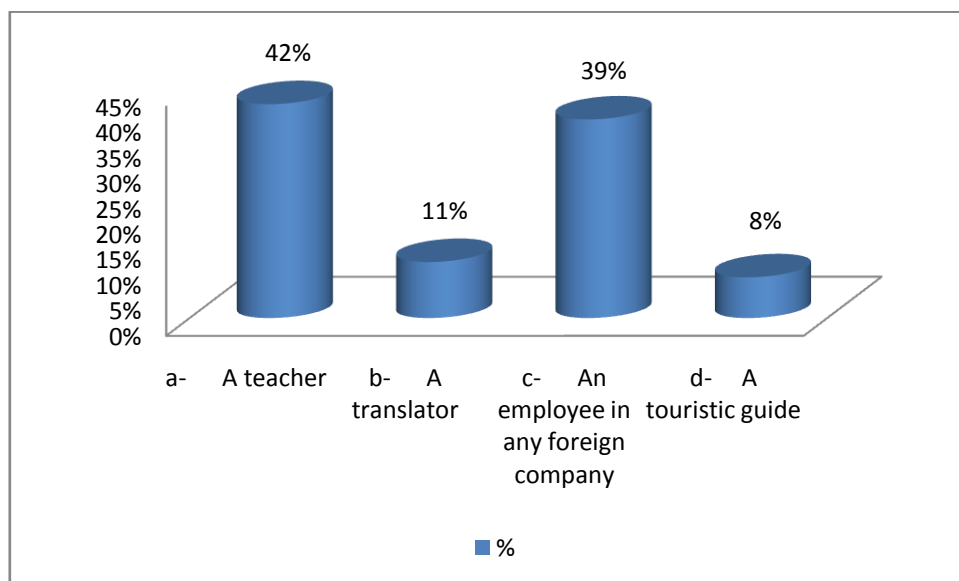


Figure 3.6 Students' Perceptions about the Nature of Their Future Career

The displayed results in the figure above present what the students like to be in the future. The majority of participants want to be a teacher after they graduate, which represent the average of (42%); however, (39%) of the participants prefer to be an employee in any foreign company. (11%) of them want to be a translator and (8%) of them like to be a touristic guide. This indicates that all the

respondents have a goal they want to reach after graduation. For those who chose a teacher option, they aim to work in their own specialty (Teaching/Learning process) because they believe that they are able to succeed within this discipline. However, those who preferred to be an employee in any foreign company, they learn the English language as a globalized language which may offer them more opportunities not set only in teaching but also in a foreign company.

Q.7: Which of the following areas do you wish to develop more? Chose just one option.

Table 3.7: Students' perceptions about the Areas which should be developed

Option	Number	%
a- Grammar	2	8%
b- Vocabulary (lexical competence)	3	11%
c- Speaking	1	4%
d- Reading	0	0%
e- Writing	4	15%
f- Listening	1	4%
g- All of them	12	46%
A+c	1	4%
B+c	1	4%
C+d	1	4%
Total	26	100%

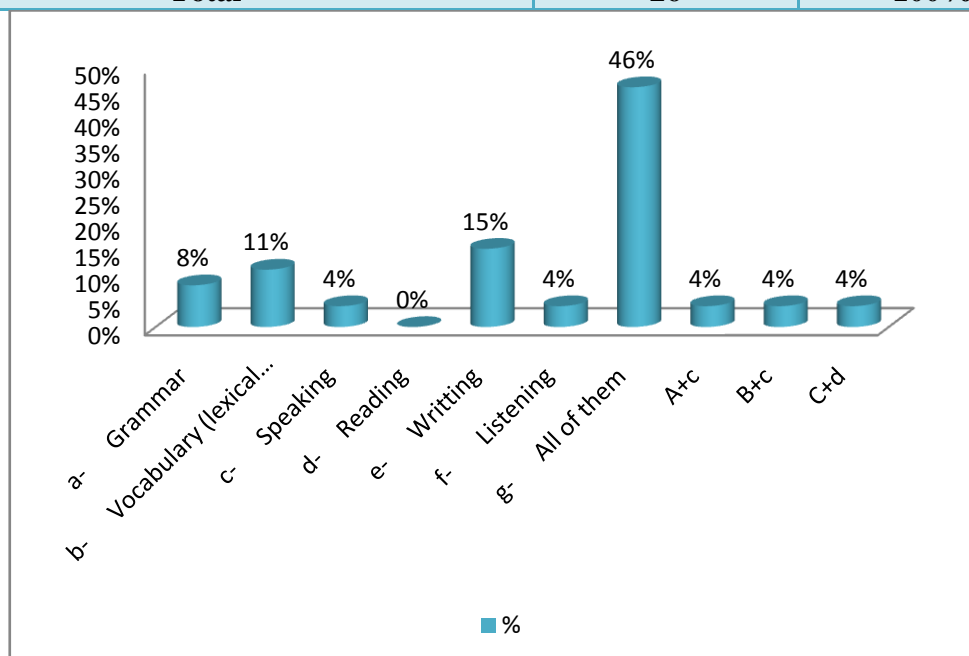


Figure 3.7 Students' Perceptions about the Areas which should be developed

The above table illustrates the areas that the participants want to further develop. The majority of respondents (46%) think that all the aforementioned areas are in need to be further developed, whilst the least percentage goes for: speaking (4%), listening (4%), “a + c” (4%), “b + c” (4%), “c + d” (4%). On the other hand, (15%) of the surveyed students need assistance to develop writing skill; whereas, (11%) advocate that vocabulary seem to be the skill that requires to be developed. (8%) of the participants opt for grammar. This implies that the majority of EFL learners encounter difficulties in the mentioned areas and need assistance to develop them more. The previous results indicate that students’ level in all those areas does not prove to be satisfactory because they need to practice extensively.

Q8: What do EFL students need to learn?

Table 3.8: Students’ Learning Needs

Option	Number	%
a- Grammar and language structure	2	8%
b- Lexical knowlege (vocabulary ,phrases)	4	15%
c- Theoritcalmodules (Literature ,Linguistics,Culture)	1	4%
d- All of them	19	73%
Total	26	100%

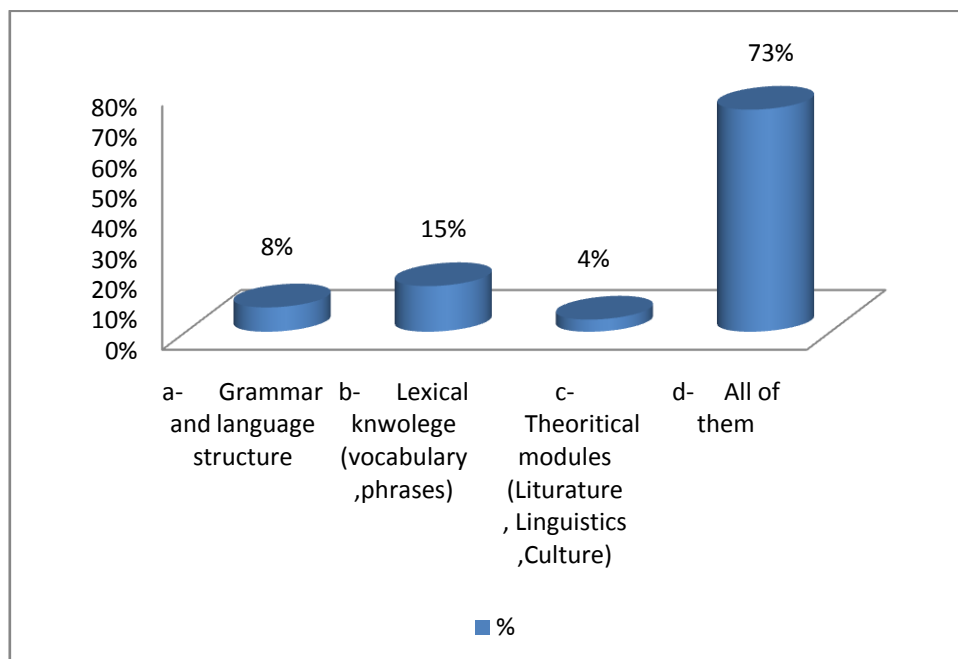


Figure 3.8.Students’ Learning Needs

The table indicates that (73%) of respondents answer with “all of them”, while (15%) have answer “lexical knowledge”. Theoretical modules are what the learners need to learn, which forms the average of (4%). Whilst, (8%) of the participants pick grammar and language structure. This indicates that all the options mentioned above are very important for the students to study. In the sub-question students reveal some of their needs: some need to know more how to communicate in the target language, others want more oral classes while some participants need to enhance their skills. It seems that students’ are conscious of being in need to improve each element. They consider each one is a fundamental component in English Language proficiency.

Q9: How can you evaluate your level in speaking skill?

Table 3.9:Students' Self Evaluation of Their Speaking Skill

Option	Number	%
Excellent	3	11%
Good	18	69%
Average	3	11%
Weak	2	8%
Total	26	100%

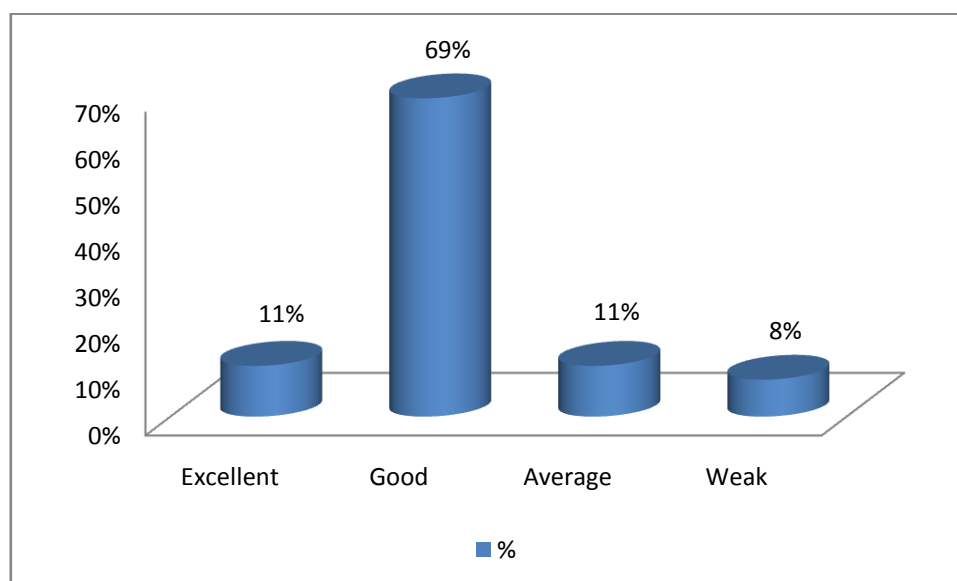


Figure 3.9 Students' Self Evaluation of Their Speaking Skill

This part measures students' self-evaluation of their speaking competency. The majority of the participants (69%) self-evaluated their level as good, and this rate indicates that the respondents are satisfied with their performance level in speaking. However, (11%) self-evaluated their speaking level as excellent as well as weak (with an equal percentage). The remained participants (8%) chose average. This means that third-year LMD students' speaking skills are good enough because they are able to communicate in everyday language but when it comes to the specialized area they may face some difficulties. All things considered, third-year students may not be able to reach an excellent level.

Q10: Do you find some difficulties when speaking in English?

Table 3.10.a: Students' Perceptions about the Existing of Speaking Difficulties

Option	Number	%
Yes	21	81%
No	5	19%
Total	26	100%

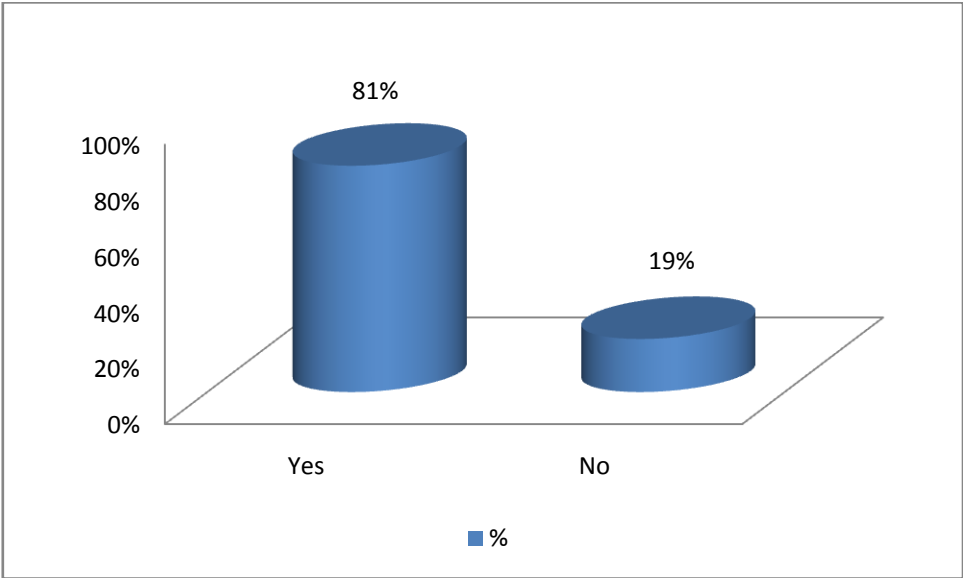


Figure 3.10.a Students' Perceptions about the Existing of Speaking Difficulties

According to the results, a remarkable quantity of participants (81%) encounters difficulties when speaking in English language. Whereas, (19%) of them are competent when communicating in English. The respondents who face difficulties seem to need more assistance and concentrate on

enhancing their speaking skill. These results ensure that most of the third-year LMD students of English face difficulties in speaking and they are in need to enhance this skill to develop their communicative competence.

If yes are they related to

- Lack of vocabulary about the topic
- Insufficient knowledge of grammatical structures
- Lack of self-confidence (shyness and anxiety)

Table 3.10.b: a Students' Difficulties in Speaking.

Option	Number	%
a- A lack of vocabulary about the topic	10	38%
b- Insufficient knowledge of grammatical structures	1	4%
c- Pronunciation	1	4%
d- Lack of self-confidence (you feel shy and anxious)	9	34%
A+b	1	4%
A+b+c	1	4%
A+c	1	4%
B+d	1	4%
C+d	1	4%
Total	26	100%

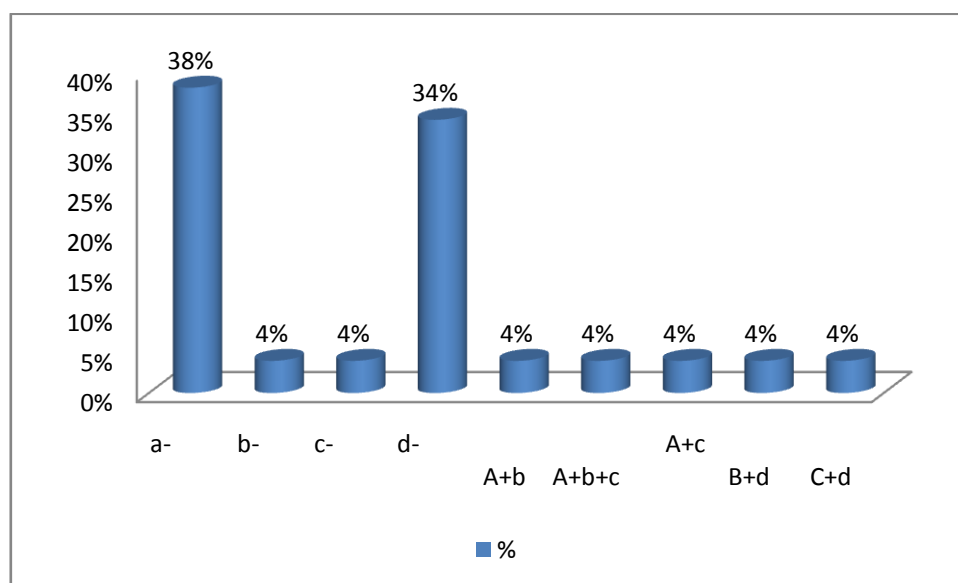


Figure 3.10.b Students' Difficulties in Speaking.

The presented data show that (38%) of the participants encounter difficulties due to the lack of vocabulary of the topic however, others with the rate of (34%). It is because of the lack of self-confidence. The least percentage goes for: B (4%), C (4%), A + B (4%), A + b + c (4%), A + c (%), B + d (4%), and lastly, C + d (4%). According to the results that are obtained, the law level of third-year LMD students in vocabulary acquisition and the lack of self-confidence are the main causes of their speaking difficulties. Thus, these troubles occur due to the lack of practice and the useless techniques and strategies in learning vocabulary.

Q11: Does your teacher of oral expression use communicative tasks and activities that are related to a real-life situation?

Table 3.11: Teachers and Communicative Tasks and Activities

Option	Number	%
Yes	17	65%
No	9	35%
Total	26	100%

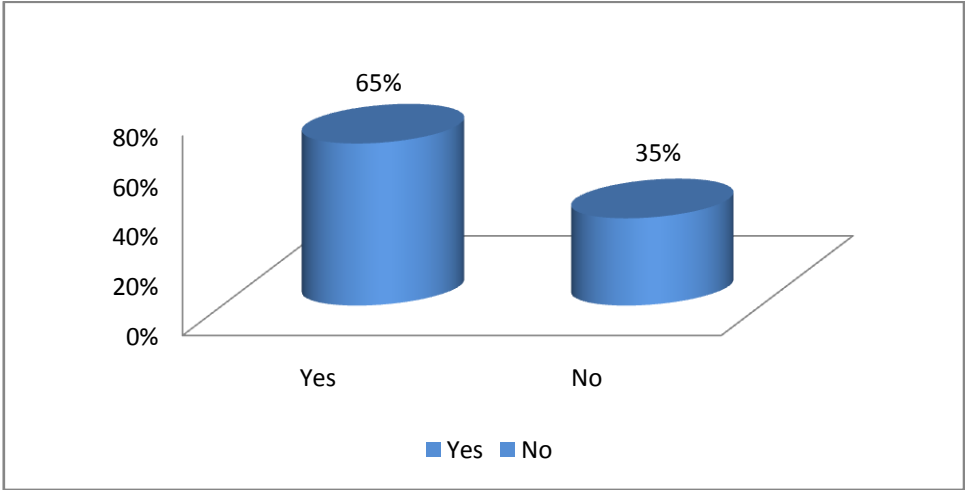


Figure 3.11 Teachers and Communicative Tasks and Activities

Statically speaking, the difference between who answered with “yes” and those who answered with “No” is quite immense. The former represents the percentage of (65%), and the latter represents (35%). It is clear that most teachers of English who teach third-year LMD students prefer to use tasks and activities which are related to real-life rather than the others in order to raise

students' awareness and to improve their speaking skills. These results ensure that most of third year LMD teachers of English use communicative tasks and activities related to real-life to improve the speaking level of their students.

If yes, does s/he

Table 3.12.a:The real-life Communicative Tasks and Activities used by Teachers

Option	Number	%
a- Ask you to read authentic materials (books, stories, magazines, etc)	6	23%
b- Ask you to listen to native speakers' records (songs, speeches, etc.)	6	23%
c- Ask you to watch British and American movies	0	0%
d- All of them	10	38%
e- None of them	1	4%
A+b	2	8%
A+c	1	4%
Total	26	100%

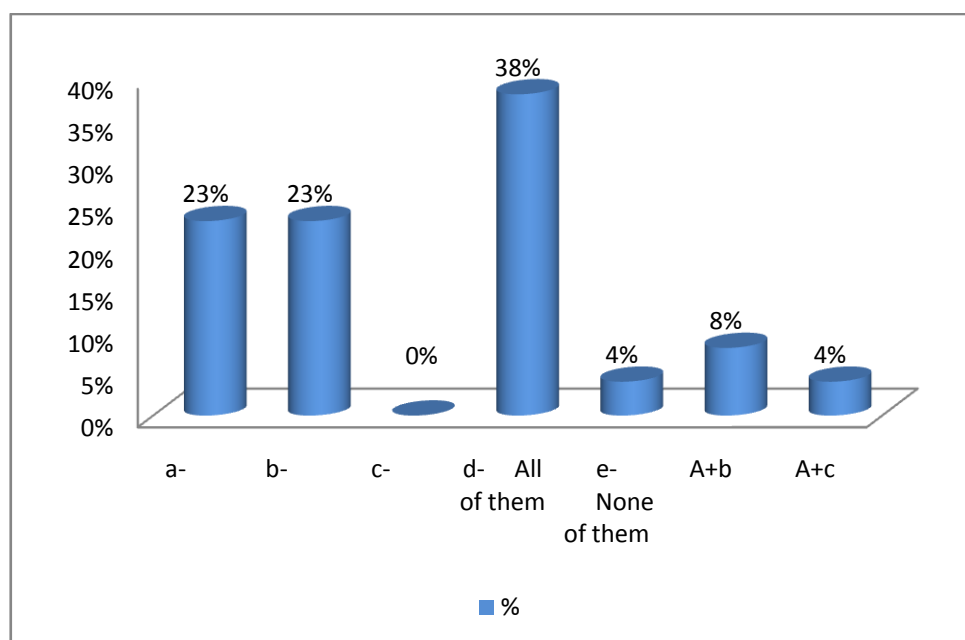


Figure 3.12.aThe real-life Communicative Tasks and Activities used by Teachers

This sub-question is sought to know the communicative tasks and activities that are related to real-life situation. The majority of respondents (38%) state that all the mentioned activities are used by the teacher in the classroom, however, (23%) of the respondents declared that their teacher asks

them to read authentic materials as well as to listen to native speakers' records". different answers that are stated by a respondent that indicate that the teacher uses none of the mentioned tasks, which rates (4%). Whereas, some of (4%) for A + c, and lastly, (8%) for A + b. The conclusion drawn is that most third-year LMD teachers use different forms of activities. This combination increases students' communicative awareness and prepares them for any target situation in order to improve their students speaking stand.

Q12: Are you satisfied with the way the oral expression is being taught?

Table 3.12.b: Student's Views about the way of Teaching Oral Expression

Option	Number	%
Yes	4	15%
No	22	85%
Total	26	100%

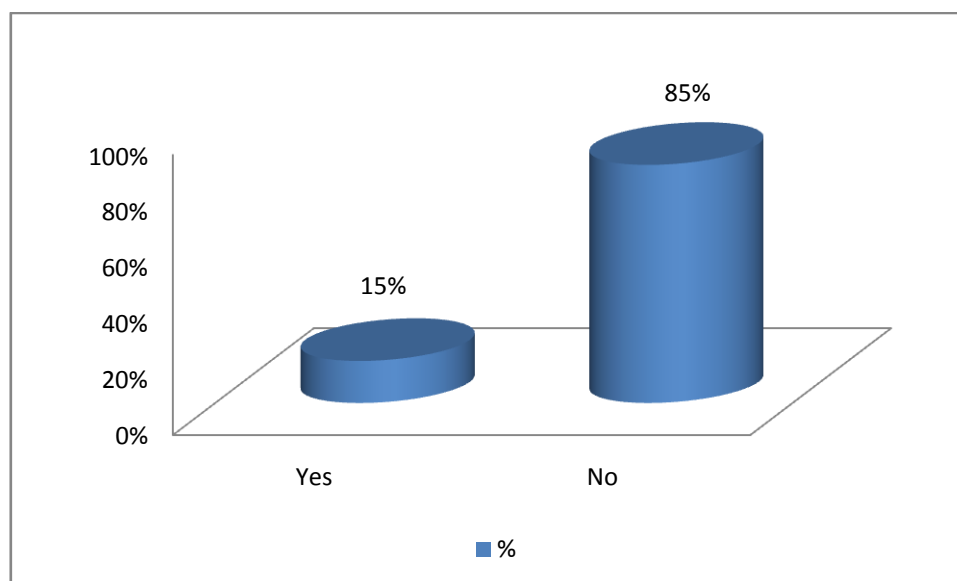


Figure 3.12.b. Student's Views about The Way of Teaching Oral Expression

According to the figure, the majority of respondents (85%) are not satisfied with the way the oral expression is being taught however, the remained participants (15%) agree with the statement. For those who disagree, explain that oral expression lack the authentic materials, and the activities used are not very enough to enhance their oral proficiency. One participant states that it is "Because we

are not dealing with real life situations and we are not exposed to good sources based on which we can enhance our oral proficiency.” Other one states that “Teachers adopts very traditional methods of teaching which makes the session so boring and less effective”. Thus, the majority of them ask for more vivid oral classes designed on their needs. However, for those who agreed on state that it is a good opportunity to discuss matters and different topics. Thus, most of third-year LMD students of English are not satisfied with the way of Oral expression is taught. They believe is not helpful for the growth of their communicative skills.

Q13: What kind of oral class do you like?

Table 3.13:Students’ Perspectives on the Interesting Oral Class

Option	Number	%
a- A class with a lot of activities	4	15%
b- A working class of pair/group	2	8%
c- Teaching only by the teacher	1	4%
d- The course design according to students needs	14	53%
A+b	2	8%
A+d	1	4%
B+c	1	4%
A+b+d	1	4%
Total	26	100%

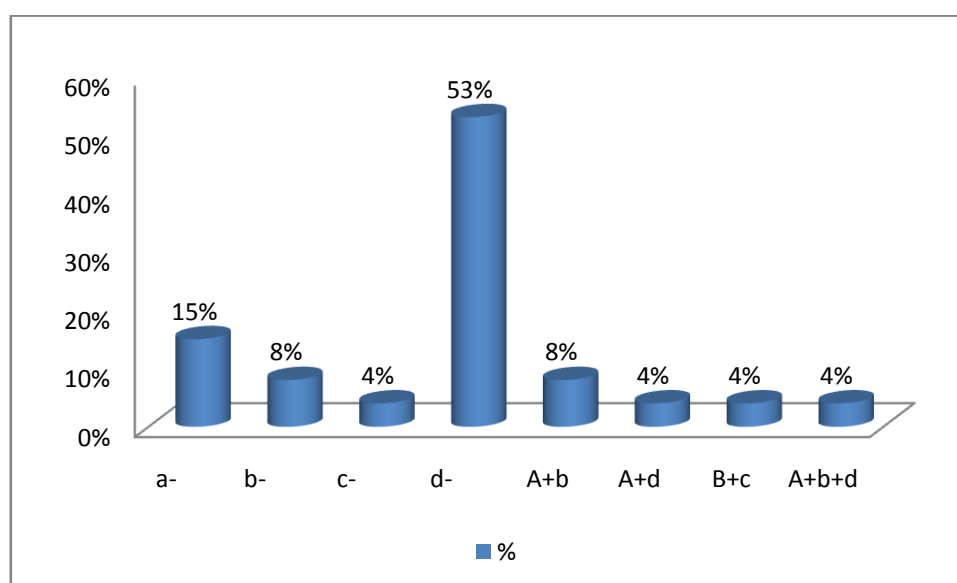


Figure 3.15Students’ Perspectives on the Interesting Oral Class

According to the data shown above, the majority of respondents (53%) the course designed according to the students' needs as a kind of preferred oral class. (15%) of the participants opted for class with lots of activities; however, the least percentage goes for: C (4%), A + d (4%), B + c (4%), and lastly, A + b + d (4%). Whereas, (8%) of the respondents chose b, as well as, A + b (8%). The statistics reveal the most of third-year students think that the course design of oral class should be depending on their needs. They consider it as a very interesting plan to achieve their demanded objectives and goals.

Q14:To what extent do you agree with the following statement: 'the lexicon of any language is considered to be the Skelton of that language'?

Table 3.14:Students' Views about the affirmation statement

Option	Number	%
Stronglydisagree	4	15%
Agree	20	77%
Disagree	2	8%
Stronglyagree	0	0%
Total	26	100%

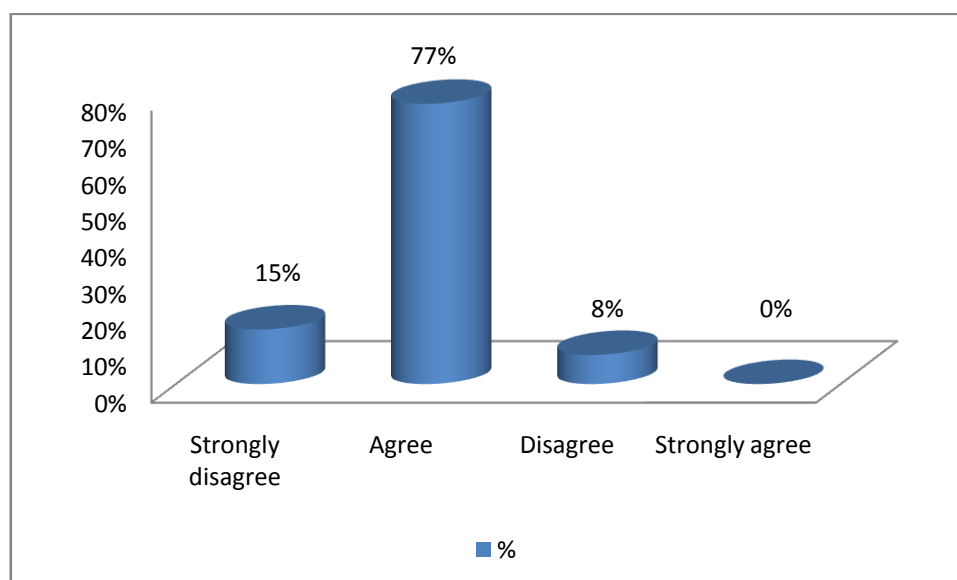


Figure 3.14 Students' Views about the affirmation statement

The table above shows the frequency to what extent participants agree with the statement. (77%) of them agreed with the sentence written above, however, (15%) of them have picked strongly agree. And the remained participants chose to disagree. And this because: without knowing the lexicon of any language, students cannot communicate with the language. For them, it facilitates the process of learning, as well as, the learners need to learn vocabulary and items of the target language to communicate effectively. One of them states that “Because according to Wilkins (1972), you can say very little with grammar but you can say almost everything with words”. However, some of the respondents intervened by stating that students should not focus on lexicon but speaking skill as well. It is obvious that most of the third year students are aware of the lexical competence importance in learning the language. Thus, they believe acquiring vocabulary knowledge is an index of the proficiency level.

Q15:How can you evaluate your English vocabulary size?

Table 3.15:Students' Self Evaluation of Their Vocabulary Size

Option	Number	%
Rich	3	11%
Acceptable	22	85%
Poor	1	4%
Total	26	100%

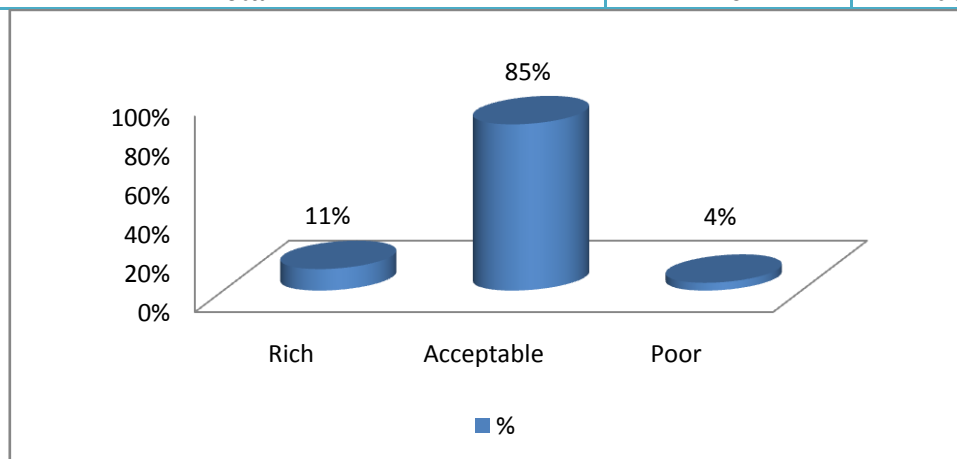


Figure 3.15 Students' Self Evaluation of Their Vocabulary Size

The table above illustrates that the majority of respondents (85%) find their English vocabulary size as acceptable. However, (11%) of the respondents evaluated their vocabulary size as rich, on the

other hand, only one participant (4%) picked poor. The above results show that most of third-year LMD students have an acceptable size of the vocabulary. They feel that there is no influence in their vocabulary knowledge and it can be enhanced to a more high level.

Q16:What does your teacher of oral expression use to widen your vocabulary?

Table 3.16: Teachers strategies to develop their students' vocabulary

Option	Number	%
a- S/he uses audiovisual materials	4	15%
b- S/he designs reading tasks for you	3	11%
c- S/he asks you to use your dictionary	7	27%
d- S/he uses different communicative games	2	8%
e- S/he uses different themes	3	11%
A+d+e	1	4%
A+b+c+e	1	4%
A+c	1	4%
B+c	2	8%
C+d	1	4%
C+e	1	4%
Total	26	100%

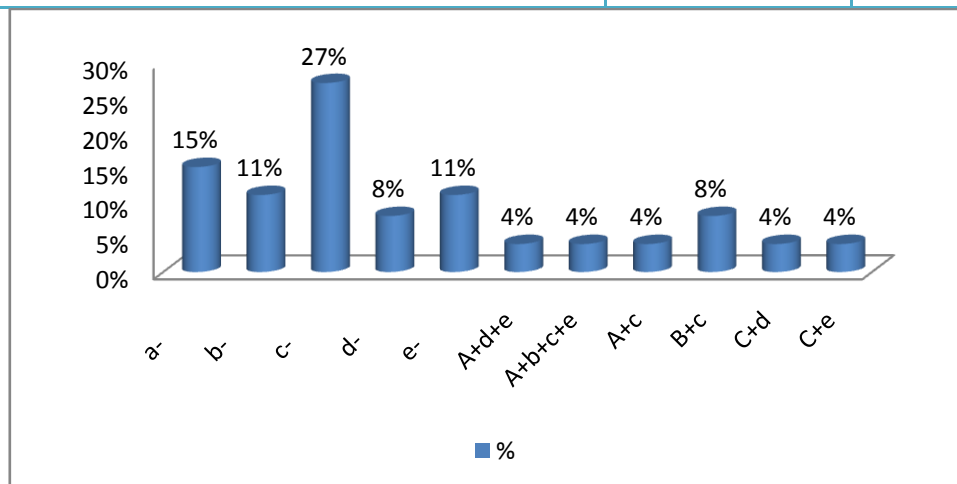


Figure 3.16 Teachers strategies to develop their students' vocabulary

This question is sought to know the materials used to widen students' vocabulary. The displayed results are stated as follows:

- 4 (15%) of the respondents declared that their teacher uses audiovisual materials,

- Then, designing reading tasks for the students is the most used way inside the classroom, this latter represents (11%) of the sample. With the same average, students stated that the teacher uses different themes to enrich their vocabulary
- Using the dictionary comes at utmost with the rate of (27%)
- The least percentage goes for: A + B (4%), A + b + c + e (4%), A + d + e (4%), C + d (4%), and lastly, C + e (4%)
- However, (8%) of the participants are divided into two different answers: uses different communicative games and B+C.
- On the other hand, another participant added “presentations”, with a rate of (4%)

Due to the above results, the third year LMD teachers of oral expression appreciate the vocabulary knowledge significance in increasing their students’ level. They try to utilize different materials.

Q17:Do you think that having a good lexical competence is important for the success of any communication?

Table 3.17:The importance of lexical competence in communication

Option	Number	%
Yes	24	92%
No	2	8%
Total	26	100%

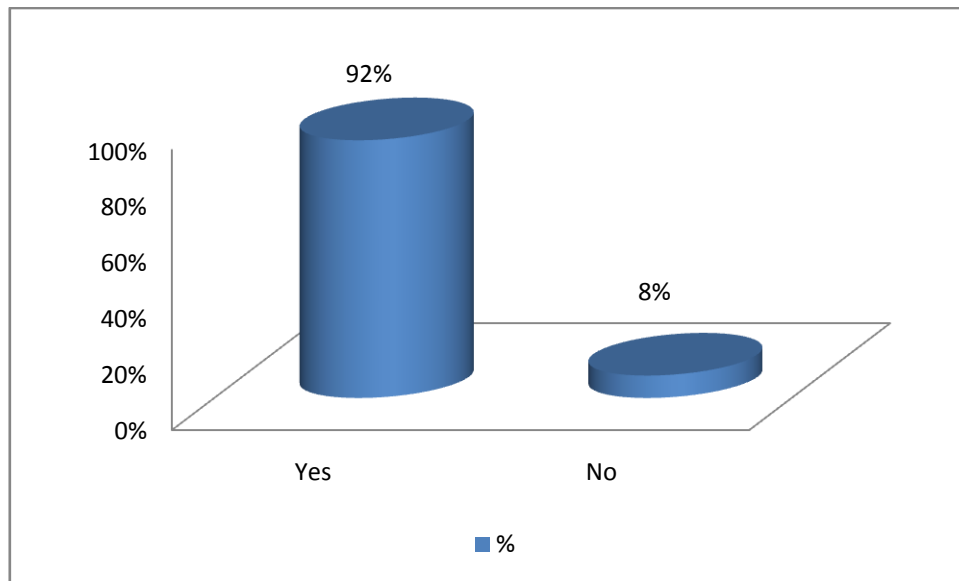


Figure 3.17 The importance of lexical competence in communication

More than half of participants (92%) stated that having a good lexical competence is important for the success of any communication. However, the remained participants showed their refusal (8%). This indicates that in order to be able to hold a conversation successfully, EFL learners are required to have a good lexical competence; this latter enables them to express themselves easily in the target language. To know the reasons behind their choice, students were asked to explain. Some of the participants claimed that good lexical competence leads to a better conversation, and breaks all the obstacles when using the language. As one claimed that “Vocabulary is the basis of communication”, besides, having rich lexis can help the student to express his/her thoughts clearly and in the very comprehended way. One participant added that “linguistic competence and pragmatic compliance all work together”. However, those who disagreed with the statement explained that there are communication strategies that do not require rich vocabulary. Consequently, the majority of third-year LMD students realize that lexical competence has a valuable contribution in developing their communication. They know if they do not have words, they cannot use language.

Q18:According to you, which is effective for a good proficiency in the English language?

Table 3.18: Students’ perspectives on English language proficiency

Option	Number	%
Learning about the language itself	2	8%
Learning how to use the language for specific purposes	7	27%
Both of them	17	65%
Total	26	100%

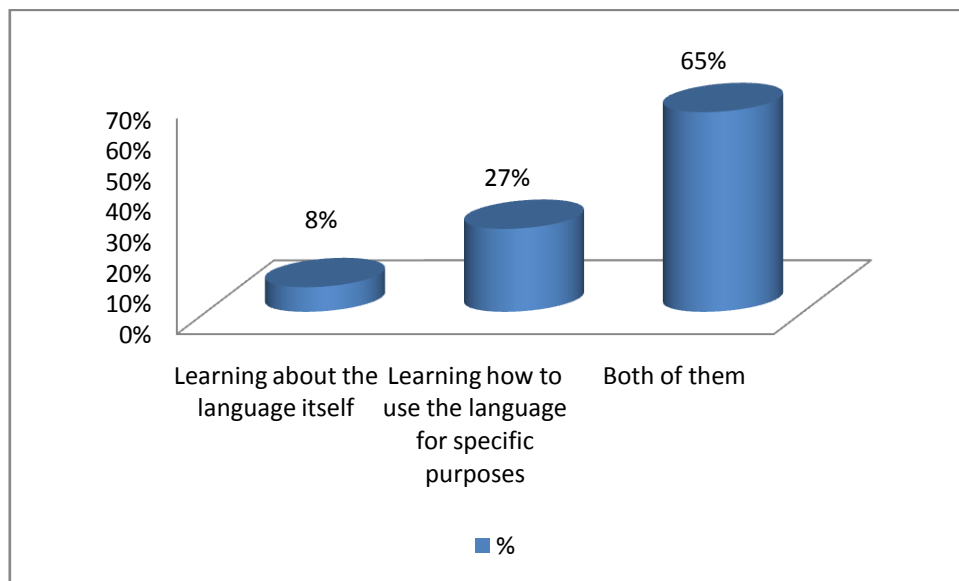


Figure 3.18 Students’ perspectives on English language proficiency

A considerable percentage of participants (65%) argued that learning how to use the language for specific purposes and learning about the language itself are the most effective way to obtain proficiency in the English language; however, the minority of the respondents (8%) opted only for learning the language itself. (27%) of the participants think in order to get a good proficiency in English language, it requires the knowledge of how to use the language for specific purposes. In order to achieve a good proficiency level in English language, most of third-year LMD students are aware that it includes both learning how to use the language for specific purposes and learning about the language itself when Each one of them plays an essential role.

Q19: What do you know about ESP?

This question is sought to know the students' knowledge about ESP. All the respondents have at least a general idea about ESP; some of the participants added that ESP is the most important module in learning; therefore, teachers need to teach it in real life situation, in order to gain new vocabulary which may help them in life. One of the students identified ESP as teaching English for a specific purpose, where students learn various jargon in a particular area. One of the answers explained that "It is a field of study that concerns about learning and teaching specialized English not general English in order to fit learners need". ESP, according to a participant, is "the use of specific jargon and technical terms in a certain area taking into consideration students needs for course design, students 'motivation toward that course". The previous responses indicate that third-year students know the term ESP.

Q20. Do you like the course of ESP?

Table 3.20:Students' attitude towards ESP

Option	Number	%
Yes	26	100%
No	0	0%
Total	26	100%

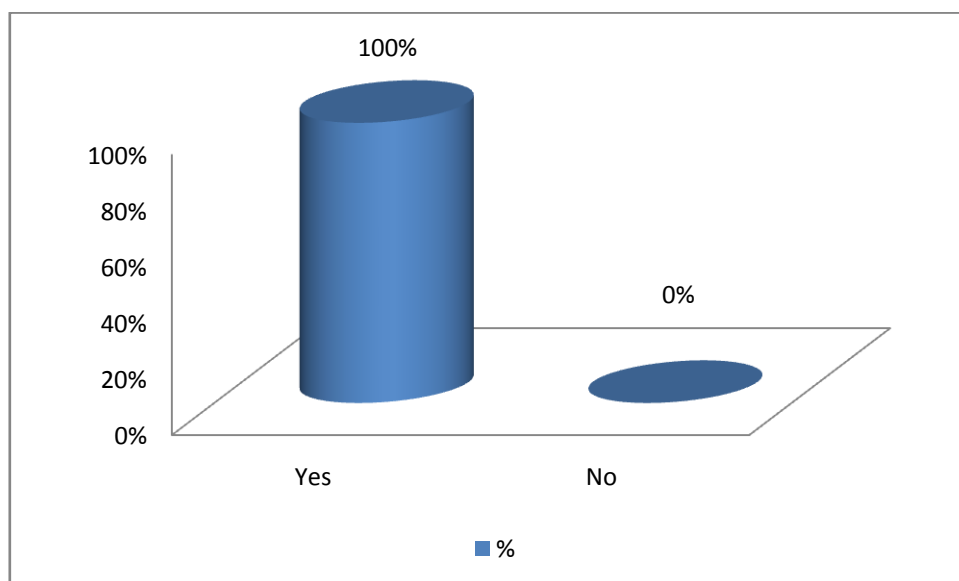


Figure 3.20.a Students' attitude towards ESP

According to the results, all the participants (100%) declared that they have a liking for the ESP course. Therefore, the researcher asked a sub-question in order to know the motive behind their answer. The previous statistics confirm that all the third year LMD students like the ESP course and considered it as very interesting one.

If yes, is it because:

Table 3.20.b: Reasons behind their attitude towards ESP

Option	Number	%
a- It develops your vocabulary size in different domains	5	19%
b- It raises your knowledge about the right use of words in different contexts	2	8%
c- Both of them	19	73%
Total	26	100%

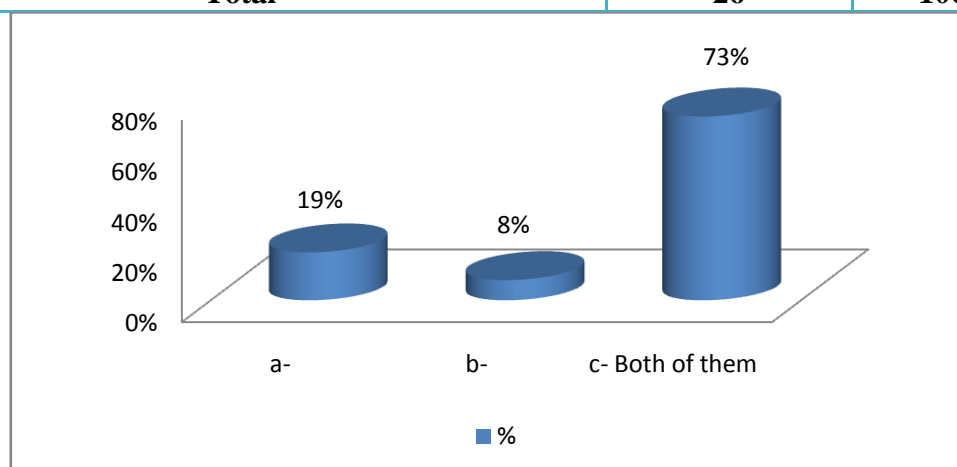


Figure 3.20.b Reasons behind their attitude towards ESP

The table above shows the reasons for the participants' answers. The majority of the respondents (73%) like the course of ESP because it develops their scope of vocabulary in different domains and it raises their knowledge about the use of words in different contexts. However, only two respondents opted for the right use of words in various context, on the other side, 5 (19%) of the participants like ESP course just because it is useful in enriching their vocabulary size. It seems that the majority of

third-year LMD students use ESP course not just to develop their vocabulary knowledge in different areas but also to know how to use this knowledge in different situations because their lexical competence can be achieved only but two this elements.

Q21:Do you like the way English is being taught through ESP courses?

Table 3.21: Students’ opinion towards teaching English through ESP courses

Option	Number	%
Yes	14	54%
No	12	46%
Total	26	100%

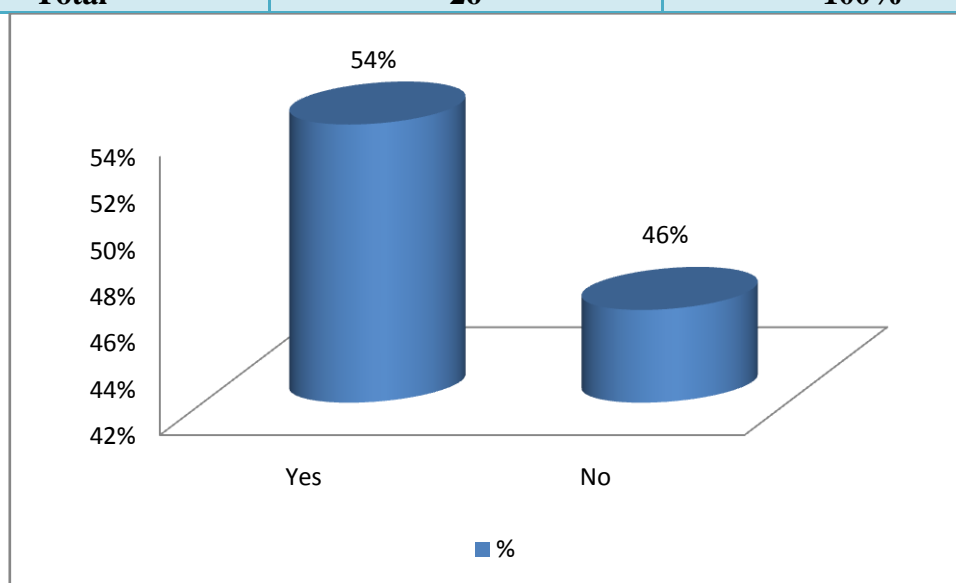


Figure 3.21 Students’ opinion towards teaching English through ESP courses

The above figure indicates the responses of the participants towards the way English is being taught through ESP courses. The majority of respondents (54%) have liked how English is taught; however, the remained participants (46%) disagreed with the statement. To know the reasons behind their answers, the participants are asked to justify. Some of the respondents declared that learning ESP helps EFL students to be more aware of the language in different contexts; however, some others said that when the learner is taught in a specific way, s/he will know what to focus on, and how it serves him/her. Besides, it, ESP, helps the student to discover new vocabulary items that are needed in a specific field, as well as, in specific communication. However, the participants who answered with “No”, complained about the lack of practice and

ESP is only taught theoretically. One of the respondents added that teachers of English language lack the experience and knowledge, and are affected by external factors such as time and settings. Another one argued that the ESP courses do not really correspond with the field of specialty; in addition, many ESP teachers do not take into consideration the students' needs analysis before presenting the lecture. So, many of third year LMD students find that the way of learning English language through ESP is pleasant and refreshing to them instead of the other ones.

Q22: In which way, do you prefer to learn English as a foreign language?

Table 3.22: The most preferred way to learn the English language

Option	Number	%
a- The traditional way (learning about the language itself)	1	4%
b- Learning English for specific purposes (learning how to use the language in different contexts)	12	46%
c- Both of them	13	50%
Total	26	100%

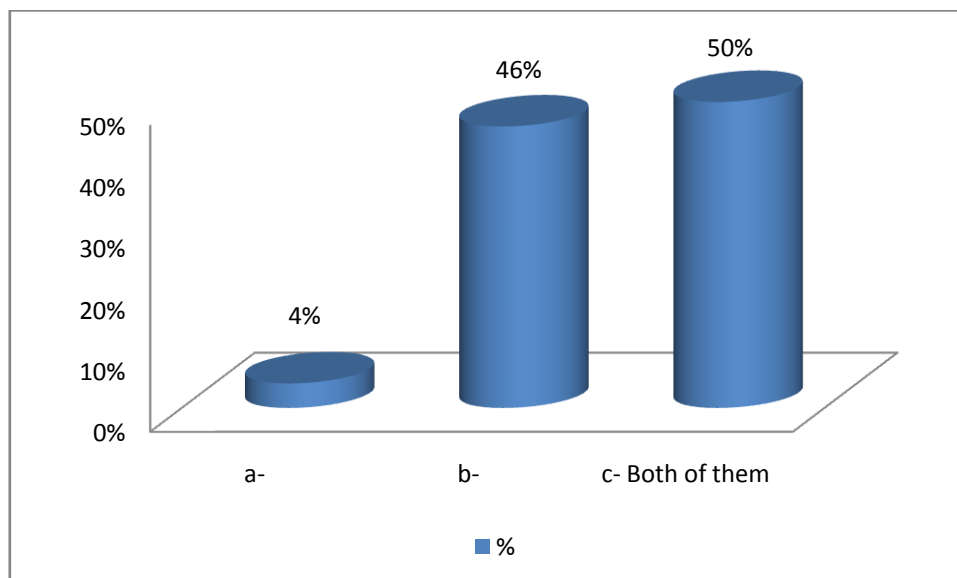


Figure 3.22 The most preferred way to learn English language

This part measures the way students prefer to learn English language. Half of the respondents (50%) opted for learning the language for specific purpose and in the traditional way. However, (46%) of the participants prefer to learn English language in different contexts, i.e., learn how to use the language. Only one participant preferred to learn about the language itself, whose percentage is (4%) of the sample. In order to know the reason behind the students' answers, the participants were asked to justify. Students' answers were different from one another. Most of the respondents claimed that they like to learn English in both way, the language itself and in terms of specific lexis; in addition, traditional way and for specific purposes way are related to each other; EFL learners can never know which field they are going to work in. on the other hand, a number of participants stated EFL learners need English in specific domains more than learning its structures; in other words, it is more how to use the language in real life situation. This implies, according to the majority of participants, that English for specific purposes and the traditional way complete each other. Moreover, the half of the third year LMD students prefers to combine between learning about the langue itself and learning how to use the language in different contexts. They think that English language level proficiency is consists the two previous aspects. Another crucial note is that the almost the second half of them take learning English for specific purposes is the best way to enhance their levels. This means that they trust in ESP strategies because it deals with their needs, wants, and it gives them more practice to use this knowledge.

From the mentioned questionnaire's answers, most of the students consider learning ESP as essential component in learning English language because it meets their needs and wants. Besides, it enriches their lexical competence by developing their vocabulary knowledge in different fields in order to communicate in any target setting and to extend their opportunities to get jobs. Some of them assert that there are other principles (they unfortunately failed to spell them out) that can develop communication skills that do not include vocabulary knowledge.

3.2. Teachers' Interview

The interview is a useful tool that aims to collect 'live' data about the teacher's different perspectives about the effects of ESP in developing learner's lexical competence.

3.2.1. Piloting Study

The interview was conducted for the sake of collecting more sufficient data about the subject matter. The interview was administered at the English Branch at Mohamed Kheider University, which was delivered hand to hand for ESP teachers. five (5) teachers, who have a long experience in teaching, were convenient to answer the questions of the interview in order to obtain satisfying answers.

3.2.2. Description of the teachers' Interview

The type of the interview has been used in the research study is semi-structured interview. This type of interviews generally includes no more than ten questions; indeed, these questions should be open ended once. With regard to our case, the interview is comprised of six questions. They were usually open ended questions. The first question was a common and general question related to reason of teaching ESP. However the other five questions are related to teachers 'views of teaching ESP, its interests, its position in the teaching curriculum and the challenges and also its exchange with the social and thematic science in the 1st year, in addition to its effects in increasing students' vocabulary repertoire. With regard to teachers' answers analysis, after gathering their responses, analyze them in a way in which they will be stated one after the other will be the next step. Then we try to comment on them.

3.2.3. Analysis of Teacher's Interview

Item one: Why teaching English for specific purposes at all?

Teacher 01: “It is an obligation to cope with other domains such as mechanics, Engineering, Medicine and Chemistry. For understanding specific technical terms in such domains, one needs to study English for specific purposes.”

Teacher 02: “It is the new trend in ELT. It is meant to teach learners with specific needs certain aspects of language to be used in their job or study area”.

Teacher 03: “It is related to the demands of the new world, and taking the English language as a lingua-franca, it is necessary to teach ESP to connect the new globalized world”.

Teacher 04: “English language becomes as the modern world language”.

Teacher 05: “Teaching ESP refers to the globalization of the English language. It leads to be the language of developments”.

Generally, the teachers’ responses express the same point of view towards the reason behind teaching English for Specific Purposes (ESP). The five (5) participants showed how essential and important it is to teach ESP in EFL classes. To clarify, ESP is designed to meet the learners’ needs, in order to cope with other domains. Students need to comprehend specific technical terms in such fields; they need to be taught particular aspects of language that are required in their job or their area of study.

Item two: What is to interesting in English for Specific Purposes?

Teacher 01: “The interesting thing in ESP is that the decisions related to course design, content selection, evaluation and feedback are related to learner”.

Teacher 02: “Did not answer”

Teacher 03: “Meeting learners’ needs more efficiently”.

Teacher 04: “ESP is the developed activities that are based on learners’ needs”.

Teacher 05: “It is depending on collect data on learners’ needs in different specialized areas”.

On the whole, teachers' responses reveal that the interesting thing in ESP is that it meets the students' needs; it helps curriculum designers and syllabus designers to make decisions related to the course design and selection of the content, as well as evaluation and this in return have influence on the learners' performance. Further, it makes them aware of the technical terms of specific fields.

Item three: Do you think that ESP would be kept in the curriculum?

Teacher 01: "It is highly required in Academia and occupational purposes, so yes".

Teacher 02: "Yes, I do, I familiarize students with different methods and procedures other than the ones existing in General English".

Teacher 03: "It is a professional life process".

Teacher 04: "Yes, because the curriculum meets the students' needs".

Teacher 05: "Yes, I do".

This question is sought to know whether ESP should be included in the curriculum. The participants' answers revealed that ESP is an important module should be kept in the curriculum; according to one of the respondents, ESP is "a professional life process"; ESP helps students understand that what they have tackled in the University will be useful in their professional career. However, another participant explained that ESP also helps learners enhance their professional skills to function in specific workshop.

Item four: What are the challenges that you face in teaching ESP?

Teacher 01: "Lack of materials, lack of labs, huge number of students, low level of understanding, and students' lack of vocabulary".

Teacher 02: "Time restrictions and practice with a large number of students".

Teacher 03: "Lack of students' interest, allotted time to ESP course is not sufficient and ESP course should be taught in small groups (tutorials and workshops)".

Teacher 04: “Short time, learners’ low level, and curriculum”.

Teacher 05: “ Huge number of students and lack of vocabulary”.

The participants’ feedback presented above shows the various challenges that the teachers encounter in teaching ESP. the insufficient time allotted and the huge number of students ranked as one of the major issues that teachers face when teaching the module. In addition, teachers find it difficult to present the course of ESP because of the absence of some materials and labs, as well as the students’ lack of vocabulary. The level of students created understanding challenges in the ESP courses, as one participant stated “the level of understanding”. As a result, those issues caused a huge confusion for the teachers to teach ESP effectively.

Item five:Why do you think that ESP has been replaced by the social and thematic sciences in the L1?

Teacher 01: “L1 students need first to discover the culture of the language and to build their own culture and language; then, they will be able to receive other information which are more specific and accurate”.

Teacher 02: “I believe ESP should be a course in third year, M1 and M2, giving the complexity of the subject and the pre-required knowledge needed”.

Teacher 03: “First year level is not ready yet to grasp advanced subject and concepts related to ESP especially needs analysis and course design”.

Teacher 04: “I think that first year students are not ready to receive such kind information”.

Teacher 05: “Recently ESP is more useful and helpful for building rich lexicon which is , the pillar of any EFL learners’ objective” .

This question seeks to have a look on the reasons behind replacing ESP by social and semantic sciences. According to one of the participants, students are not ready yet to study a level that exceeds theirs (advanced level); they first need to learn the knowledge of the language and then they can receive specified information. To sum up, ESP courses are mainly designed for intermediate and advanced learners.

Item six: Do you think teaching ESP would help increase students' vocabulary repertoire? How?

Teacher 01: "Yes, by dealing with a variety of subjects and fields".

Teacher 02: "Absolutely, mainly technical and semi-technical lexis"

Teacher 03: "Absolutely true, through studying and tackling different topics".

Teacher 04: "Yes, ESP is useful and helpful for building rich vocabulary for EFL learners".

Teacher 05: "Yes, of course, by learning new vocabulary".

The teachers' feedback revealed that all the participants agreed with the statement provided above "ESP helps students increase their vocabulary". Obviously, most of EFL learners are aware that vocabulary is an important component of their learning; therefore, teachers suggested some strategies which increase EFL lexis in ESP and this by: dealing with different subjects and fields, as well as through tackling various topics. That is to say, ESP can increase and improve the students' vocabulary due to the different subjects that it deals with; these subjects contain large number of lexis, which in return will be beneficial for the learners to use them and widen their scope of vocabulary knowledge.

The teachers' responses above clearly reveal that English for specific purposes is interesting subject and important field in EFL to cope the demands of new world. It is

assumed that ESP is related to the students' needs and purposes. Additionally, the different subjects and fields improve students' vocabulary knowledge. Moreover, all interviewees argued that ESP vocabulary enhance students' lexical competence.

3.3. Discussion of the Findings

3.3.1. Student's Questionnaire

Through the analysis of the data collected with respect to students' responses, it has been generally remark that there are different opinions and situations related to the effects of ESP in developing learners' lexical competences.

Although third years LMD students are highly motivated to learn the English language and they choose it as a globalization language to set more job opportunities not only in teaching but also in different foreign companies. Students' level is not as it is expected to be. They may not perform effectively in any situation and their use of English language is limited because of their lack of vocabulary knowledge.

Moreover, third year LMD students appreciate vocabulary importance in developing their lexical competence. However, their response affirmed that lexical knowledge is the basis of any language because the latter is all about words. Also, they know that to express their ideas and thoughts successfully and achieve the expected level of proficiency; they need to develop their lexis. However, they are not satisfied with teaching lexical knowledge strategies.

Furthermore, Students are ascribing their difficulties in communication to the lack of vocabulary because they consider that lexical competence is the most fundamental components of communication. Nevertheless, students are complaining about the kinds of oral sessions. They confirm that their teachers of oral classes use very traditional strategies

(presentation) and limited ideas which may not be as an effective tool to enhance their lexical competence and communicative ones.

In this respect, students have positive attitudes towards ESP lectures. They assure that the different fields and topics related to ESP course may be a useful strategy to increase their lexical competence. It depends on learning new items in specific disciplines and it raises their knowledge about the right use of those items in different contexts. Students long to classes which are designated on their needs in order to fit their goals.

Students believe that ESP is essential for their learning process cause of knowledge verities that comprises. However, they indicate ESP may obtain its main objectives only through more practice. First, the teacher should be trained on how they design a course relying on their students' needs.

In short, the students' quennaire was a useful tool for the current study .it ESP effects on developing learners 'lexical competence. They argue that having extensive lexical knowledge of the foreign language will help them not only to improve their speaking skill in academic settings but also in daily life communication with natives.

3.3.2. Teachers'Interview

The results obtained from teachers' interview are of great importance to reach the goals of the present study. After analyzing teachers' responses, we draw the following conclusions:

- Integrating ESP in EFL teaching is of great importance.
- Although teachers are aware of the importance of practical part in teaching ESP and its influence on the use of language, the situation of ESP at the Department of Foreign Languages at Biskra University is not really good.

- Raising EFL learners' ESP vocabulary will help them to overcome these difficulties and enhance their speaking skills.
- Time scheduling is not sufficient to raise EFL learners' level.
- The huge number of students in ESP classes is a serious problem.

Conclusion

Throughout the analysis and the interpretation of the data obtained from both students' questionnaire and the teachers' interview, different results can be demonstrated. First, integrating ESP within EFL teaching curriculum is of great importance for learners in order to develop high proficiency in English. In addition, both EFL teachers and third-year LMD students are aware of the importance of the ESP vocabulary nevertheless learners do not have much background knowledge about this aspect of language. EFL learners' poor lexical competence is mainly due to problems of the lack of vocabulary knowledge. Thus, raising third level EFL students' awareness of the ESP vocabulary of the target language improves students' lexical competence

General Conclusion

The current study has dealt with the effects of ESP vocabulary in developing learners' lexical competence. The core of this study is an investigation of the effectiveness of the ESP learning in enhancing the lexicon knowledge and reducing speaking difficulties of third level students of English at the Department of Foreign Languages at Biskra University.

The first chapter has been devoted to the theoretical aspects of the concept of ESP. It has presented distinct conceptualizations of ESP proposed by different researchers and explored its features. Moreover, ESP lectures have an important role in learning/teaching English language.

The second chapter has dealt with the lexical competence of EFL learners. It starts with learning/teaching vocabulary strategies. Then, it has presented the difference between vocabulary and lexis as main components in achieving lexical knowledge. The lexical competence has been discussed and explained in this chapter. As a final point, we have shed light on the connections that exist between ESP vocabulary and lexical competence and their role in developing learners' communicative competence.

The field works of this study required two tools in order to confirm or dismiss our research hypothesis. A questionnaire has been distributed to a random sample of third-year LMD students and an interview that has been designed and managed with teachers who have a long experience in this field of study.

The analysis of the data obtained from students' and teachers' responses resulted in four main points. First, third-year LMD students of English are aware of the importance of ESP vocabulary knowledge in EFL learning as a crucial component of language, but their proficiency is very limited. Also, they are unaware of the significance of role vocabulary in

developing their lexical competences. In addition, raising third-year LMD students' lexical competence enhances their speech production and decreases their speaking difficulties. The situation of teaching ESP at the Department of Foreign Languages at Biskra University is confronted with certain pedagogical and materialistic problems. As a final point, these results confirmed our research hypothesis and; therefore, realized our research goals

Recommendations

Regarding research findings, the following recommendations are put forward:

Educational Policy

- The Ministry of Higher Education and Scientific Research should adopt a policy of training courses for ESP practitioners across the country.
- The Ministry of Higher Education and Scientific Research should offer detailed ESP materials.
- Stakeholders should consider learners' target needs in designing ESP courses and identify ESP teaching purposes (EAP/EOP).

For syllabus designers

- Extending time allocated for both ESP and oral expression module, in order to provide more opportunities for teachers to fulfill the requirement of these modules, and for students to practice more.
- Managing the number of students per class to create a suitable atmosphere for students to learn effectively and enable teachers to work restfully.
- Adopting ESP strategies in teaching vocabulary .

For teachers

- Raising students' awareness of different areas of ESP to develop their lexical competence.
- Training students to use effective learning vocabulary strategies to master the language, and subsequently the lexical competence.

For students

- Employing the various strategies to develop their-self regulated learning.
- Work on developing their lexical competence to enhance their proficiency level.

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Appendix

Appendix One
Students' Piloting Questionnaire
Students' Questionnaire

Dear students,

This questionnaire is an attempt to collect data for the accomplishment of a master dissertation about 'Effects of ESP vocabulary in the development of EFL learners' lexical competence'. Therefore would be so grateful if you provide us with precise, clear and complete responses .Please tick (✓) the appropriate answers(s) and write full statements(s) whenever it is necessary .Be sure that your answers will be anonymous and will be used for research purposes only.

Thank you for time, effort and collaboration

Section One: Background Information

Q1. Is learning the English language at university?

- a. Your own choice
- b. Your parent(s)' choice
- c. Someone's advice

Q2. Where do you use English most?

- a. In the class
- b. When socializing
- c. At work
- d. At home

Others :

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

Q3. How can you evaluate your level in English?

- a. Excellent
- b. Good
- c. Average
- d. Weak

Q4. Why do you study English?

- a- To achieve a higher educational level
- b- To get more job opportunities
- c- To speak with foreigners
- d- To use it when traveling
- e- All of them

Q5. After you get your degree, do you think that you can performer effectively in any special area using the English language?

- Yes
- No

Justify, Please :

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

Q6. After graduation, you like to be:

- a. A teacher
- b. A translator
- c. An employee in any foreign company
- d. A touristic guide

Q7. Which of the following areas do you wish to develop more? Choose just one option.

- a. Grammar
- b- Vocabulary (lexical competence)
- c- Speaking
- a- Reading
- b- Writing
- c- Listening
- d-** All of them

Section two: Speaking Skills

Q8. What does EFL student need to learn?

- a- Reading
- b- Writing
- c- Listening
- d- All of them

Would you suggest one of your needs

.....

.....

Q9. How can you evaluate your level in speaking skill?

- a. Excellent
- b. Good
- c. Average
- d. Weak

Q10. Do you find some difficulties when speaking in English?

Yes

No

If yes are they related to:

- a- A lack of vocabulary about the topic
- b- Insufficient knowledge of grammatical structures
- c- Pronunciation
-

d- Lack of self-confidence (you feel shy and anxious)

Q11. Does your teacher of oral expression use communicative tasks and activities that are related to the real-life situation?

Yes

No

If yes, does s/he:

a-Ask you to read authentic materials (books, stories, magazines, etc)

b-Ask you to listen to native speakers' records (songs, speeches, etc.)

c-Ask you to watch British and American movies

d-All of them

e-None of them

Others,

.....
.....

Q12. Are you satisfied with the way the oral expression is being taught?

Yes

No

Please, justify your answer:

.....

.....

Section three:Lexical Competence

Q13. What kind of oral class do you like?

- a- A class with a lot of activities
- b- A working class of pair/group
- c- Teaching only by the teacher
- d- The course design according to students needs

Q14. To what extent do you agree with the following statement: ‘the lexicon of any language is considered to be the Skelton of that language’?

- a. Stronglydisagree
- b. Agree
- c. Disagree
- d. Stronglyagree

Whatever your answer is, please justify

.....

.....

Q15. How can you evaluate your English vocabulary size?

- a. Rich
-

b. Acceptable

c. Poor

Q16. What does your teacher of oral expression use to widen your vocabulary?

a. S/he uses audiovisual materials

b. S/he designs reading tasks for you

c. S/he asks you to use your dictionary

d. S/he uses different communicative games

Others

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Section four : English for Specific Purposes

Q17. Do you think that having a good lexical competence is important for the success of any communication?

Yes

No

Whatever your answer is, please explain.

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Q18. According to you, which is effective for a good proficiency in the English language?

- a. Learning about the language itself
- b. Learning how to use the language for specific purposes
- c. Both of them

Q19. What do you know about ESP?

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Q20. Do you like the course of ESP?

Yes

No

If yes, is it because:

- a. It develops your vocabulary size in different domains
- b. It raises your knowledge about the right use of words in different contexts
- c. Both of them

Q21. Do you like the way English is being taught through ESP courses?

Yes

No

Justify your answer, please

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.....
Q22. In which way, do you prefer to learn English as a foreign language?

- a. The traditional way (learning about the language itself)
- b. Learning English for specific purposes (learning how to use the language in different contexts)
- c. Both of them

Please, justify your answer:

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If you have any comments or suggestions, please feel free

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Appendix One
Teacher' Interview Questions

Dear teachers ,

The interview is a data collection tool on "**Teachers' Attitudes towards Teaching English for Specific Purposes for EFL learners' of Biskra University**". This research work aims at the description and investigation of teachers' attitudes towards teaching ESP and the approaches they use. I shall be grateful if you can answer the questions.

Thank you for your time, effort, and collaboration

Interview Questions

Q1.Why teaching English for specific purposes at all ?

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Q2.What is to intersting in English for specific purposes ?

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Q3.Do you think that ESP whould be kept throught the curriculum ?

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Q4.What are the challenges that you face in teaching ESP ?

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Q5.Why do you think that ESP has been replaced by the social and themantics sciences in the
1 styear ?

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Q6.Do you think teaching ESP whould help increase students' vocabulary repertoire ?

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How ?
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Thanks for your time ,effort,and collaboration

الملخص :

الكفاءة المعجمية ضرورية في اكتساب اللغة الثانية والأجنبية. نظرًا لأن المفردات هي مؤشر بسيط لمستوى الكفاءة ، يبحث المعلمون عن طرق لتطوير المعرفة اللغوية للمتعلمين ESP . هي واحدة من أهم الفصول لمتعلمي اللغة الإنجليزية كلغة أجنبية الذين يمكنهم تعزيز معارفهم في مجالات مختلفة. استكشفت الدراسة الحالية اكتساب المفردات من خلال دورات ESP في التعبير الشفهي من أجل تطوير الكفاءة المعجمية. أجريت هذه الدراسة مع طالب / طالب من السنة الثالثة (LMD) في محمد خضر بسكرة (عينة من 26 طالبًا) ومعلمين من سباق ESP من أجل الحصول على وجهات نظرهم. لتحقيق الأهداف المعلنة ، تم اختيار نهج مختلط من أجل جمع البيانات. علاوة على ذلك ، يستخدم الباحثون طريقة وصفية

لتحليل البيانات التي تم الحصول عليها من استبيان مقدم للطلاب ، ومقابلة تم تسليمها لمعلمي ESP. أظهرت النتائج أن دمج ESP في تدريب EFL له أهمية كبيرة. يعزو الطلاب صعوباتهم في التواصل إلى عدم وجود المفردات لأنهم يعتبرون أن الكفاءة اللغوية هي أهم مكونات التواصل ولديهم مواقف إيجابية تجاه قراءات ESP. أكد كل من الطلاب والمدرسين أن ESP يزيد من الكفاءة اللغوية لمتعلمي اللغة الإنجليزية كلغة أجنبية. أخيرًا ، يوصي الباحث بمجموعة من الاقتراحات للسياسة التعليمية ، ومصممي السباقات ، ولكل من المعلمين والطلاب لتقليل حجم الفصل وتطوير ESP كأداة لممارسة اللغة.